

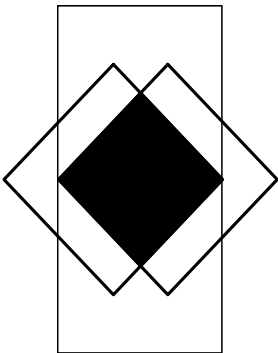
Change and Transformation in Higher Education

An Annotated Bibliography
Second Edition: - June 2001

Higher Education Transformation Work Group

Center for the Study of Higher and Postsecondary Education

University of Michigan



Research Director

Marvin W. Peterson

Research Associates

Michael K. McLendon

Aaron D. Anderson

Sandy Tarbox

Laurel Park

Change and Transformation in Higher Education

An Annotated Bibliography
Second Edition – June 2001

**Higher Education
Transformation Work Group**

**Center for the Study of Higher and
Postsecondary Education**

**University of Michigan
2117 School of Education
Ann Arbor, MI 48109-1259**

Table of Contents

Literature Search Strategy and Methodology for the Annotated
Bibliography on Institutional Change and Transformation
In Higher Education Page i

Table A. Literature Search: Conceptual Approaches to
Organizational Change and Transformation
In Higher Education Page iii

Table B. Literature Search: Content Categories of
Organizational Change and Transformation
In Higher Education Page iv

Journal Articles and Chapters on Organizational Change and
Transformation in Higher Education (1990-2000) Page 1

Dissertations on Organizational Change and Transformation in
Higher Education (1990-2000) Page 51

Higher Education Books and Monographs on Organizational
Change and Transformation (1990-2000) Page 78

**This bibliography was prepared for the Kellogg Forum on Higher Education Transformation
program and funded by the W. K. Kellogg Foundation.**

**Higher Education Transformation Work Group
Center for the Study of Higher and Postsecondary Education
2117 School of Education
University of Michigan
Ann Arbor, Michigan 48109-1259**

Literature Search Strategy and Methodology for the Annotated Bibliography on Institutional Change and Transformation in Higher Education

I. Purpose and Overview of the Literature Search

The central aim of the KFHET initiative is to understand the experiences of higher education institutions which have undergone comprehensive change and transformation and to assist other institutions in learning about and developing the capacity to undertake similar efforts. In support of this goal, The University of Michigan group has conducted a comprehensive and systematic search of the literature on change and transformation in higher education and is compiling an annotated bibliography of this literature. The purpose of these tasks is to provide the KFHET Leadership Group, as well as practitioners and researchers throughout the country, with access to literature sources that describe and analyze specific change and transformation initiatives in American colleges and universities and with a framework for understanding the conceptual, empirical, and practical dimensions of institutional change and transformation.

Beginning in the early 1990s, the topic of institutional change and transformation became increasingly prevalent within the higher education literature. The reasons cited in the literature for this pervasive interest are many: looming fiscal and demographic crises; new institutional opportunities presented by the growth of the learning industry; increased competition from other segments within the knowledge industry; persistent questions regarding the quality of educational services; the need to provide educational services more efficiently; the need to accommodate institutional structures to new teaching and learning roles.

Over the course of the past decade, the literature on institutional change and transformation in higher education has grown appreciably. This literature is characterized by tremendous variation, including variety in the nature and purpose of publication, sources of publication, topical content, research methods, and unit of analysis (institution-wide change, unit-level change, etc.) Much of the literature is non-empirical and evaluative or descriptive in nature, ranging from brief accounts of institutional experiences with change and transformation, to recommendations, opinions, and editorials. However, a growing number of publications utilize a variety of research methods, including case studies or survey studies, to conceptually link the larger organizational theory literature with the experiences of institutions which have undergone change and transformation and to provide analysis of the antecedents, processes, and implications of institutional change and transformation.

II. Literature Search Strategies and Selection Process

The literature search related to organizational change and transformation in higher education utilized two general search strategies and an iterative data reduction process in searching five literature databases: the Educational Resource Information Index (ERIC), the H.W. Wilson Files (which includes the Business Periodicals Index, the Humanities Index, and the Social Science Index), literature databases in business (ABI Inform) and psychology (PSYCHInfo), and the Dissertation Abstracts Index database. All searches were limited to journal articles published between 1990 and 2000.

Two search strategies were employed to identify references and a criterion-based review of references was used to further narrow the sample within each of the five databases. In the first search strategy, three search terms differentiating sectors of postsecondary education and the term "organizational" were cross-referenced with thirteen conceptual categories (See Table A). This search yielded a total of 3,712 "hit" records from among the five literature databases. After the general search was completed, abstracts of all of these records were reviewed and evaluated based on their direct project relevance. After eliminating duplicate records from among the thirteen conceptual categories, the criterion-based review yielded a total of 184 articles from among the five literature databases.

In the second search conducted of the five databases, the three search terms differentiation sectors of postsecondary education, and the term "organizational change" were cross-referenced with fifteen content categories (See Table B). This search yielded 1,881 "hit" records. After a review of the abstracts of these records for direct project relevance and an elimination of duplicate records, the number of additional publications obtained in this second search of the five databases totaled 100.

III. Compilation of Content Categories for the Articles Annotated

Of the 284 published articles identified in the two separate literature search strategies, 200 were non-duplicate records relevant to the project's purpose. A content analysis of this final sample of 200 articles was conducted, using seven categories: 1) type of publication, 2) purpose of publication, 3) nature of publication, 4) conceptual content of publication, 5) topical content of publication, 6) methodology, and 7) institutional type. The 200 articles were included with full bibliographic reference and abstract in the first edition of the Annotated Bibliography. An updated search for the years 1998-2000 yielded an additional 26 articles and 17 dissertations for a total of 243 annotated articles. Each annotated article is referenced by these seven categories. Table A and B arrange the articles by publication source and conceptual and content category. The coding is as follows:

I. Type of Publication

B - Book/Monograph
 D - Dissertation
 JE - Journal of Education
 JB - Journal of Business
 JS - Journal of Social Science

II. Purpose of Publication

D - Description
 E - Evaluative
 P - Prescriptive
 C - Conceptual

III. Nature of Approach

NE - Non-Empirical
 QL - Qualitative
 QN - Quantitative
 BT - Both quantitative and qualitative

IV. Conceptual Content

Change
 Environmental Change
 Merger
 Planning
 Quality Improvement
 Reform
 Reorganization
 Restructuring
 Strategy
 Transformation
 Technology

V. Topical Content

Academic Workplace
 Alliance or Partnership
 Administration
 Climate or Culture
 Curriculum
 Faculty
 Governance
 Information Technology
 Leadership
 Management Systems
 Mission
 Resource Allocation
 Structure
 Systems

VI. Methodology

SC - Single Case
 MC - Multiple Case
 SU - Survey
 SA - Secondary Analysis
 S - Synthesis

VII. Type of Institution

R - Research
 C - Comprehensive
 LA - Liberal Arts
 CC - Community College
 M - Mixed

Table A

Literature Search: Conceptual Approaches to
Organizational Change and Transformation in Higher Education

Data Base Sources

Conceptual Category	ERIC	Wilson Abstracts	PsychINFO	ABI	Dissertation Abstracts	Totals
Change	760	38	32	37	321	1188
Planning	297	9	16	38	150	510
Strategy	82	7	8	14	63	174
Reform	52	1	2	3	45	103
Transformation	27	2	2	3	32	66
Restructuring	65	4	2	5	34	110
Reorganization	20	3	1	3	24	51
Merger	0	0	0	1	20	21
Environmental Change Or Environmental Influence	1 9	1 0	3 0	4 0	33 12	42 21
Quality Improvement or Quality Development	16 596	1 11	1 35	3 57	34 506	55 1205
Technology	22	8	16	19	101	166
Total Hits	1947	85	118	187	1375	3712
Total Relevant Publications	103	15	3	7	56	184

Table B

Literature Search: Content Categories of Organizational
Change and Transformation in Higher Education

Data Base Sources

Content Category	ERIC	Wilson Abstracts	PsychINFO	ABI	Dissertation Abstracts	Totals
Systems	89	3	0	4	42	138
Structure	66	2	9	6	89	172
Climate/Culture	0	2	7	8	112	129
Leadership	72	4	2	5	100	183
Information Technology	54	4	1	2	14	75
Mission	43	0	1	1	36	81
Academic Workplace or Educational Environment	3 n/a	0 0	0 3	0 3	3 30	6 36
Faculty	107	5	7	1	101	221
Curriculum	47	4	5	3	50	109
Management Systems	47	2	5	3	23	80
Resource Allocation	12	0	0	0	2	14
Governance	54	1	2	0	28	85
Alliances or Partnerships	14	0	1	2	8	25
Administration	274	15	12	4	222	527
Totals	882	42	55	42	860	1881
Total Relevant Publications	57	9	4	1	29	100

**Journal Articles and Chapters on
Organizational Change and Transformation in Higher Education
(1990 - 2000)**

Acherman, H. A., et. al. (Summer, 1993). Building on external quality assessment to achieve continuous improvement. New Directions for Institutional Research (78), 31-35.

This article looks at a self-study and peer review done by The University of Amsterdam (Netherlands) as part of its requirement to do an external quality assessment. The findings of the self-study include the need for change to be tailored to the discipline and for mutual trust and respect. Success hinges on involvement of all parties, and an understanding of the principles, as well as commitment by management to the process.

Keywords: I. JE; II. E; III. NE; IV. change, quality improvement; V. management systems; VI. SC; VII. NA.

Alexander, B., et. al. (1997). Changing structure to improve function: One academic health center's experience. Academic Medicine, 72(4), 259-68.

In response to the external pressures of decreased public funding, competition in the health care market, and bureaucracy, the Oregon Health Sciences University decided to change its status from a public university to a private one. This article focuses on those reasons, and the political process they went through for building support for legislation, the key elements of their restructuring process, and the challenges faced and lessons learned during this change.

Keywords: I. JE; II. D; III. NE; IV. change, environmental change, restructuring; V. governance, management systems; VI. SC; VII. NA.

Alfred, R. L and P. Carter. (1999). New colleges for a new century: Organizational change and development in community colleges. In Smart, J., (Ed.). Higher Education: Handbook of Theory and Research. Bronx, NY: Agathon Press.

The authors describe the ways in which community colleges must change in both organizational characteristics and structure in order to accommodate new trends in students, competitors, technology and public policy. The chapter begins with a review of the major models of organizational structure and proceeds to an overview of the environmental forces affecting change within institutions of higher education. The authors then examine these forces as they apply to the community college, with particular attention on organizational structure, strategy, and culture. The authors contend that in the future, community colleges will require an organizational structure capable of rapid transformation in order to meet the changing demands of the marketplace. The authors conclude by suggesting the process-based approach to organization as a way of designing colleges to meet future challenges, and provide some specific questions and strategic actions that colleges should consider in order to successfully create a new kind of organization.

Keywords. I. B; II. C, P; III.QL; IV. restructuring, strategy, transformation; V. climate or culture, structure; VI. S; VII. CC.

Anderson, R. K. & Fuller, S. S. (1992). Librarians as members of integrated institutional information programs: Management and organizational issues. Library Trends, 41(2), 198-213.

A program to integrate librarians into teaching and administration at higher education institutions (the Integrated

Academic Information Management Systems) funded by the National Library of Medicine Organization is described in this article. The roles and relationships that developed among librarians and faculty, and the issues of organization and management that emerged as librarians became integral to teaching and administration are reviewed and discussed.

Keywords: I. JE; II. D; III. NE; IV. environmental change, reorganization; V. academic workplace, management systems; VI. MC; VII. M.

Arms, C. R. (1992). The impact of information technology on universities in the United States. Higher Education Management, 4(3), 293-307.

The use of computer technology on college and university campuses is growing at a tremendous rate, not only in terms of computer-based courses and instructional materials, but also in terms of the operating infrastructure (communications, library services, etc.). The growth in demand for these services is challenging to colleges and universities as they face this period of retrenchment.

Keywords: I. JE; II. D; III. NE; IV. transformation, technology; V. academic workplace, administration, information technology, resource allocation; VI. S; VII. M

Aune, B. P. (1995). The human dimension of organizational change. Review of Higher Education, 18(2), 149-73.

This qualitative study explores and describes the experiences of faculty and staff at a technical college involved in a statewide initiative to develop innovative models for providing equal opportunities to students with disabilities. The findings suggest meaningful change tended to occur when those involved saw themselves as authors of change rather than its targets. The staff and faculty saw themselves and the situation quite differently depending on how they viewed their role in the change process. The author concludes that during a change causes people feel uncomfortable in new roles, mourn the loss of old ways, and long for concreteness and certainty to replace the ambiguity and uncertainty of the situation. Understanding the human dimensions of change are key to effective integration of purposive change.

Keywords: I. JE; II. E; III. QL; IV. change, strategy; V. administration, faculty; VI. SC; VII. CC.

Austin, M. J. (1997). The peer support group needed to guide organizational change processes. New Directions for Higher Education, 25(2), 57-66.

This article describes how a peer group of deans of social work helped each dean address issues in organizational change. The group of three deans was sustained over a seven-year period. The group allowed the deans to contemplate and to address a variety of change issues their respective colleges of social work were experiencing, including tenure and promotion, selecting senior administrators, dealing with faculty conflict, managing budgets, responding to student concerns, and finding time to consider future directions.

Keywords: I. JE; II. D; III. NE; IV. change, strategy, planning; V. leadership, administration, faculty; VI. N/A; VII. N/A.

Austin, M. J., F. L. Ahearn, et al. (1997). Guiding organizational change. New Directions for Higher Education, 25(2), 31-56.

Three former deans of schools of social work relate their experiences leading organizational change and transformation within their departments. Each case study is used as the basis for discussing leadership approaches used to promote and nurture change processes. The settings are three different universities, each with a unique

mission: serving the Catholic community; serving the African American community; and addressing Ivy League community research priorities. Conclusions are drawn from the similarities and differences of the vignettes. Upon arrival each dean engaged in a complex assessment process. This process led to the setting of expectations and plans of action. Each dean illustrates various roadblocks and mechanisms employed to navigate institutional culture and achieve success.

Keywords: I. JE; II. E; III. QL; IV. change, technology, strategy; V. leadership, mission, climate/culture; VI. MC; VII. M.

Baker, D.D., and Cullen, J.B. (1993). Administrative reorganization and configurational context: The contingent effects of age, size and change in size. *Academy of Management Journal*, 36(6), 1251-1277.

The authors examined administration reorganizations of top-level managers in 200 colleges and universities in a 10-year period. Results showed that organizational age, size and change in size work in specific configurations to affect the change efforts. Specifically, they posited four hypotheses related to the tendency for (1) new young organizations to be more prone to reorganization efforts than older, growing ones, (2) older, second-stage organizations to have lower rates of reorganization than those in first stage, (3) third state organizations to have lower rates of reorganization than first or second stage ones, and (4) declining, small old organizations to have the lowest rates of reorganizations than first, second or third stage organization. The authors theorize that the higher reorganization among small institutions is based on a lack of complexity. However, small, older schools showed more reorganization than small, young ones because of higher rates of decline. Decline was a catalyst for reorganization among small, old colleges but not for small, young one. The authors suggest this may be because administrators in small, young and declining organizations may be unwilling or unable to change courses or other significant elements of the schools to improve performance.*

Keywords: I. JB; II. E; III. QL; IV. change, reorganization; V. administration, structure; VI. MC; VII. M.

Barnett, R. (2000). Reconfiguring the university. In Scott, P. (ed.). Higher education re-formed. New York: Falmer Press. 114 – 129.

As opposed to specific “labels” for the twenty-first century university (“virtual,” “corporate,” “service”), the author contends that the future university must embrace all categories and be prepared to face the “challenges to humanity” that the new age brings. This “university for supercomplexity” is characterized by the development of new frameworks for understanding ourselves and the world around us, the preparation of students to make “purposeful interventions” within a supercomplex world, and its civic role in this world. The author provides descriptions of the leadership, research and teaching functions of the university of supercomplexity. The author concludes by stating that universities must abandon “idea as an emblem” and assist in helping people “revel in uncertainty” which characterizes the modern age.

Keywords. I. B; II. C, P; III. NE; IV. restructuring, transformation; V. mission; VI. SA; VII. M.

Barrow, C. W. (1996). The strategy of selective excellence: Redesigning higher education for global competition in a postindustrial society. *Higher Education*, 31(4), 447-69.

This article employs a case study of the restructuring of the Massachusetts system of higher education to argue for adoption of a strategy that Barrow calls "selective excellence." Barrow asserts that the higher education industry can overcome its current fiscal crisis, created by a post-industrial economy, and answer calls from business and political leaders that universities help meet the challenges of increased global competition by implementation of this "selective excellence" strategy. Selective excellence is being implemented through system-wide combinations of institution-specific responses to market forces and by a renewed emphasis on strategic planning at the state, regional and national levels. Barrow notes four distinct strategies that are being employed to effectuate selective

excellence: 1) a shift from institutional emulation to differentiation, 2) a shift from basic research to applied research and development, 3) a shift toward multidisciplinary and interdisciplinary studies, and 4) a shift from department-based research activities toward organized research units such as centers and institutes.

Keywords: I. JE; II. D, P; III. NE; IV. change, quality improvement, planning; V. administration, resource allocation, faculty; VI. N/A; VII. R, C.

Barrow, C. W. (1993). Will the fiscal crisis force higher education to restructure? Thought and Action, 9(1), 7-24.

In this 1993 article, the author concludes that American higher education is beginning a transformation that would rival that which occurred at the end of the nineteenth century. We are facing a significant financial crisis based on current data on higher education finance, but have been slow in recognizing the depth of this crisis.

Keywords: I. JE; II. E; III. NE; IV. change, transformation, planning; V. resource allocation, structure; VI. N/A; VII. N/A.

Bell, D. J. & Bracken, J. D. (1992). Combining "Peopleware" and "Software" in the admissions office: A case study in change. College and University, 67(2), 151-59.

The authors describe the reorganization of the admissions office at Brigham Young University into "teams", and the building of a computer software system to support them. Productivity, as measured by output of processed and completed applications, increased under this new structure, as workers' sense of responsibility increased.

Keywords: I. JE; II. D, E; III. QL; IV. change, quality improvement, technology; V. administration, climate/culture, management systems; VI. SC; VII. R.

Benjamin, R. and S. J. Carroll (1996). Impediments and imperatives in restructuring higher education. Educational Administration Quarterly, 32, 705-719.

Restructuring in higher education is effectively obstructed by basic assumptions built into the governance model. Three areas are cited that all involve the lack of clear evaluative processes in determining the allocation of resources. First is the lack of a basis for evaluating the merits of different disciplines. Second, there is no basis for evaluating the relative merits of academic programs and activities at different institutions. Third, there is a lack of basis for evaluating the merits of institutions' diverse missions. The author describes other obstacles to effective governance and gives suggestions for how the structure of higher education governance can be redesigned.

Keywords: I. JE; II. C; III. NE; IV. restructuring; V. academic workplace, governance, resource allocation, structure, VI. S; NA.

Bensimon, E. M. (1993). New presidents' initial actions: Transactional and transformational leadership. Journal for Higher Education Management, 8(2), 5-17.

This article highlights the effects of new presidents on their institutions. Based on the comprehensive results and comparison of two case studies, Bensimon offers leadership strategies to new chief administrators. In one case study, the new president was effective in creating satisfaction and improving morale on campus by developing the human resources on campus. While in the other study, the new president initially focused on improving the features and structure of the physical plant of the institution. Although they both experienced initial approval of their leadership, this study concluded that new leaders should use a combination of these two strategies.

Keywords: I. JE; II. D, E; III. QL; IV. transformation, change; V. leadership, structure, climate/culture; VI. MC; VII. LA.

Bernbom, G., et. al. (1992). Academic information systems: From segregation to integration. Cause/Effect, 15(1), 9-14,25.

The authors describe the process of integrating an Administrative Information System (AIS) across diverse technology platforms at Indiana University. The university's experiences give guidance and suggestions for other universities planning on implementing an Administrative Information System on their campus.

Keywords: I. JE; II. D; III. QL; IV. planning, technology; V. academic workplace, information technology; VI. SC; VII. R.

Birnbaum, R. (1991). How to improve campus productivity. AGB Reports, 33(3), 6-11.

Rigid formulas that require brute force or threats of intervention are unlikely to work at academic institutions trying to increase efficiency and quality. Two separate institutions were reviewed by the author who gives us ten different ways to improve academic productivity.

Keywords: I. JE; II. P; III. QL; IV. quality improvement, reform; V. academic workplace, systems; VI. MC; VII. NA.

Birnbaum, R., B. Alexander, et al. (Fall, 1991). The latent organizational functions of the academic senate: Why senates do not work but will not go away. New Directions for Higher Education (No. 75 Faculty in Governance: The Role of Senates and Joint Committees in Academic Decision Making), 19(3), 7-25.

This discussion of faculty senates examines both the latent and manifest functions senates are presumed to and actually play in college governance within four organizational models: bureaucratic, collegial, political, and symbolic. While many complaints of the ineffectiveness of faculty senates are attributed to a failure to produce concrete results, the organization remains because it fulfills important latent functions. These include the role of the senate as a symbol, status provider, a "garbage can and deep freeze," attention cue, personnel screening device, organizational conservator, ritual/pastime, and as a scapegoat. Any notions of change or elimination of the faculty senate model must be undertaken carefully so as not to disturb either manifest or latent organizational functions.

Keywords: 1. JE; II. C ; III. NE; IV. change, faculty, strategy; V. administration, governance; VI. N/A; VII. N/A.

Blight, D., David, D. & Olsen, A. (2000). The globalization of higher education. In Scott, P. (ed.). Higher Education Re-Formed. New York: Falmer Press. 95 – 113.

Focusing primarily on Australia and the Near East, the authors review projected demand for domestic, international and offshore education and the technical, research and accreditation/quality assurance issues which will be required for this growth. Multicultural and diversity aspects of a globalized educational system are discussed.

Keywords. I. B; II. P; III. BT; IV. Environmental Change, Technology; V. Climate or Culture, System; VI. S; VII. M.

Borel, S. and N. Vincent (1995). Transitioning technology: Changing the culture at Syracuse University. Cause Effect, 18(3), 39-46.

Borel and Vincent use a case study of Syracuse University's transition of its administrative computing applications from a mainframe to a client/server environment to identify the cultural challenges that arose in the

way that both the Information Systems (IS) organization and its clients work. Among the challenges that were addressed by the cultural initiatives were: a) restructuring the IS organization; b) retraining existing technical staff; c) training IS clients in the new technology and in how to interface with the new IS organizational structure; and d) developing new ways for IS to do business with its clients. Three important initiatives have been implemented to facilitate the transition for IS clients: 1) a network subscription service enabling departments to subscribe to only the services they need without having to bear the financial or personnel resource expenses needed to maintain a network; 2) help-desk software to answer client questions on-line; and 3) an office technology support group to provide a personal touch in answering client questions about the new technologies. Borel and Vincent conclude that, "as we plan for the future we can no longer apply the words *long-term* to our computing solutions, that our plans must remain flexible" (p. 46).

Keywords: I. JE; II. D, E; III. NE; IV. change, technology, restructuring; V. climate/culture, administration, information technology; VI. N/A; VII. R.

Brand, M. (1992). Undergraduate education: Seeking the golden mean. Educational Record, 73(4), 18-26.

The conflict between research and undergraduate teaching is more a result of how institutions perceive and value these activities, and how organizations are structured to reflect these attitudes. Renewed commitment by faculty and graduate students to the home campus, evaluating and rewarding excellence in teaching, and institutional restructuring are seen as remedies to the conflict.

Keywords: I. JE; II. D; III. NE; IV. restructuring; V. academic workplace, faculty; VI. S; VII. NA.

Branin, J. J., et al. (1994). Integrating information services in an academic setting: The organizational and technical challenge. Cause/Effect, 17(3), 26-31,36-37.

A long term study of technical and organizational integration at the University of Minnesota's Integrated Information Center, shows that after six years, good progress was made in the technological issues surrounding the support and delivery of information services, but challenges remain with organizational issues.

Keywords: I. JE; II. D, E; III. NE; IV. change, strategy, technology; V. administration, information technology; VI. N/A; V. R.

Breuder, R. L. (1996). Merger: The opportunities and challenges of institutional partnership. Educational Record, 77(1), 46-52.

This brief article describes some of the advantages and problems experienced by Williamsport Area Community College (which became Penn College) after it merged with Penn State. Written by the Penn College's president, the article describes the inadequate resources of the institution prior to the merger, and the improved management, increased enrollments and potential recruiting pool, and enhanced revenue stream which resulted from the merger. The author indicates that the college has been able to maintain its autonomy while drawing on the advantages of the numerous resources available to Penn State. Chief among the college's post-merger problems are 1) issues of funding equity between Penn State and Penn College's programs; 2) the concerns that the larger institution will eventually impose its procedures on Penn College; and 3) concerns that the larger institution will eventually dictate Penn College's curricular offerings.

Keywords: I. JE; II. D, E; III. QL; IV. merger; V. alliances/partner; resource allocation, curriculum; VI. SC; VII. R, CC.

Brigham, S.E. (1996). Large scale events: New ways of working across the organization. *Change*, 28(6), 28-39.

Current changes in colleges and universities are less about power than they are about culture. Traditional, top-down approaches to change are not able to reach the culture of an organization. Accordingly this article offers an alternative through the use of systems thinking and large-scale events. "Large-scale events aim to engage an organization's full range of stakeholders in longer, collaborative tasks of introspection and choice-making, all the while building new understandings and relationships among them." The author provides examples in higher education of five types of large-scale events: future searches, open space technology, interactive design, homegrown, and great teaching seminars. Additionally, three other events that have found wide use outside of higher education are discussed – real-time strategic change, the conference model, and "work out". The success of large-scale events on campuses is largely dependent upon flexible, risk-taking leadership; the creation of the right conditions for learning; and a strong sense of community and common enterprise.*

Keywords: I. JE; II. D; III. QL; IV. change, strategy; V. academic workplace, culture, leadership; VI. MC; VII. M

Brigham, S. E. (1993). TQM: Lessons we can learn from industry. *Change*, 25(3), 42-46,48.

Before higher education proceeds with the Total Quality Management (TQM) approach, it should examine both mistakes and accomplishments by previous business sector users and then create its own model for appropriate and effective application. Qualities that lead to industry TQM failure include: 1) lack of leadership investment and championing the cause, 2) some middle managers are confused by TQM or resistant to change, 3) employees can be brought into the fold too early, and 4) some companies failed to place the customer at the center of the project. Qualities that lead to successful implementation of TQM include: 1) concentrating on the basics, 2) benchmarking only immediate competitors, 3) becoming more responsive to the customer, 4) integrating TQM into both long and short term strategies, and 5) ensuring dedication to implementation and follow through.

Keywords: I. JE; II. P; III. NE; IV. change, strategy; V. information technology; strategy; administration; VI. N/A; VII. N/A.

Bullock, K. and Scott, B. (1992). Evaluating an innovation. *Assessment and Evaluation in Higher Education*, 17(2), 111-126.

This article describes evaluative techniques employed to, (1) prove the quality of, (2) improve the quality of, and (3) understand the innovative process of the EATE (Enterprise Awareness in Teacher Education) program at the University of Bath. Taking into account the complexity of the change process the authors recommend several steps in the evaluation process, beginning with designing the evaluation and ending with analysis of the data. The article states that evaluation of innovations should be utilized to enhance their effectiveness and sustain the innovation.*

Keywords: I. JE; II. D, P; III. QL; IV. change, quality improvement; V. academic workplace; VI. SC; VII. R

Burkhardt, J. (1994). Getting to yes on a merger. *Planning for Higher Education*, 22(3), 19-24.

Burkhardt provides a description of merger deliberations among the University of Detroit, Mercy College, and Marygrove College, which eventually resulted in a merger of the University of Detroit and Mercy College. The article aims to inform readers about higher education mergers from the perspective of individuals responsible for institutional planning. After providing some historical background of the institutions, Burkhardt describes the difficulties the institutions faced in moving forward with the merger. The merger process was jump-started when key campus leaders were able to agree on a mission for the proposed merged institution. A general description of

the tedious process of determining the organizational structure of the merged institution is provided.

Keywords: I. JE; II. D, E; III. NE; IV. change, merger, planning; V. administration; VI. N/A; VII. C.

Burton, J. L. (1993). Hopping out of the swamp: Management of change in a downsizing environment. Business Officer, 26(8), 42-45.

In an era of declining resources, Arizona State University used aspects of Total Quality Management (TQM) to develop a model for managing the administrative services function. Eight steps discussed are clarifying administrative unit functions, unit self-examination, establishment of program priorities, environmental scanning, creation of an infrastructure to manage change, organizational communication, implementation, and provision for appeal.

Keywords: I. JB; II. D; III. NE; IV. change, environmental change, planning; V. administration, management systems; VI. SC; VII. R

Cameron, K. & Whetten, D. (1983). Models of the organizational life cycle. Review of Higher Education, 6(4).

Cameron and Whetton examine some of the reasons for a loss of resiliency in colleges and universities. They discuss pressures confronted by some institutions of higher education to become less flexible and more conservative when dealing with threatening environmental conditions. To illuminate their points, the authors discuss research findings from several investigations of institutional adaptation to decline. They subsequently discuss organizational life cycle models and their relevance to higher education. Their concept of organizational life cycle is discussed, and a summary model of the organizational life cycle offers direction for analyzing institutional adaptation and change. The authors describe two primary implications of life cycle models for higher education: how an understanding of organizational life cycle models can help institutions maintain adaptability under changing environmental conditions; and that appropriate institutional responses to various challenges will differ depending on the life stage of the organization.

Keywords: I. JE; II. D, P; III. NE; IV. change, environmental change; V. academic workplace, administration; VI. S; VII. M.

Cameron, K. S. & Smart, J. (1998). Maintaining effectiveness amid downsizing and decline in institutions of higher education. Research in Higher Education, 39(1), 65-86.

U.S. institutions of higher education are experiencing "unprecedented levels" of downsizing, cutbacks, and decline. This activity mirrors the prevalence of downsizing in private sector corporations. Private sector downsizing often has negative effects, leading to this research question: "Does financial decline and downsizing in higher education also lead to organizational ineffectiveness?" 334 institutions were studied and contrary to the posed question; declining or abundant resources had no effect on organizational effectiveness. Nine dimensions of effectiveness are grouped into three broad domains: morale, academic, and external adaptation. Organizations in decline that also developed the "dirty dozen" attributes tended to perform less effectively, however. The "dirty dozen" include: centralization of decisions, crisis mentality, less innovativeness, resistance to change, decreasing morale, politicized interest groups, across-the-board cutbacks (not prioritized), loss of trust, increasing conflict, restricted communication, lack of teamwork, and scapegoating of leaders. Implications for managing in these conditions are discussed.

Keywords: I. JE; II. E; III. QL; IV. change, environmental change, planning; V. administration, management systems, resource allocation; VI. SU; VII. M.

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

This study delves into the question what management strategies and decision processes are effective in mitigating the expected negative effects of postindustrial environment within institutions of higher education? Grounded in a survey conducted of 331 institutions (126 public and 205 private), variables measured included questions on organizational effectiveness, decision-making processes, management strategies employed, and measures of postindustrial characteristics. These authors find that attributes of the postindustrial environment--scarcity of resources, competitiveness, and turbulence--are negatively associated with the effectiveness of four-year colleges and universities. Participative decision making, domain offense strategies, and political decision processes appear to mitigate most strongly the environmental effects. Recommendations for implementing a domain offense and participative and political decision-making are made.

Keywords: I. JE; II. P; III. BT; IV. environmental change, strategy; V. administration, leadership, management systems; VI. SU; VII. M.

Carfagna, R. (1997). Collaboration and administration of the core curriculum. Journal of General Education, 46(1), 56-68.

The author focuses on principles of curricular and academic change including the relationships and collaboration processes that develop among faculty and academic services staff, as well as between the academic side and other offices including admissions, public relations, development, alumni and student services personnel.

Keywords: I. JE; II. D; III. NE; IV. change, planning; V. academic workplace, curriculum; VI. MC; VII. MC.

Carroll, M. E., et. al. (1992). The politics of places in the chart. College Teaching, 40(1), 9-13.

The author states that even minor changes in the college curriculum can have significant effects on the organization of an institution, and on faculty and administrator roles. This is true especially when changes happen across disciplinary boundaries. The article outlines eight kinds of organization change, and offers a list of issues to be considered surrounding change in these areas.

Keywords: I. JE; II. E, C; III. NE; IV. change, strategy; V. academic workplace, administration, curriculum; VI. N/A; VII. N/A.

Carter, P. (1998). Planning for transformation in the new market. Community College Journal of Research and Practice, 22, 381-399.

This article examines the role of planning in the institutional transformation process. The author differentiates between two types of planning: activity planning, which fails to produce demonstrable outcomes; and impact planning, which ultimately produces positive outcomes. Activity and impact planning are examine in four areas: objectives, design, processes, and outcomes. The author offers questions and considerations for each area in order to assist colleges with the planning process.

Keywords: I. JE; II. C, P; III. QL; IV. planning, transformation; V. academic workplace, climate or culture; VI. S; VII. CC.

Chan, S. S. (1995). Strategies for restructuring IT organizations. Cause Effect, 18(3), 13-19.

Integrating information technology and service functions into a new division is the focus of this article. In 1993 DePaul University consolidated fragmented services and achieved a unified direction that was more closely

aligned with the goals of the university. The study looks at the first 18 months of this project, and discusses framework, strategy and experiences.

Keywords: I. JE; II. D; III. NE; IV. change, reorganization, technology; V. administration, information technology; VI. SC; VII. R

Chance, W. (1995). Is taxonomy planning's biggest obstacle? Planning for Higher Education, 23(2), 1-4.

The author states that the strict classification of institutions of higher education may be hindering change and innovation. Accrediting agencies are adversarial in matters of change and experimentation, and greater flexibility and diversity is necessary in planning at the institutional level.

Keywords: I. JE; II. E, P; III. NE; IV. change, planning, strategy; V. administration, governance, leadership; VI. N/A; VII. N/A.

Checkoway, B. (1997). Reinventing the research university for public service. Journal of Planning Literature 11(3), 307-319.

The author discusses how research universities can be reinvented for public service. Using research and examples from academia, the process of reconceptualization and reinvention is analyzed. Obstacles to the process of change are identified as well as ways to deal with them. The article begins by examining the existing states of research universities and then recommends ways to "reinvent" the research university. Checkoway recommends formulating a strategy, reconceptualizing research, making knowledge more accessible, mobilizing internally/externally, involving the faculty, modifying the reward structure, integrating service learning, recognizing consultation and technical assistance, involving the community, changing the culture and providing leadership.

Keywords: I. JB; II. E, P; III. QL; IV. change, environmental change, transformation; V. leadership, climate or culture; VI. MC; VII. M.

Chermak, G. L. D. (1990). Cultural dynamics: Principles to guide change in higher education. CUPA Journal, 41(3), 25-27.

The author suggests that understanding culture is a key ingredient to fostering positive change on a college campus. Several principles that are fundamental to efficient organizational change and attainment of a shared vision of the institution were developed during a yearlong analysis of organizational culture at a public state university. Twelve principles addressing imperatives for change and eight principles underlying the attainment of the institutional vision are listed. The author concludes by suggesting that further research is necessary to test the efficiency and merit of the principles.

Keywords: I. JE; II. E, P; III. QL; IV. change, strategy; V. mission, climate/culture; VI. SC; VII. C.

Cherrey, C. (1990). Understanding and shaping organizational culture. Campus Activities Programming, 22(9), 60-64.

The purpose of this article is to attempt to answer these questions: Can the culture of a higher education institution be changed and if so how? Based on a review of the literature, Cherrey presents a logical, rational answer to these questions. Relying most heavily on the work of Kilman and Saxton (1983) and Allen (1985), this review discusses the identification of norms within a culture and alternative views of change. Cherrey states that although changing culture is difficult, it can happen. She suggests that the norms are key to the change process

because they are more easily changed than other aspects of culture. According to Cherrey, the heart of culture are the norms and the accompanying behaviors and language that give evidence of those norms. Change, therefore, involves articulating new norms accompanied by new expectations while engaging in new language and behaviors that correspond to them.

Keywords: I. JE; II. D, E; III. NE; IV. change; V. climate/culture; VI. N/A; VII. N/A

Clark, B. R. (1996). Substantive growth and innovative organization: New categories for higher education research. Higher Education, 32(4), 417-20.

While most comparative higher education research focuses on the transition from elite to mass education, two other aspects deserve study: substantive academic growth, with roots in the research imperative and the dynamics of disciplines; and innovative university organization, a concern among practitioners as universities seek greater capacity for change. Understanding of these areas will help universities make wiser choices.

Keywords: I. JE; II. C, P; III. NE; IV. change, strategy, planning; V. curriculum, systems, structure; VI. N/A; VII. R.

Coleman, E. (1997). Leadership in the change process. Liberal Education, 83(1), 4-11.

This piece is adapted from a keynote address given by the author (then President of Bennington College). She describes the process by which the campus community responded to fiscal exigencies that provided a catalyst for institutional transformation. As leaders of the college, the Trustees engaged in an institutional symposium for a year and a half and issued a report addressing some significant questions in liberal education, including pressures for political correctness, the relativity of truth, individual responsibility, uses of technology, and costs of higher education. The author identifies several keys by which campus leadership must guide institutional transformation. These included the notions that a) ideas, more than financial considerations must drive change; b) sweeping transformation must engage the entire community; c) new technology may not always lead to solutions; and d) leaders are required to make some difficult decisions.

Keywords: I. JE; II. D; III. QL; IV. change, strategy, planning; V. leadership, governance, resource allocation; VI. SC; VII. LA.

Cooper, J. and K. Kempner (1993). Lord of the Flies Community College: A case study of organizational disintegration. Review of Higher Education, 16(4), 419-37.

This article applies the interpretive case study method to "Lord of the Flies Community College," a pseudonym for a community college in which a concurrent loss of all its top leadership left it in a state of chaos. Cooper and Kempner conduct a review of the organizational culture and critical theory literature followed by a case study applying participant observation and individual interview techniques in an attempt to determine what aspect of the culture holds an institution together – its mission, its values, bureaucratic procedures, or strong personalities? The authors arrived at three implications for institutional leaders: 1) institutional culture plays a critical role in organizations; 2) though higher education leaders are important change agents in the institution, they are nonetheless merely participants in the organization's reality; and 3) since leaders are participants within the culture rather than managers of culture, they must understand their moral obligations to respect the dignity of other cultures and subcultures within their organization and their right to peacefully coexist within the democratic society of the institution.

Keywords: I. JE; II. D, E; III. QL; IV. change; V. leadership, climate/culture, governance; VI. SC; VII. CC.

Cowan, R. B. (1993). Prescription for small-college turnaround. Change, 25(1), 30-39.

The author, a consultant specializing in the title's subject, describes both the "signs of trouble" and "the turned-around college." "Five requisites for turnaround" are offered. A willing president is needed to lead the change. A collaborative process is required that includes the wide membership of the institution's community. Comprehensive change must be consistent with the college's "character", including its history, mission, student/faculty demographics, and other factors. Changes must be "operationally effective," that is the operating performance of departmental units' key processes must not be degraded through the changes. And leaders should maintain optimism and energy within the college community through the use of symbolic actions that strengthen and give meaning to the changes being undertaken. These five requirements are each discussed in detail, based on the author's experience; no references are included.

Keywords: I. JE; II. D, E; III. QI; IV. change, strategy; V. climate/culture, systems, leadership; VI. MC; VII. LA.

Cowen, S. S. (1994). Preparing the organization for curricular change. Selections, 10(3), 1-7.

From the abstract, "Promoting awareness of the need for curricular change, initiating the process, and seeing it through are best accomplished within the context of a comprehensive, long-term strategy for transforming the organization." This article is based on the case experience from Case Western Reserve University's Weatherhead School of Management's efforts to change its curriculum. In the seven years that had elapsed between the initial discussions of curricular change and the actual implementation of the change process, several lessons were learned. The author's claim for "lessons learned" as the plan for organizational change was developed are: adopt an outside-in perspective, build on an intrinsic vision, establish a collaborative approach, challenge convention and tradition, focus on substance not form, and provide multifaceted leadership. The author claims these principles are not unique only to institutions of higher education, but they are applicable across a wide range of organizations.

Keywords: I. JE; II. D, E; III. QL; IV. change; V. academic workplace, curriculum, leadership; VI. SC; VII. R

Cunliff, E., et. al. (1993). A study in change: The integration of planning and budgeting at Central Oklahoma. Business Officer, 26(8), 32-36.

This brief article describes how the University of Central Oklahoma integrated its planning and budget processes, shifting the focus from the budget itself to a goal-oriented, team management process. Authors note that the roles of faculty senate and deans in the change process continue to evolve. Additionally, they discuss the barriers to change both within and outside the institution.

Keywords: I. JE; II. D; III. change, planning, quality improvement; V. resource allocation, faculty, governance; VI. N/A; VII. C.

Cyert, R. M. (1993). Universities, competitiveness, and TQM: A plan of action for the year 2000. Public Administration Quarterly 17(1), 10-18.

To be relevant to society, universities must grapple with the problems that are significant to society. Today, societies throughout the world are addressing the concept of competitiveness. Universities can contribute to increased competitiveness in three different ways: (1) in their education; (2) in their research; and (3) in their internal management behavior. Total quality management (TQM) is a management philosophy that has spread throughout the world. Unfortunately this revolutionary change goes unrecognized in academic. The authors feel

that it is quite possible that American higher education will lose its quality advantage over other countries due to complacency.*

Keywords: I. JS; II. D, P; III. QL; IV. change, transformation; V. academic workplace, management systems; VI. S; VII.M

Daoud, A., et. al. (1996). Research and planning: Educating the campus community for institutional change and student success. Metropolitan Universities: An International Forum, 7(2), 41-50.

A pro-active approach to supporting change is used by the Institutional Research and Planning Office at City College of San Francisco (California). The office actively disseminates information to the campus, gathers faculty and staff responses, and provides leadership throughout the planning process by promoting communication and trust.

Keywords: I. JE; II. D; III. NE; IV. change, planning; V. academic workplace, administration; VI. SC; VII. CC.

Davies, J. L. (1997). The evolution of university responses to financial reduction. Higher Education Management, 9(1), 127-40.

In July 1993, DePaul University integrated its information technology and service functions under a new division of University Planning and Information Technology, consolidating formerly fragmented services to achieve a unified direction for information technology closely aligned with university goals. This case study discusses the framework, process and strategies used, and experiences of the first 18 months. It also examines the nature and characteristics of the phenomenon of retrenchment in universities and systems since the late 1970s. Five categories of financial reduction are identified, giving special attention to the situation of financial reduction coupled with increased demand and to approaches characterized by restructuring. Finally, the article discusses consequences for university culture and appropriate leadership patterns.

Keywords: I. JE; II. D, E; III. NE; IV. change, strategy, restructuring; V. resource allocation, administration, climate/culture, leadership; VI. N/A; VII. N/A.

Dawson, B. L. (1991). The incredible shrinking institution: A five component downsizing model. Business Officer, 25(1), 26-30.

The author discusses the emotionally charged issue of institutional retrenchment and downsizing, with its accompanying difficulties. Immediate remedies including reducing and controlling expenditures work to some degree, but a complete analysis of the organizational structure, procedures, systems, planning strategies and environment is necessary for a more thorough approach.

Keywords: I. JB; II. P; III. NE; IV. change, planning, strategy; V. administration, climate/culture, management systems, resource allocation; VI. S; VII. NA.

Day, M. T. (1998). Transformational discourse: Ideologies of organizational change in the academic library and information science literature. Library Trends, 46, (4), 635-667.

The author traces the history of rhetoric in organizational change and the role of the academic library in advancing and promoting this rhetoric. The particular element of change referred to as "transformational discourse" began roughly thirty years ago; it was in part created by Library and Information Science through visions of scholarly workstations and electronic libraries. Academic librarians are now searching for new organizational identities

which will allow them to survive in the current economic and social climate.

Keywords: I. JS; II. E; NE; IV. transformation; V. systems, information technology; VI. SA; VII. M.

Desfosses, L. R. (1996). Strategies for hard times in higher education. CUPA Journal, 47(1), 13-19.

In times of retrenchment and fiscal exigency, planning and management strategies used in the private sector have practical applications for higher education. The author defines several strategies including organizational de-layering, employee empowerment, boundless thinking, problem-solving teams, accelerated processes, management and improvement, and stretch goals. Matrix-structured management, it is suggested, provides organizational flexibility. Also listed are several driving forces and key success factors.

Keywords: I. JE; II. D, E; III. NE; IV. planning, restructuring, strategy; V. resource allocation, administration, structure; N/A; VII. N/A

Desrochers, L. A. (1994). They did it their way: Administrative transformation at Portland State University. Business Officer, 28(1), 30-34.

The author focuses on transformation of the administrative system at Portland State University (Oregon). Portland State used multiple, interrelated strategies such as consolidation of units, streamlining middle management, staff training, and professional development. Emphasis was also placed on technological conversion, a quality initiative, and a joint venture with a sister institution. Clear vision and leadership are cited as essential in a successful transformation effort.

Keywords: I. JE; II. D; III. NE; IV. change, planning, strategy, merger; V. administration, information technology, leadership; VI. N/A; VII. C.

Dill, D. (1997). Effects of competition on diverse institutional contexts. In Peterson, M., Dill, D. & Mets, L. (Eds.). Planning and Management for a Changing Environment. San Francisco: Jossey-Bass.

A review of recent literature finds that competition, brought on by the current transformation environment in higher education, has made academic management and planning more, not less similar for higher education institutions of all classifications and funding mechanisms. A "network" model of academic organization is proposed as an effective response to this increasing financial uncertainty and task complexity. Within the network model, four suggestions are offered for designing planning processes: designating and grouping related functions where necessary; encouraging reciprocal (down-up) communication and contact; promoting a planning capability within each strategic unit; and increasing direct communication with the members of the larger academic community.

Keywords: I. B; II. C; III. NE; IV. change, environmental change, planning, transformation; V. academic workplace, management system; VI. S; VII. M.

Dillman, H. L. & Hicks, M. A. (1990). Reorganizing for information technology management on campus. Cause Effect, 13(3), 4-6.

This 1990 article focuses on reorganization in terms of the management of information technology (IT) on college and university campuses. The author asserts that this rapidly changing technology will require institutions to

review their IT management systems to assure speedy application of new developments in order to remain competitive.

Keywords: I. JE; II. P; III. NE; IV. change, strategy, technology; V. administration, information technology, management systems; VI. S; VII. NA.

Dominick, C. A. (1990). Revising the institutional mission. New Directions for Higher Education; (No. 71 Managing Change in Higher Education), 18(2), 29-36.

This article employs a case study method to propose a prototype for achieving consensus among the various constituencies of a university when revising an institution's mission. Dominick studied the method successfully used by Wittenberg University to redefine its mission and derived a nine-step process for achieving consensus in mission revision. The process includes: 1) strong presidential leadership; 2) adequate budgetary support to underwrite the costs of the process; 3) endorsement and commitment to the revision by the governing board; 4) representation by all university constituencies, especially the faculty, the students, and the alumni; 5) open dialogue and communication within and between all constituencies; 6) employment of extant reports, data, and information-gathering and storage systems in the process; 7) adequate time allowed to afford group-building and commitment to the new mission within and between constituencies; 8) consensus on the implementation process and periodic evaluation of the results; and, 9) initiation at a natural occasion for change, such as the beginning of a new administration. Dominick notes that Wittenberg is a stable institution and that local circumstances may influence the process of revision as well as the shape of the final statement of purpose.

Keywords: I. JE; II. D, E; III. QL; IV. change; V. mission, leadership, resource allocation; VI. SC; VII. LA.

Donald, A. W. & Naff, M. (1993). Facilitating change for survival. Cause-Effect, 16(2), 8-15.

An information technology group was formed at Virginia Polytechnic Institute and State University to facilitate and manage a major organizational change. The issues it faced were defining change, gaining support for it, organizing to facilitate change, educating staff, establishing strategies and measuring outcomes.

Keywords: I. JE; II. D; III. QL; IV. change, strategy, planning; V. information technology, systems, administration; VI. SC; R.

Dorweiler, V. P. & Yakhou, M. (1994). Changes in professional degree programs in the USA: An environmental analysis of professional education requirements. Higher Education Research and Development, 13(2), 231-52.

Change as it is experienced in professional degree programs (accounting and engineering at the baccalaureate level, and business and law at the graduate level) is discussed in terms of external environmental factors (societal changes, competition, technology) and the internal application of Total Quality Management (TQM) to curriculum development is explored.

Keywords: I. JE; II. D; III. QL; IV change, environmental change, technology; V. academic workplace, curriculum, information technology, management systems; VI. S; VII. NA

Duderstadt, J.J. (1997). Transforming the university to serve the digital age. Cause/Effect, 20 (4), 21-32.

Universities must develop the capacity to transform themselves in the face of rapidly shifting societal and technological paradigms or risk extinction. The author considers the primary "drivers of change" to be financial imperatives, societal needs, and technology; he then discusses the ways in which each of these "drivers" has an

impact upon the fundamental nature of academic activities (teaching, research, the library, and service) and on the higher education enterprise as a whole. The author concludes by suggesting that the academic community aspire to a “culture of learning,” characterized by learning-centered institutions that are able to serve a rapidly changing world.

Keywords: I. JE; II. C, E; III. NE; IV. transformation; V. structure; VI. SA; VII. M.

Edwards, R. (1999). The academic department: How does it fit into the university reform agenda? Change, 30 (5), 16-27.

This article examines the role of the academic department in the successful realization of the institutional reform movement. The author argues that the current reform agenda has had an impact at two levels – institutional and individual – but does not address plans for transforming the “middle-level” university structures, such as academic departments. The author speaks of research universities in general and does not focus on institutional-specific studies. He states that the development of the academic department along the German research university model has resulted in “growing tensions” between what the institution needs and what the “classic” academic department can deliver. Specifically, he believes that departments should consider abolishing departmental lines and thus appoint faculty to “university positions”, re-define the work for which departments are responsible, and reconceptualize the role of departmental leadership. The author closes with a call for wider discussion among faculty and administrators on the goals for university reform and how academic departments can become “partners” in this reform.

Keywords. I. JE; II. P; III. NE; IV. restructuring; V. academic workplace, administration, faculty, restructuring; VI. SA; VII. R.

El-Khawas, E. (1999). The impetus for organizational change: Internal and external influences on universities. Paper presented at the EAIR Forum, August 23-25, 1999, Lund, Sweden.

This paper examines the factors that cause universities to undertake academic change, specifically, changes to achieve more effective teaching and learning. Based on an analysis of recent change at 30 U.S. colleges and universities, it suggests that universities respond to environmental pressures apart from those mandated by external actors. There is evidence, too, that universities actively link with their outside environment to further their internal objectives.*

Keywords: I. NA; II. D,P; III. QL; IV. change, environmental change, planning, transformation; V. academic workplace, faculty; VI. S; VII. M

Ellicott, M. A. & Conard, R. J. (1997). Designing quality service: The service excellence model. Facilities Manager, 13(4), 46-49.

College facilities managers turn to experiences in manufacturing and commercial service industries to provide ideas and information on downsizing, while improving quality of service. Six areas of a “Service Excellence Model” are 1) shared responsibility, 2) focus on core service processes, 3) empowerment of cross-functional process-improvement teams, 4) performance measurements and process controls, 5) environment of positive reinforcement, and 6) management support focused on core service processes.

Keywords: I. JE; II. D; III. NE; IV. quality improvement; V. administration; management systems, resource allocation; VI. S; VII. NA

Elliott, D., et. al. (1993). Overcoming institutional barriers to broad-based curricular Change. Innovative Higher Education, 18(1), 37-46.

Techniques used to overcome barriers to change in the automobile industry are explored, in an attempt to facilitate change in curriculum development at Southern Illinois University. An interdisciplinary faculty team approach (university) and interdepartmental team approach (automobile industry) were found to be effective in overcoming discipline or department loyalties that hampered broad-based changes.

Keywords: I. JE; II. D; III. NE; IV. change, technology; V. curriculum, information technology, management systems; VI. SC; VII. C.

Elton, L. & Cryer, P. (1994). Quality and change in higher education. Innovative Higher Education, 18, 205-220.

This analytical article provides evidence that as the combined pressures on British universities for better quality and public accountability have increased primarily through two governmental agencies ñ the Employment Department and the Higher Education Funding Councils the quality of British higher education is actually declining. Perhaps Elton and Cryer's main contribution to change theory is their model for institutional change which they offer first as a series of successive steps and second as three key elements of a change strategy. Quoting Fullan (1990) the step process is: 1) begin with small groups and build momentum; 2) utilize both pressure and support to assure success; 3) give careful consideration to the relationship between changes in behavior and changes in belief; and, 4) understand that ownership of the change must emerge during a successful change process rather than magically happen at the beginning of the process. Quoting Jones and Lewis (1991) the key elements of a change strategy are: 1) identify a group and the key decision makers within that group which are ready for change; 2) identify a problem or problems within the organization which are generally accepted as being in need of resolution; and, 3) develop an appropriate staff development program so the change may be effectuated. Elton and Cryer close their essay calling for an analysis of the lessons learned from earlier experiences of the Higher Education Funding Councils so that the mistakes made previously in a research quality exercise will not be repeated thus potentially causing a decades-long decline in British higher education quality.

Keywords: I. JE; II. C, E, P; III. NE; IV. change, quality improvement, strategy; V. environmental change, climate/culture, administration; VI. N/A; VII. N/A.

Ender, K. L. & Mooney, K. A. (1994). From outsourcing to alliances: Strategies for sharing leadership and exploiting resources at metropolitan universities. Metropolitan Universities: An International Forum, 5(3), 49-55.

The article examines institutional cost-saving strategies associated with outsourcing and partnerships, promoting the notion that well-organized and clearly defined outsourcing can bring advantages to institutions apart from financial advantages. There is a particular emphasis on inter-institutional alliances. Background for the article is provided from the work of Zemsky and Massy. Examples of partnerships are provided, but the examples lack specificity. Some suggestions for alliances and outsourcing are provided, including making clear boundaries between organizations when writing contracts and paying careful attention to personnel issues.

Keywords: I. JE; II. E, P; III. NE; IV. change, strategy; V. climate/culture, alliance/partner, administration, resource allocation; VI. N/A; VII. R, C.

Erwin, D. (1997). Developing strategies and policies for changing universities. In Armstrong, S., Thompson, G. & Brown, S. (eds.) Facing up to radical changes in universities and colleges. London: Kogan Press, 64-73.

In order to retain credibility and remain competitive within the rapidly changing higher education environment, U.S. universities must shift from being teaching centered to learning centered, which will require an improvement

in institutional marking and evaluation processes. This improvement can be gained, in part, through establishment of a thorough quality assessment system. The article proposes an assessment model based on those currently used in Europe and composed of four central steps: clear statement of objectives/outcomes; development of assessment methods based on program objectives, collection of information, and assessment of information. Establishment of a credible institutional assessment program can be used for both program improvement and also to facilitate public understanding of educational objectives.

Keywords: I. B; II. C, P; QL; IV. quality improvement; V. structure; VI. S; VII. M.

Etzkowitz, H. (1996). From knowledge flows to the triple helix. The transformation of academic-industry relations in the USA. Industry and Higher Education, 10(6), 337-42.

In this article, a change from a more traditional one-way flow of knowledge (from research at the university level to implementation and innovation at the industrial level), to a “triple-helix model” in which the three separate spheres of university, government and industry overlap, is explored. The Massachusetts Institute of Technology is cited as an example of the “entrepreneurial university” of the 90s.

Keywords: I. JE; II. D, C; III. QL; IV. transformation; V. mission, structure, systems; VI. SC; VII. R.

Ewell, P. T. (1993). Total quality & academic practice: The idea we've been waiting for? Change, 25(3), 49-55.

This article begins by comparing the higher education assessment movement and the incorporation of TQM principles at colleges and universities. Assessment and TQM have both been objects of much criticism in academia. Both movements were introduced to higher education and experienced rapid growth early on, and both movements emphasize a knowledge-driven decision-making process. There are important differences, however. Assessment was well-received on campuses in a social climate in which colleges were to demonstrate increased public accountability. Ewell points out that TQM has found appeal on campuses because of its focus on quality improvement as a function of cost-effectiveness, two issues which are of continual interest to higher education. TQM, Ewell argues, is a more comprehensive change than assessment. He explains that assessment can be added to “business as usual” in higher education, where TQM principles, if adopted, will mean significant changes to the way educators think and function. He takes each of the hallmark principles of TQM (decentralized decision-making, focus on core processes, customer focus, continuous improvement, etc.) and debunks arguments that these principles have long been a part of higher ed operations.

Keywords: I. JE; II. D, E; III. NE; IV. change, environmental change; quality improvement; V. administration, systems, climate/culture; VI. N/A; VII. M.

Fairweather, J.S. (1999). Diversification or homogenization: how markets and governments combine to shape American higher education. Higher Education Policy, 13 (1), 79-98.

The development and evolution of nearly 3500 traditional colleges and universities, as well as a number of corporate and propriety institutions, can be seen as the result of an interaction of a variety of markets, government policies and institutional actors. The article begins with an examination of structural and cultural diversity within American higher education institutions (within- and between-institutions), and proceeds to discuss the various academic markets which have an impact on this diversity, with particular attention to faculty pay as a function of teaching versus research. The article concludes by discussing the effects of market and governmental policies on the “system” of American higher education.

Keywords: I. JE; II. E; III. BT; IV. environmental change; V. systems; VI. MC; VII. M.

Farmer, D. W. (1990). Strategies for change. New Directions for Higher Education, 18(2), 7-18.

While Academic Vice President at King's College, the author had the opportunity to be a part of several change initiatives. From this experience, the author relates several elements necessary for successfully fostering change. Articulated are the roles of the change agent, how to build a supportive environment, some specific implementation strategies, and the importance of attentiveness to sustaining change. The ability to understand and respond to the human dimension of change is ultimately the determining factor in implementing and sustaining successful change. The effective change agent also understands the difference between implementation and maintenance of innovation.

Keywords: I. JE; II. D, P; III. QL; IV. change, environmental change; V. climate/culture; VI. SC; VII. LA.

Fields, C. D. (1997). UDC battling back after major surgery. Black Issues in Higher Education, 14(4), 14-15.

This article reports the comments of The University of the District of Columbia's President, Faculty President, and Student Body President on the occasion of a convocation to address particular issues related to UDC's efforts to deal with its budget crisis, threat of loss of accreditation, and enrollment declines.

Keywords: I. JE; II. D; III. NE; IV. change, environmental change; V. resource allocation, leadership; VI. N/A; VII. N/A

Fisher, J. L. (1993). TQM: A warning for higher education. Educational Record, 74(2), 15-19.

The author, past president of two organizations and a higher education consultant, reflects on his readings and experiences with regard to Total Quality Management (TQM). Although TQM offers admirable goals and the promise of organizational improvement, the process it recommends is not a panacea and may only forestall the conflict inevitably arising from decision making, individual accountability, and organizational change. TQM tenets appear to advocate doing more of the same while what higher education truly needs is something different. Alone, TQM is a dangerous path to tread. It is only through coupling some aspects of TQM with inspirational leadership, long range planning, individual accountability, and cost reduction that it may be worthy for application in the higher education industry.

Keywords: I. JE; II. E, P; III. NE; IV. change, quality improvement; V. administration, leadership, resource allocation; VI. N/A; VII. N/A

Fry, J. A. (1995). Preparing for administrative restructuring: A strategic approach. In Johnson, S.L., & Rush, S.C. (Eds.). *Reinventing the university: Managing and financing institutions of higher education*. Toronto: John Wiley & Sons. 79-100.

This chapter provides stepwise instructions for administrative restructuring. The author begins with an overview of the restructuring process and proceeds to describe each major stage, itemizing important concepts within each stage. The author contends that organizational restructuring within higher education is not a question of "if" but rather "when," and the key to successful restructuring depends on the institution's ability to recognize significant opportunities, establish clear goals, develop a comprehensive plan, and forge consensus on an appropriate business model. Most importantly, the institution must be attuned to the needs of its clients and be willing to embrace the best method for meeting those needs.

Keywords: I. B; II. P; III. NE; IV. restructuring; V. administration; VI. SA; VII. M.

Gates, G. S. (1997). Isomorphism, homogeneity, and rationalism in university retrenchment. Review of Higher Education, 20(3), 253-75.

The author describes the process of retrenchment at a medium-sized (anonymous) state university, and analyzes pressures (mimetic, coercive, normative) that surfaced during this process. Comparisons with experiences reported in other institutions are made, and ideas from the literature on organizational theory and change are presented.

Keywords: I. JE; II. D, C; III. QL; IV. change, planning, resource allocation; V. climate/culture, administration; VI. SC; VII. R.

Gates, G. S. (1995). University reconfiguration: Implications of faculty's perspective on organizational change, learning, and values. International Journal of Educational Reform, 4(4), 467-74.

This qualitative study explores responses made by faculty to the impact of the reorganization of finances, structure and mission on departmental and organizational culture at an institution of higher education. The process of change and faculty interpretation of the change, and their perspective on it are reviewed in detail.

Keywords: I. JE; II. D, E; III. QL; IV. change, reorganization, restructuring; V. faculty, structure, mission, climate/culture; VI. SC; VII. C.

Gautam, K., et. al. (1997). Theoretical implications of measurement inconsistencies in organizational decline research. Review of Higher Education, 20(2), 181-98.

This study employed both objective and perceptual measures of organizational decline to examine the divergence among the two in a sample of 332 higher education institutions over an eight-year period. Gautam et al defined the existence of objectively measured decline in the absence of perceived decline as "decline-as-crisis" and the existence of perceived decline in the absence of objectively measured decline as "decline-as-stagnation." After classifying institutions as experiencing "crisis" or "stagnation," these authors examined the internal processes of each classification and analyzed whether these processes were consistent with descriptions of "crisis" and "stagnation." As Gautam et al expected, institutions suffering from "objective decline" without "perceptual decline" were indeed characterized by processes of "decline-as-crisis" and institutions having "perceived decline" only were characterized by processes of "decline-as-stagnation." The authors call for more studies of this type because, "Testing substantive explanations of measurement inconsistencies promises to provide further insights into complex process-outcome relationships in organizations" which will assist in theory building.

Keywords: I. JE; II. D, E; III. QN; IV. change, environmental change; V. administration, academic workplace, climate/culture; VI. SU; VII. C, R.

Gilbert, S. W. (1996). Making the most of a slow revolution. Change, 28(2), 10-23.

This article discusses twelve recommendations for streamlining the transition to new educational technologies in higher education. The recommendations include the following: asking fundamental questions, building a vision, adjusting to permanent change, exercising judgment and trust, rejecting dichotomies, understanding intellectual property and fair use, developing guidelines and policies, preparing for crisis, extending student roles, developing change strategies, establishing realistic expectations, and developing institution wide collaboration.

Keywords: I. JE; II. P; III. NE; IV. change, technology; V. administration, climate/culture, information technology; VI. N/A; VII. N/A.

Gilliland, M. W. (1997). Organizational change and tenure: We can learn from the corporate experience. *Change*, 29 (3), 30-33.

The author states that although tenure is viewed as an impediment to change in universities, elimination of tenure would actually be counterproductive. Instead, universities should look to the private sector for lessons on implementing organizational change, and modify the administration of tenure to make it compatible with these lessons. The article examines the values which promote private-sector success in a time of environment change and the ways in which the current tenure process should be modified to adapt these values; in particular, clarification of institutional priorities, provision of managerial development programs for department heads, provision of developing opportunities for faculty, clarification in board and university policy that tenure does not ensure employment if performance is unsatisfactory, and clarification in board and university policy that tenure does not guarantee a job in a given department, but rather within the university as a whole.

Keywords: I. JE; II. C, P; III. NE; IV. Change; V. administration, faculty; VI. S; VII. M.

Gingrich, G. (1996). The role of technology in the transformation of the university. *Journal of End User Computing*, 8, 32-36.

The role of technology in the transformation of a university is presented in this case study of the National Defense University. A number of technological innovations will be available in the future, but the author states that these technological applications alone will not radically transform the university. Since radical transformation comes from intellectual rather than technological sources, it will be up to leaders, administrators and faculty to think innovatively and strategically.

Keywords: I. JS; II. C; III. NE; IV. change, transformation, technology; V. academic workplace, administration, information technology; VI. SC; NA.

Ginsburg, S. G. (1992). The tortoise and the hare: Less jogging, more sprints and marathons. *Business Officer*, 25(10), 50-52.

To cope with changing financial and demographic environments, colleges are encouraged to change management strategies. Instead of operating solely under the status quo, institutional managers are encouraged to adopt both quick, short-term strategies as well as the tenacious, long-term focus of the marathoner. A mixture of the three styles should produce constructive results in today's competitive environment. Twenty-two suggestions are made for policy formation and improved use of human and material resources in the areas of fiscal management, student recruitment, staffing, campus management, academic programming, and links with business, government, and other institutions.

Keywords: I. JE; II. P; III. NE; IV. change, environmental change, strategy; V. administration, alliance/partner, resource allocation; VI. N/A; VII. N/A.

Gioia, D. A. & Thomas, J. B. (1996). Institutional identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative Science Quarterly*, 41(n3), 370-403.

This two-phase research project initially employs a qualitative case study method to establish a grounded model for how top management teams in higher education institutions make sense of the key issues affecting strategic change decisions. Having established the model, Gioia and Thomas then conduct a large-scale quantitative survey of 611 executives from 372 U.S. colleges and universities regarding the issue interpretation process to provide generalizable findings on the strategic sensemaking process. The results of the survey lead these authors to observe that top management executives in higher education construe the proximal context for sensemaking

largely in internal rather than external terms. Thus, rather than using the common business terms of "threats" and "opportunities," these executives frame their interpretations in terms of "strategic" or "political" categorizations. Survey findings also lead these authors to posit that top management's perceptions of desired future image are key to the sensemaking process and serve as the critical links between a team member's issue interpretation and the organization's internal context. According to Gioia and Thomas, "Barring drastic contradictions or unmanageable discontinuities between present and projected identity, top managers can induce identity changes by working toward the desired future image."

Keywords: I. JS; II. E, C; III. QN; IV. change, strategy; V. culture/climate, leadership, administration; VI. SC, SU; VII. M.

Glazer, R. S. (1996). Reengineering through the world wide web. CUPA Journal, 47(2), 7-13.

The technology revolution and its impact on college human resources management activities is explored. Changes in office strategies, deployment of resources, development needs and career planning areas are reviewed. Both the World Wide Web and local area networks can offer a variety of applications in these areas, but institutions need to do careful planning to understand the possible effects changes can make in an organization.

Keywords: I. JE; II. D, P; III. NE; IV. change, planning, technology; V. administration, information technology; VI. N/A; VII. N/A.

Greaves, J. & Sorenson, R.C. (Spring, 1999). Barriers to transformation in a higher education organization: Observation and implications for OD professionals. PAQ, 104-109.

The failed attempt at organizational transformation by a California community college district is examined and discussed. Using Schein's (1965) "adaptive-coping cycle" as a model, the author provides a thorough analysis of each step of the process and the intra-organizational obstacles which eventually prevented successful implementation. Although cognizant of environmental changes, players within the community college organization resisted efforts to utilize information generated by outside consultants, or to set aside intra-organizational conflicts to allow for adjustment and transformation.

Keywords: I. JS; II. E; III. QL; IV. transformation; V. administration, faculty, structure; VI. SC; VII. CC.

Green, K. C. (1996). Building a campus infostructure. Trusteeship; Spec iss p4-9 1996.

Changing technology is forcing college and university administrations to recognize and accommodate change more efficiently in order to remain competitive in today's institutions of higher education. Policies that are created for institutions must be reviewed in this light, as well as keeping the institution's mission, strategic direction, and future in mind. Just as personal renewal is necessary for individuals, organizational renewal is also critical.

Keywords: I. JE; II. P; III. NE; IV. change, technology, planning; V. administration, information technology, mission; VI. N/A; VII. N/A.

Green, M. F. (1997). Leadership and institutional change: A comparative view. Higher Education Management, 9(2), 135-46.

The author focuses on university leadership, common to institutions of higher education in the United States, but new to many other countries. Three models of leadership are described, and the author evaluates each of them. National and institutional culture play a role in influencing leadership and change.

Keywords: I. JE; II. D, E; III. NE; IV. change, strategy; V. leadership, climate/culture; governance; VI. N/A; VII. N/A.

Green, M. F. (1997). No time for heroes. Trusteeship, 5(2), 6-11.

This article looks at the need for college and university presidents who have courage, patience, humanity and vision. These characteristics will be necessary as institutions undergo fundamental change. Some aspects of the institutional culture will be affected, and tough realities and choices will have to be made. Presidents must win the hearts and minds of constituents in order to be successful.

Keywords: I. JE; II. C; III. NE; IV. change, strategy; V. leadership, administration, climate/culture; VI. N/A; VII. N/A.

Gummer, B. (1997). Organizational identity in a changing environment: When is a change a transformation? Administration in Social Work 21(3-4), 169-187.

This is a large literature review of management journals and recent studies on conceptual approaches to the subject of environmental influences on organizational and management behavior and relationships. Gummer posits that there are five major conceptual models which attempt to explain this phenomena: the institutional model, the population ecology model, the adaptation model, the resource dependency model, the model which emphasizes organizational responses to threats and /or failure. Recent works by Gioia and Thomas (1996) are examined for their discussion of organizational identity and how it affects change in higher education. Substantive change is created by organization-environment and the upset of that equilibrium. The deregulation of the airline industry in the 80s is used as a case study.*

Keywords: I. JS; II. C; III. NE; IV. change, environmental change; V. management systems; VI. SA; VII. M

Gumport, P.J. (2000). Academic restructuring: Organizational change and institutional imperatives. Higher Education (ne), 39, 67-91.

The article examines the challenges faced by colleges and universities in their efforts to keep pace with "knowledge change," i.e. the purposes for and methods of creating "knowledge." It is argued that the dominating legitimizing idea of public higher education has changed from a social institution to an industry, and that three mechanisms have combined to advance this process: academic management, academic consumerism and academic stratification. The article analyzes in detail each of the three factors and their respective impacts on political and resource allocation concerns as institutions contemplate restructuring to accommodate the changing environment. The author warns that colleges and universities risk losing legitimacy as they divert from their historical character, functions and accumulated heritage.

Keywords: I. JE; II. C, E; III. NE; IV. change, restructuring; V. climate/culture, resource allocation; VI. SA; VII. M.

Gumport, P. & Pusser, B. (1999). University restructuring: The role of economic and political contexts. In J. Smart (Ed). Higher Education: Handbook of Theory and Research. Bronx, NY: Agathon Press. 14.

The authors use case studies of public research universities to demonstrate how research on university restructuring needs to be broadened to understand contemporary restructuring dynamics. Analyses of political and economic forces of the wider environment need to be considered. Unusual environmental turbulence and uncertainty make repositioning and selective reinvestment difficult for universities. There will be formidable long-range economic, political and social consequences.

Keywords: I. JE; II. D. C; III. NE; IV. environmental change, restructuring; V. academic workplace, climate/culture, structure; VI. MC; VII. R.

Guskin, A. E. (1996). Facing the future: The change process in restructuring universities. Change, 28(4), 26-37.

Guskin addresses the current unanimity of the need for colleges and universities to restructure in the face of a rapidly changing environment, yet the lack of consensus on the means to such an end. He maintains that while change may occur as a result of rational discussion, it rarely is that simple. He presents a dynamic, strategic, political approach to change efforts that accepts both the bright and dark side of human nature, and takes human as well as organizational behavior into consideration. He presents some basic issues to be considered, such as, why people resist change, who shall lead the change, the importance of leaders, managing leaders, restructuring versus incremental change, and the importance of size and complexity. Five tools for success in restructuring highlight the importance of internal expertise, risk-taking, linking with other institutions, investing in faculty development, and investing in technology. The key to approaching restructuring is in managing the change efforts internally as much as possible, rather than being controlled entirely by external forces.

Keywords: I. JE; II. D, P; III. NE; IV. restructuring, change, strategy; V. leadership, administration; VI. N/A; VII. N/A.

Guy, T. C., Reiff, J.C. et al. (1998). Infusing multicultural education: A process of creating organizational change at the college level. Innovative Higher Education, 22(4), 271-289.

A four-year effort to infuse multicultural education within a university's college of education is discussed. The authors use Levy and Merry's concept of second-order change which asserts that the culture and values of an organization must be changed in order for more specific organizational changes (structural, curricular, etc.) to be effective. Six steps to second-order change are identified: local versus global solutions, accommodating variable levels of acceptance to change, involving evolutionary change by accumulating a series of successes, addressing the values, beliefs and behaviors of the organization, and questioning existing norms.

Keywords: I. JE; II. D; III. QL; IV. change, transformation; V. academic workplace, administration, climate or culture, mission; VI. SC; VII. C.

Hairston, E. (1996). A picaresque journey. Change, 28, 32-37.

As chancellor of the Ohio Board of Regents, the author states that colleges and universities need to respond to increasing questions about cost, product and efficiency. The technological revolution, in combination with continuing economic pressures, will force colleges and universities to change in significant ways or be left behind by other emerging educational entities using new technology. The current missing link in the educational technology explosion in higher education is the lack of high-quality, high-volume academic content. Campuses that find ways to use technology to improve academic and administrative productivity, and student learning, will reap the rewards, while those that do not will be at risk.

Keywords: I. JE; II. P; III. NE; IV. environmental change, technology; V. information technology; VI. S; VII. N/A.

Harris, Z. M. (1995). A journey worth taking: Transformational quality and leadership. Community College Journal, 65(5), 32-36.

The concept and practice of Total Quality Management (TQM) for community colleges in general, and for Illinois' Parkland College in particular, is described in this article that looks at transformational quality, and college leadership. The author applies aspects of TQM to the literature on leadership. Additionally, the article describes the initiatives that were developed at Parkland to provide better service to the surrounding community.

Keywords: I. JE; II. D; III. NE; IV. quality improvement, transformation; V. administration, leadership, management systems; VI. N/A; VII. CC.

Hearn, J. C. (1996). Transforming U.S. higher education: An organizational perspective. Innovative Higher Education, 21(2), 141-54.

A synthesis of existing theories and research evidence on organizational change in colleges and universities is presented. The articles gives general guidance to institutions as they go through the process of developing programs, refining their purpose, and improving effectiveness. The author offers a number of propositions on the nature of higher education, the politics of change, resource allocation and general change strategies.

Keywords: I. JE; II. D, E; III. NE; IV. change, strategy; V. mission, resource allocation, structure; VI. S; VII. M.

Henderson, B. B. & Kane, W. D. (1991). Caught in the middle: Faculty and institutional status and quality in state comprehensive universities. Higher Education, 22(4), 339-50.

The article defines a distinctive identity for state comprehensive universities, which sometimes are caught between the research university models, and liberal arts and community college models. This lack of unique identity has left some faculty dissatisfied, with loss of institutional self-esteem, and belittlement of scholarship. The author offers five approaches to developing a distinctive identity.

Keywords: I. JE; II. E; III. NE; IV. change; V. faculty, mission, climate/culture; VI. N/A; VII. N/A.

Heydinger, R. (1997). Principles for redesigning organizations. In Peterson, M., Dill, D. & Mets, L. (Eds.). Planning and Management for a Changing Environment. San Francisco: Jossey-Bass.

Based on work conducted by the Public Strategies Group, and other contributors to the 1995 Salzburg Seminar on "Higher Education: Institutional Structure for the 21st Century," this chapter gazes into higher education's future and hypothesizes organizational adaptations that may occur as it evolves in the early years of the 21st century. General Motors, IBM, and the United States Postal Service are offered as conglomerate industries that higher education would do well to learn from and not emulate. Inevitable fundamental changes will affect and change the way higher education functions in our society, and Heydinger prepares institutional leaders and constituents for these in three sections. The first, "Alternative Developments in the 21st Century," presents six clusters of developments that could impact higher education as it enters the 21st century. The second section, "Eight steps toward reinventing a traditional higher education institution," explains the 8 steps identified by the Public Strategies Group, Inc. The third section offers brief implications for institutional research and planning.

Keywords: I. B; II. C; III. NE; IV. change, environmental change, planning, transformation; V. academic workplace, administration, leadership; VI. S; VII. NA.

Hollingsworth, A. T. & Boone, L. W. (1990). Decision time: The dilemma for institutions of higher education. CUPA Journal, 41(1), 1-9.

Reviewing the research on decision making processes used in business, the authors indicate these practices offer insights and options that would increase organizational effectiveness in colleges and universities. Changing the entrenched organizational decision making process in the academic environment is difficult but must be done in

order to retain institutional viability.

Keywords: I. JE; II. E; III. NE; IV. change, strategy, planning; V. climate/culture; leadership; VI. N/A; VII. N/A.

Horn, R. N. & Jerome, R. T (1996). When corporate restructuring meets higher education. Academe, 82(3), 34-36.

Taking their cue from the business world, higher education has sometimes adopted methods used in corporate restructuring efforts that have affected the faculty's sense of ownership of the education process, and their relationship to administration. Successful restructuring requires all employees to have an active voice in deciding their own roles.

Keywords: I. JE; II. D; III. NE; change, restructuring; IV. academic workplace, administration, goernance; VI. S; VII. NA.

Houghton, J. & Jurick, D. M. (1995). Redesigning the university: The process of self- study. Liberal Education, 81(2), 44-49.

This article describes a self-study process conducted at St. Edward's University (Texas). Involvement of the St. Edward's community and the external community are depicted. Five focal areas were examined and some of the conclusions and proposals for the redesign of the university are detailed.

Keywords: I. JE; II. E; III. QL; IV. change, planning, reorganization; V. academic workplace, administration, curriculum; VI. SC; VII. C.

Hughes, K. S. (1995). Transforming academic institutions: Colleges and universities respond to changes in society. Business Officer, 29(2), 21-28.

The author, president of his own management consulting firm, illustrates how business sector change techniques can be adapted to and aid in transforming the collegiate environment. Two aspects of higher education institutional culture dramatically hinder change: 1) lack of profit motive, and 2) failure to recognize the undergraduate as the primary customer. Colleges and universities that have begun transformational changes are seeing strong, positive results, including better service to students, faster completion of transactions, more accurate and timely information, and reduction in administrative personnel. Three elements of his recommended model for institutional transformation are assessment of current condition, organizational redesign, and work analysis.

Keywords: I. JE; II. E; III. NE; IV. transformation, change, environmental change; V. administration; information technology, management systems; VI. N/A; VII. N/A.

Hyatt, J. A. (1993). Strategic restructuring: A case study. New Directions for Higher Education(n83), 35-42.

The problem of shrinking resources and one college's approach to addressing this problem is depicted in this case study of the University of Maryland at College Park. The University's strategic restructuring plan involved assessing existing revenue generation, current use of resources and possible alternatives. Clearly articulated priorities are seen as critical in the process.

Keywords: I. JE; II. D; III. QL; IV. change, strategy, planning; V. resource allocation, administration; VI. SC; VII. R.

Jackson, G. & Moulton, N. (1993). From boxing to ballet: Remaking a community college. New Directions for Community Colleges, 21(4), 35-44.

The authors report on changing governance strategies in this case study of Canadore College in Ontario. While simultaneously reducing its budget by \$6 million, the college was able to increase enrollment by 25%. The “Associates Model of Governance” used at Canadore College provided a flexible, top-down management system that allowed the college to adjust to the changing needs of its constituents.

Keywords: I. JE; II. E; III. QL; IV. change, planning; V. administration, governance; VI. SC; VII. NA.

Johnstone, D. B. (1998). Patterns of finance: Revolution, evolution or more of the same? The Review of Higher Education, 21, (3), 245-255.

The author examines current patterns of financing higher education in the United States in the context of three dimensions: total resources, cost per unit, and apportionment of costs. While predicting no revolutionary changes in these patterns, modifications are most likely to occur in peripheral activities, such as continuing professional education and recreational learning.

Keywords: I. JE; II. E; III. NE; IV. change; V. resource allocation; VI. S; VII. M.

Julius, D. J., Baldrige, J. V., & Pfeffer, J. (1999). A memo from Machiavelli. The Journal of Higher Education, 70 (2), 113-133.

Assuming the voice of Machiavelli, the article provides step-by-step instructions for successful implementation of change within institutions of higher education, with an emphasis on the role of the manager or “change agent.” The article describes the characteristics of the decision-making process, the impact of internal and external constituencies, and specific political and coalition-building suggestions for the manager.

Keywords: I. JE; II. P; III. NE; IV. change, transformation; V. academic workplace, leadership; VI. SA; VII. M.

Kaiser, J. R. & Kaiser, P. R. (1994). Persuasive messages to support planned change. College and University, 69(2), 124-29.

Opportunities exist, using new technology, to increase unit productivity, improve levels of client service, and contain costs by making administrative changes. Individuals often resist the innovations, however, that would produce these benefits for the organization. This article suggests that communication and education measures be used to reduce resistance to positive change. Mediums of communicating are discussed along with their important benefits. Photographs can provide compelling illustrations to help constituents envision the change. Simple data pictures, and technical information presented in an understandable way, can serve much the function. Humor is useful to diffuse the normal anxiety that accompanies change. Information about the change must be adaptable to a diverse university audience. This can be bolstered through a cadre of diverse staff members trained to present the change message. Presentation methods include using slide shows and demonstrations of the computer technology that will be in use after the change.

Keywords: I. JA; II. E, P; III. NE; IV. planning, change, technology; V. administration, management systems; VI. SC; VII. C.

Keating, P. J., et. al. (1996). Change as a constant: Organizational restructuring at Carnegie Mellon University. Business Officer, 29(11), 50-56.

Change in the administrative structure of Carnegie Mellon University (Pennsylvania) is the focus of this article. The specific strategies used at the University are explored, as well as looking at change in the field of higher education in general. Quality improvement is touched on, and a more detailed analysis of the institution's acquisition process is explored.

Keywords: I. JB; II. E; III. QL; IV. change, strategy; V. administration, management systems; VI. SC; VII. R.

Knepp, M. G. (Fall, 1992). Renewal in the 1990s: The University of Michigan Initiatives. New Directions for Institutional Research, 19(75), 77-87.

This article explores the ways the University of Michigan was able to respond successfully to the changing and difficult period of the 1980s. The University focused on analyzing three areas – costs, staffing and revenue – and made recommendations for changes in the organizational culture, the approach to strategic planning and in budgeting.

Keywords: I. JE, II.D; III. QL; IV. change, planning, strategy; V. administration, climate/culture, resource allocation; VI. SC; VII. R.

Kraatz, M. S. (1998). Learning by association? Interorganizational networks and adaptation to environmental change. Academy of Management Journal, 70, (3), 235-260.

This article examines how interorganizational networks affect organizations' efforts to adapt their core features in response to environmental threats. The methodology used is a study of the adoption of professional curricula by American liberal arts colleges in the years 1971 – 1986. Several hypotheses relating to the colleges' participation in interorganizational networks or consortia were studied. The author theorized that strong interorganizational ties would be valuable in promoting adaptation, and the data supported this theory; it also supported the theory that organizations' propensity to imitate their network ties would play a role in shaping their responses to environmental change.

Keywords: I. JS; II. E; III. QN; IV. change; V. curriculum; VI. SC; VII. LA.

Kraatz, M.S. and Zajac, E.J. (1996). Exploring the limits of the new institutionalism: The causes and consequences of illegitimate organizational change. American Sociological Review, 61(5), 812-836.

The authors analyze data from 1971 to 1986 for 631 private liberal arts colleges facing strong environmental pressure to consider the viability of neoinstitutional and more traditional adaptation perspectives on organization-environment relations. They provide a detailed description on the main tenets of neoinstitutional theory and subsequently test seven hypotheses to discern its applicability in explaining observed changes in these institutions. In their analysis, Kraatz and Zajac consider change and performance variables as well as technical variables (consumer preferences and local environment) and institutional variables (homogeneity, status, and "early" vs. "late" period). They find that the neoinstitutional perspective is unable to account for observed organizational behavior and performance within this context and provide a detailed discussion for the potential reasons for their findings. Kraatz and Zajac conclude by encouraging further investigation of the applicability of neoinstitutional theory to organizational change.*

Keywords: I. JS; II. E; III. NE; IV. change, environmental change; V. structure; VI. MC; VII. LA.

Laudato, N. C. & DeSantis, D. J. (1995). Reshaping the enterprise through an information architecture and process reengineering. Cause Effect, 18(4), 30-31,36-42.

An approach to managing change in information systems campus-wide at the University of Pittsburgh, (Pennsylvania) is described. In addition to building consensus on the general philosophy for information systems, the plan emphasized the following techniques: using patterns based abstraction techniques, applying data modeling and application prototyping, and combining information architecture with workplace reengineering.

Keywords: I. JE; II. D; III. NE; IV. change, strategy, technology; V. information technology, administration, management systems; VI. N/A; VII. R.

Leffel, L. G., Robinson, J. F., et al. (1991). Assessing the leadership culture at Virginia Tech. New Directions for Institutional Research (No. 71 Total Quality Management in Higher Education), v18(n3), p63-72.

Leffel et al report the results of a comprehensive organizational development analysis conducted at Virginia Polytechnic Institute and State University (Virginia Tech) during the 1989-1990 academic year in preparation for the adoption of Total Quality Management (TQM) at the University. The task force defined leadership and the value of leadership to the institution by employing Gardner's (1990) "nine tasks of leadership" – envisioning goals, affirming values, motivating, managing, achieving workable unity, explaining, serving as a symbol, representing the group, and renewing. Using personal interviews, focus groups and surveys, data and perspectives on leadership were gathered from management, supervisors, faculty, and non-supervisory personnel at all levels of the institution's hierarchy. Though stressing that the results of this single institution study may not be generalizable, Leffel et al offered several important lessons that must be present for TQM to emerge. These lessons include: leadership must be a value; followers must view the management process positively; strengthening cultural values is a catalyst for change; leaders must "walk the talk;" vision and shared values produce a sense of community; managers must learn to manage conflict effectively; administrators and faculty must realize their differences are more perceived than real; leaders must tap the pool of ideas that already exists within the university; work must be intrinsically motivating and recognition freely and openly exhibited; and, university leaders must prepare themselves for leadership. The authors recommend that leadership development be considered an evolutionary process and suggest a four pronged approach that includes: each manager committing to and setting in motion his or her own leadership development process; leaders demonstrating, reading about and discussing leadership from top to bottom of the organizational hierarchy; every manager must have the opportunity to be exposed to success; and, the university must provide formal leadership development opportunities.

Keywords: I. JE; II. D, P; III. QL; IV. change, planning, quality improvement; V. climate/culture, administration; VI. SC; VII. R.

LeTarte, C. E. & Schwinn, C. J. (1994). Evolution of TQM principles and practices at Jackson Community College. Community College Journal of Research and Practice, 18(4), 369-80.

This article describes the development of TQM management approach at Jackson Community College in Michigan. The college developed its management approach as it increased cooperation with community businesses that were themselves involved in implementing TQM. Jackson began implementing TQM with the support of its top administrators and with the understanding that some effort at quality improvement, even piecemeal, was better than no implementation at all. The school eventually developed five quality principles, distinct from TQM principles, which would guide the institution in its management and operations. The TQM approach at Jackson is integrated throughout the college through the activity of "quality in daily work teams" which focus on micro-level improvements, and "breakthrough teams" which are institution-wide in scope. The college has invested heavily in TQM training at various levels throughout its organizational chart. The authors conclude with six points which they believe all higher education institutions must consider in the adoption of a

TQM plan: 1) TQM must be adapted from the business context for higher ed settings; 2) TQM will not meet its full potential on a campus unless it addresses an institution's instructional functions; 3) TQM will be more difficult to implement in the public sector than in the private; 4) TQM's emphasis on "customer" satisfaction is problematic in higher education contexts; 5) institutions must develop useful data bases in order to implement TQM; and 6) there is concern that there is a bandwagon effect in the development of TQM in U.S. higher education.

Keywords: I. JE; II. D, P; III. QL; IV. change, strategy, quality improvement, technology; V. alliances/partner, administration, systems; VI. SC; VII. CC.

Levin, J. S. (1998). Presidential influence, leadership succession, and multiple interpretations of organizational change. The Review of Higher Education, 21(4), 405-425.

Levin sites two primary deficits in the research on college presidents: (1) lack of holistic constituent data (not collecting data from faculty, students, and administrators), and (2) not connecting leadership to specific kinds of campuses (community college presidents differ from liberal arts college presidents). He looks at the impact of a president from the perspective of organizational change. Utilizing qualitative methods, Levin collected data from five colleges within a multiple case study framework. All inquiry was heavily influenced by organizational change literature and faculty, administrators, board members, and support staff were interviewed.*

Keywords: I JE; II. D; III. QL; IV. change; V. administration, leadership; VI. MC; VII. NA

Levin, J. S. (1996). Limits to organizational change in the community college. Community College Journal of Research and Practice, 20(2), 185-97.

A qualitative and evaluative case study of organizational behavior at a community college in the middle of a significant change is described. Variables affecting the change process itself included the ideology of the organization, past patterns of behaviors, and the management practices of the organization. The article includes 23 citations for further information.

Keywords: I. JE; II. D; III. QL; IV. change, planning; V. administration, climate/culture; VI. SC; VII. CC.

Lewis, D. (1994). Organizational change: Relationship between reactions, behaviour and organizational performance. Journal of Organizational Change Management, 7(5), 31-55.

Findings from case study of an Australian institution of postsecondary education showed that behavioral patterns were changed throughout the organization without changing values in a positive direction. The school, TISIA, was formerly a technical college that was upgraded to a university due to the process of academic drift and the federal government's interests to train more professionals. Quantitative and qualitative approaches to measure the espoused values and observed reactions to change showed variances among the stratified sample of academic employees (stratified by length of service, discipline and level in the hierarchy), and staff (stratified by academic or administrative type). While there was a unilateral observed loss of positive work-related values during the institutional change effort, it was most pronounced among staff and academic faculty the longest tenure (those who entered before 1983). Values relating to perceived importance to the organization as a teaching professional with industry expertise, loyalty among employees to the institution, trust among employees all declined while performance indicators of success were met. Performance indicators included behavioral changes among teaching staff to conduct more research, bring in more consultant revenues, improve the numbers and amount of government grants, and, as an organization, to gain university status. The author suggests that these findings support the counter-intuitive idea that it is necessary only to change patterns of group behavior (not underlying values) to realize short-term performance goals. In short, "while behavior may be one embodiment of culture,

culture is certainly not the only determinant of behavior.”*

Keywords: I. JB; II. P; III. QL, QN; IV. change, strategy; V. academic workplace, climate/culture; VI. SC; VII.

Lewis, P. H. (1996). Making change happen through appraisal and development. CUPA Journal, 47(1), 7-11.

From the human resources perspective, the author suggests that strategic planning success critically hinges upon the ability of leadership to influence human behavior. As such, strategic planning on college and university campuses works best when staff performance appraisal and development are firmly coupled to bring about both organizational and individual change. Tying these functions tightly to a campus wide strategic plan provide a useful tool for bring employee behavior in line with that plan. However, appraisal and staff development must be more than bureaucratic exercises unrelated to daily staff management. Individual staff must be able to see themselves as important in carrying out the organization's plan.

Keywords: 1. JE; II. C; III. NE; IV. change, planning, strategy; V. administration, climate/culture; VI. N/A; VII. N/A.

Likins, P. (1993). Leadership, change and TQM: The Lehigh University case. Public Administration Quarterly 17 (1), 19-29.

The TQM concept is still developing in the industrial setting, and the transfer of these concepts to higher education is in a very preliminary stage. One way the principles of TQM might be applied to academic institutions is explored, with special reference to Lehigh University. Lehigh offers an unusual amount of outreach activity and this may have given the institution an unusual opportunity to advance the quality concept.*

Keywords: I. JB; II. D.; III. NE; IV. change, quality improvement, transformation; V. academic workplace, management systems; VI. SC; VII. R.

Love, P. G. (1997). Contradiction and paradox: Attempting to change the culture of sexual orientation at a small Catholic college. Review of Higher Education, 20(4), 381-98.

In an era when colleges and universities are working toward diversity on campus, religiously affiliated institutions (RAIs) often have a greater difficulty including lesbian, gay, and bisexual people in the mix. In the context of a small Catholic college, this study explores some of the deeply rooted encumbrances as well as some unexpected facilitators of the change process. In this qualitative study, Love analyzes the efforts of this college to bring the subject of sexual orientation into their own culture. Through the words of interviewees, Love described the contradictions that coexist at RAIs between missions that seek to nurture and educate the whole individual but also hold strong to position of the church that condemns homosexuality. He discovered that as long as the issue remained invisible, there wasn't an awareness of any contradictions. But when efforts to change the culture brought these issues into the daily awareness of the campus community, there was a noticeably unsettled climate. Love stressed that 6 out of 7 ways to bring about change on campus (Peterson et al., 1986) were not available to this college because of the alliances that fettered the leadership even if they supported the change. These obstacles were laid out to assist institutions which might to attempt change in similar situations. Through the deconstruction of this culture, issues were made more evident which are generally not even visible.

Keywords: I. JE; II. D, E; III. QL; IV. change, strategy; V. climate/culture, academic workplace, faculty, administration; VI. SC; VII. LA.

Lovett, C. (1996). How to start restructuring our colleges. Planning for Higher Education, 24(3), 18-22.

The president of Northern Arizona University offers advice on ways that postsecondary institutions (PSI) can overcome the now detrimental effects of historical agrarian and industrial influences on PSI's. The academic calendar, based on summers off for agrarian needs in centuries past, serves no useful purpose in the modern age and should be revised. She suggests a year-round calendar which would even out use of facilities, reduce pay inequities for faculty, and encourage higher summer enrollment of students (this latter argument seems weak as presented). Industrial practices that are outmoded include "a faith in the efficiency of the assembly line, a concern for product standardization, and a preoccupation with time management." She suggests recognizing that students enter with vastly different abilities, and that PSI's move towards competency-based exams and practices, as these more accurately reflect the needs of modern society. The author speculates on strategies that might be useful in moving institutions towards these goals.

Keywords: I. JE; II. C ; III. NE; IV. change, planning, reorganization; V. curriculum, structure, faculty; VI. N/A; VII. N/A.

Lueddeke, G. R. (1999). Toward a constructivist framework for guiding change and innovation in higher education. Journal of Higher Education, 70 (3), 235-260.

Drawing from the work of other organizational theorists, the author proposes the Adaptive-Generative Development Model for institutional change. This model, which focuses not only on adapting to internal and external circumstances but also to generating solutions to problems, is comprised of six interrelated items: needs analysis, research & development, strategy formation & development, resource support, implementation & dissemination, and evaluation. The strength of the AG-D model, the author notes, is its ability to help decision-makers identify actual concerns and to engage academics through debate and challenge.

Keywords: I. JE, II. C, P; III. QL; IV. change; V. climate or culture, faculty, leadership; VI. S; VII. R, C.

Luker, M., et al. (1995). Restructuring a large IT organization: Theory, model, process, and initial results. Cause Effect, 18(2), 24-29,34.

A case study of the process of merging three separate technology related units into a single division at a large research university is presented. The University of Wisconsin-Madison faced many challenges in creating a new cohesive organization. The restructuring process was based on a theory of "structural cybernetics" which is described in the article.

Keywords: I. JE; II. D; III. NE; IV. change, restructuring, technology; V. administration, information technology; VI. SC; VII. R.

Lynton, E. A. (1994). The changing nature of universities. New England Journal of Public Policy, 10(1), 241-50.

The article discusses the new trends in higher education. Research has become and excessively emphasized measure of institutional, and individual, reputation. However, some important measures, such as societal expectations, have been neglected. To change this situation, the author argues that the universities should reset their priorities. The author also describes current efforts in some institutions that are trying to balance the university missions. The author also observes that with such efforts, there has been shifts in faculty roles and rewards.

Keywords: I. JSS; II.; III. NE; IV. change, reform; V. faculty, mission, curriculum; VI. N/A; VII. R.

MacKnight, C. B. (1995). Managing technological change in academe. Cause Effect, 18(1), 29-31,35-39.

This article describes the strategies used by a number of small private and public colleges and universities to support changes in information technology. The article discusses technology as it pertains to a number of areas common to all including academic implications such as distance learning, high-tech classrooms, the debate over institutional development of software versus purchase, costs associated with technology and obsolescence.

Keywords: I. JE; II.; III. NE; IV. change, strategy, technology; V. information technology, administration, academic workplace; VI. N/A; VII. M.

MacTaggart, T.J. (1998). Why the time is ripe for restructuring. In MacTaggart, T.J. (ed.). *Seeking excellence through independence: Liberating colleges and universities from excessive regulation*. San Francisco: Jossey-Bass, 3-20.

This article traces the development of increased federal and state regulations on higher education, and asserts that these restrictions are now hindering the ability of institutions to adjust expediently to changes in the environment. It is argued that higher education's special mission of creating and disseminating knowledge demands greater freedom; specifically, that new communication technologies require decentralized structures, that the current governance, coordination and management systems do not work, and that concurrent with greater freedom will come better academic leadership. Central to the arguments are the concepts of decentralization and deregulation, at both the micro and macro levels.

Keywords: I. B; II. P; III. NE; IV. restructuring; V. governance, structure; VI. SA; VII. M.

Marcus, L.R. (1997). Restructuring state higher education governance patterns. *The Review of Higher Education*, 20, (4), 399-418

This article examines whether any combination of factors will predict the enactment of proposals for the restructuring of state-level governance and institutions of higher education. Using both quantitative and qualitative methods, the author analyzes a number of variables, including initiation of proposals, rationale for the proposals, and internal and regional factors, with a particular emphasis on centralized or de-centralizing of governance authority. Results indicate that proposals aimed at reducing costs or increasing institutional accountability pass at higher than average rates. Also, there was a strong positive correlation between the existence of a state-level/institutional power struggle and the willingness of elected state officials to exercise authority.

Keywords: I. JE; II. E; III. BT; IV. restructuring; V. governance; VI. S; VII. M.

Martin, J. & Samels, J. (1994). The new kind of college mergers. Planning for Higher Education, 22(2), 31-34.

Martin and Samels contrast "mutual growth mergers" with the more traditional perception of higher education mergers that occur due to financial hardship. They indicate that the 1980s produced many higher education mergers with a primary emphasis on increasing academic quality and services – not financial relief. More specifically, "mutual growth mergers" allow institutions to clarify course offerings, eliminate curricular redundancies, and enhance faculty "depth" in merged institutions. Several paragraphs are devoted to brief descriptions of mutual growth mergers. Attention is given to some of the inevitable problems associated with academic mergers, and Martin and Samels propose a five-step process to reduce conflict and friction in the merger

planning and implementation process.

Keywords: I. JE; II. E, C; III. NE; IV. environmental change, merger, planning; V. resource allocation; VI. N/A; VII. N/A.

Matthews, G. J. & Curry, J. A (1995). Back to the drawing board. Trusteeship, 3(3), 13-17.

The issues of declining enrollment and an unbalanced budget are faced by Northeastern University (Massachusetts) in this case study of institutional restructuring. The approach used by the University in addressing the crisis focused on developing a partnership with faculty, instead of imposing changes at the administrative level, and radical change was favored over easy solutions.

Keywords: I. JE; II. D; III. QL; IV. restructuring, change, environmental change; V. faculty, administration, governance; VI. SC; VII. R.

McCoy, J. J. (1997). The dean as advocate for change. New Directions for Higher Education, 25(2), 109-13.

McCoy's treatise on the role of professional school deans in advocating for change identifies four major societal changes that are affecting engineering education. These forces are: 1) the change in American corporate culture in response to fears about global competition; 2) the dramatic drop in the number of American students aspiring to careers in engineering and science; 3) the change in funding of academic engineering research; and 4) the globalization of engineering research and design. McCoy asserts that as these pressures continue to mount, deans must serve as both interpreters of these pressures and as advocates for the changes needed to successfully adapt the university to them.

Keywords: I. JE; II. D, P; III. NE; IV. change, environmental change; V. curriculum, leadership, climate/culture; VI. N/A; VII. N/A.

Mitchell, T. R. (1997). Border crossings: Organizational boundaries and challenges to the American professoriate. Daedalus, 126, 265-292.

The article examines faculty roles from the perspective of institutional "boundary mechanisms." Two means for defining organizational boundaries are described: buffering and bridging. Buffering insulates faculty, and core institutional functions, from unwanted environmental influences. Examples of buffering include faculty tenure policies and admission policies. Bridging is a mechanism by which institutions absorb environmental demands and influences without interfering with the institution's core technologies. Earlier in the twentieth century, professional schools and extension programs were considered bridging mechanisms. In recent years, as these programs have assumed the role of the institutional core, soft-money units and research/service institutes have taken on the bridging function. Mitchell claims that in contemporary American higher education, the boundary maintenance function is less of an institutional function and more of a function of individual faculty members, who are engaged in extensive externally-funded research and consulting. This boundary maintenance function may create stresses on individual faculty, and on the institution which must increasingly monitor the activities of individual faculty members.

Keywords: I. JE; II. D, C; III. NE; IV. environmental change, reform; V. academic workplace, faculty, structure; VI. N/A; VII. M.

Mielke, P. L. & Schuh, J. H. (Summer, 1995). Ethical issues related to restructuring. New Directions for Student Services, 70, 75-86.

Ethical issues faced in the process of restructuring are explored by the authors, who offer a framework for thinking about principles through the use of codes of ethics, and reviewing specific dilemmas that are faced. Areas that are addressed include the allocation of resources and management. Decisions made by management are influenced by ethical guidelines.

Keywords: I. JE; II. C,P; III. NE; IV. change, restructuring; V. management systems, resource allocation; VI. S; VII. NA.

Mithers, C.L. (1999). Welcome to Multicultural U. Los Angeles Times Magazine (May 2), 11-13, 30,32.

This brief article discusses John B. Slaughter's term as president of Occidental College and the changes that ensued. A major theme carried out by Slaughter is a "college education is the road to fulfillment and success – access can be given without compromising scholastic standards." As president, Slaughter anticipated the demographic changes facing Southern California and by doing so implemented a change towards multiculturalism – through opposition and against odds. He is praised for his "Democratic" leadership style demonstrated through a short history of his educational and professional life. This example of transformation at Occidental College has been praised and critiqued.*

Keywords: I. II. D; III. NE; IV. change, transformation; V. leadership; VI. SC; VII. LA

Morris, E. E. J. (1994). The four Rs of higher education: Restructure, reinvent, rightsize, revenue. Business Officer, 28(4), 45-47.

The recent emphasis on applying business solutions to the higher education arena is highlighted in this article. Environmental factors including public attitudes have exhibited influence on approaches to leadership in higher education. Approaches used by businesses (restructuring, reinventing, and rightsizing) are being used at colleges and universities, but the author states that these methods won't be effective unless more attention is paid to the revenue problem.

Keywords: I. JB; II. D,P; III. NE; IV. change, environmental change, restructuring; V. administration, climate/culture, resource allocation; VI. S; VII. NA.

Myers, R.S. (1996). Restructuring to sustain excellence. New Directions for Higher Education; (No. 94) Strategies for promoting excellence in a time of scarce resources), 69-82.

The author suggests that strategies utilized to alleviate financial distress depend upon an institution's priorities, culture and needs. Restructuring has joined other terms such as decentralizing and retrenching to describe strategies employed by colleges and universities to respond to changing environments. The author describes several examples of restructuring including tuition abatement, program review and elimination, and administrative or academic reallocations. The article then examines the status of undergraduate education at research universities, and describes how various institutions have implemented changes in the undergraduate curriculum and instructional methods. Specific university case studies are used to illustrate the suggestions. The author concludes by emphasizing that restructuring is a dynamic process in need of constant review, assessment and direction.

Keywords. I. B; II. C, E; III. NE; IV. restructuring, strategy; V. curriculum, faculty, resource allocation; VI. MC; VII. R.

Nagy, J. et. al. (1993). Madison: How TQM helped change an admissions process. TQM on campus, case study number three. Change, 25(3), 36-40.

The successful implementation of Total Quality Management (TQM) in restructuring the graduate school admissions process at the University of Wisconsin-Madison is described in this article. The lessons learned during this process are discussed, which may benefit other colleges who are facing a restructuring process.

Keywords: I. JE; II. D; III. NE; IV. change, quality improvement, restructuring; V. administration, management systems; VI. SC; VII. R.

Nedwek, B. P. (1998). Organizational transformation begins with you. Planning for Higher Education, 26(4), 31-36.

This article defends the assertion that institutional change is dependent on individual transformation and at the core of this transformation is the ability to see things differently. In the process of change, the ability to sustain creative activity in an organization is a function of individual growth and development. Nedwek suggests that if transformation in institutions of higher education is not rooted in our obligation to the learner, we are failing our responsibility. Therefore, responsible change includes individuals who are committed to learning and institutions committed to organizational learning. Nedwek discusses the challenges of change found in many traditional planning processes. He points out the importance of attitudes and behaviors that promote the acceptance of responsibility and continually stresses that individual transformation is the essential building block of organizational change.

Keywords: I. JE; II. D, P; III. NE; IV. change, transformation, planning; V. climate/culture, mission; VI. N/A; VII. N/A.

Neumann, A. (1993). College Planning: A Cultural Perspective. Journal for Higher Education Management, 8(2), 31-41.

The author suggests that beyond looking at the substantive effects of change on an organization, the cultural effects should be reviewed as well, and discusses cultural factors that should be considered during the planning process.

Keywords: I. JE; II.C; III. NE; IV. planning, change; V. climate/culture, leadership, administration; VI. N/A; VII. N/A.

Newton, R. (1992). The two cultures of academe: An overlooked planning hurdle. Planning for Higher Education, 21(1), 8-14.

Higher education institutions blend two different cultures which affects how planning, assessment and institutional change are viewed. One is the traditional community of scholars, and the other is more corporate – those that see the institution as a business. The coexistence of these two complicates the planning process, and requires skilled leadership and an understanding of the history and nature of the university.

Keywords: I. JE; II.C; III. NE; IV. change, planning; V. climate/culture, alliance/partner, administration; VI. N/A; VII. N/A.

Nixon, J. (1996). Professional identity and the restructuring of higher education. Studies in Higher Education, 21(1), 5-16.

Nixon's study brings insights from thirty interviews with British university teachers in two different institutions one an "old" institution and one a "new" institution to the debate on the restructuring of higher education. Nixon identifies three dramatic changes in the conditions of higher education that have occurred over the past 30 years. These changes include: (a) a dramatic increase in student numbers, changes in their demographic characteristics, and reduced resources per student (b) changes in curriculum, teaching, and assessment, and (c)

changes in the conditions of academic work. According to Nixon, these changes have led to a crisis in professional identity among university teachers. The crisis is manifest among university teachers in three ways: 1) professional responsibilities now include the need to be both an excellent teacher and an excellent researcher with reward structures creating increasing pulls on faculty to participate in the intellectual life off campus more than on campus; 2) the occupation has become so diverse and stratified that the term professional may no longer even apply to the majority of university teachers, and; 3) these transformations have created a new faculty proletariat with no ideological control over their work which is characterized by insecurity, competition and surveillance. Nixon derives three managerial implications for the restructuring of higher education from his interviews with university teachers. These implications are: 1) the need to recognize teaching as an important area of expertise in its own right with the concurrent need to provide structures of professional development to ensure the growth of that expertise within the faculty; 2) the need to reintegrate teaching and research with the resulting need to create structures to facilitate departmental and cross departmental collegiality; and 3) the need to recognize the value and wide variety of research traditions and outcomes.

Keywords: I. JE; II. D, E; III. NE; IV. restructuring, change; V. faculty, academic workplace, governance; VI. N/A; VII. N/A.

Norris, B. (1996). Managing diversity within South African technikons: A strategic management approach. South African Journal of Higher Education, 10(2), 25-29.

This article reviews how a model for strategic management of diversity was created for technical institutes in South Africa, based on experiences with affirmative action and management of diversity of five research universities in the United States. The final model consisted of six components: organizational culture; organizational/environmental change; Total Quality Management approach; participative decision making; resource development; and strategic planning.

Keywords: I. JE; II. D,P; III. NE; IV. change, environmental change, strategy; V. climate/culture, management systems; VI. S; VII. NA.

Norris, C. J. & Barnett, B. (1994). Cultivating a new leadership paradigm: From cohorts to communities. Paper presented at the annual meeting of the University Council for Education Administration (Philadelphia, PA) October 28-30, 1994.

A qualitative study on cohort structures and leadership development is presented, based on data derived from the journals of 51 students enrolled in cohort programs at four university systems in California, Colorado, Texas and Wyoming. Cohorts operate as communities, that promote the enhancement of individual and group development, and provide mutual support and solidarity. This in turn effects issues of organizational transformation and leadership. The group and the individual interact to the benefit of both. As one is strengthened, so is the other.

Keywords: I. NA, II. E; III. QL; IV. transformation; V. administration, leadership, structure; VI. MC; VII. NA.

Norris, D. M. & Dolence, M. G. (1996). IT Leadership Is Key to Transformation. Cause Effect, 19(1), 12-20.

A shift from the industrial age to that of the information age is the challenge which colleges and universities must face if they are to remain competitive and capitalize on new opportunities. This transformation will involve changes in leadership, strategies, planning challenges, vendor roles, and new economic paradigms, necessary to the transformation. In addition, new models of information technology are presented.

Keywords: I. EJ; II. C; III. NE; IV. change, planning, technology; V. leadership, information technology; VI. N/A; VII. N/A.

Olivas, M. A. (1992). The Political Economy of Immigration, Intellectual Property, and Racial Harassment: Case Studies of the Implementation of Legal Change on Campus. Journal of Higher Education, 63(5), 570-98.

Three case studies surrounding the issue of legal change in higher education are presented. The three cases include: the residency status of a foreign student; faculty rights to inventions and discoveries; and racial harassment on campus. In order to measure the effects of policy implementation, an implementation process model is described and recommended.

Keywords: I. JE; II. D,P III. QL; IV. environmental change, change, strategy; V. faculty, mission, administration; VI. MC; VII. M.

Parilla, R. E. (1993). Adapting Institutional Structure and Culture to Change. New Directions for Community Colleges, 21(4), 21-33.

For community colleges to deal with the shifting demands of the global marketplace, a management model that values continuous improvement and is sensitive to external pressures must be developed. The author suggests several approaches to organizational change, including to recognize the problem, prescribe remedies, equate organizational change with growth, and build a shared vision around common values. Some principles for the remedies are: Stressing shared values, having a bias for action, personalizing students, encouraging autonomy and entrepreneurship, fostering productivity through people, keeping the approach simple and staff lean, and balancing control and latitude. A case study of Montgomery College in Maryland demonstrates how it defined the problems, took restructuring strategies, and nurtured a new culture, to become an adaptive institution. By taking such a changing process the author believes community colleges can build a cycle of success that is combined of continuous improvement, ownership, empowerment, and constant self-evaluation.

Keywords: I. JE; II. P ; III. QL; IV. change, quality improvement, planning; V. climate/culture, strategy, administration; VI. SC; VII. CC.

Penney, S. H. & MacCormack, J. F. (1992). Managing on the edge: Massachusetts after the miracle. Journal for Higher Education Management, 7(2), 23-52.

Retrenchment in higher education is the focus of this case study at the University of Massachusetts at Boston during the 1988-91 downturn in the state's economy. The study looks at the growth period that preceded this downturn, and reviews the state and higher education responses to economic conditions. Leadership during times of cuts, planning approaches used and lessons learned from the experience are presented.

Keywords: I. JE; II. D; III. NE; IV. environmental change, planning; V. administration, climate/culture, leadership, resource allocation; VI. SC; VII. C.

Peterson, M. (1997). Using contextual planning to transform institutions. In Peterson, M., Dill, D. & Mets, L. (Eds.). Planning and Management for a Changing Environment. San Francisco: Jossey-Bass.

Peterson explains contextual planning as an emerging approach that supplements earlier long-range and strategic approaches to planning. It is then analyzed in the context of its usefulness in the postsecondary knowledge industry of the 21st century. In presenting a contextual approach, Peterson first addresses the evolutionary nature of planning to suggest the relationship of long-range, strategic, and contextual planning. These three approaches are then contrasted in order to clarify the nature of contextual planning, and its relationship to the two former approaches. A process view, identifying the elements of contextual planning, provides further insight into its nature and applicability. A brief case study shows how the approach is useful in understanding one institution's

efforts to redirect its mission for the 21st century. Finally, a set of conditions for implementing contextual planning is discussed.

Keywords: I.B; II. C; III. NE; IV. planning, strategy; V. academic workplace, administration, mission, structure; VI. S; VII. NA.

Peterson, M. & Dill, D. (1997). Understanding the competitive environment of the postsecondary knowledge industry. In Peterson, M., Dill, D. & Mets, L. (Eds.). *Planning and Management for a Changing Environment*. San Francisco: Jossey-Bass.

Peterson and Dill outline major changes in higher and postsecondary education since 1950, including the dramatic rise in number of community colleges and proprietary institutions. These changes, they argue, transformed traditional higher education first into mass higher education, and more recently into a postsecondary knowledge industry. This redefinition of the “industry” of higher education demands changes in approaches to institutional planning. A modified schema of competition borrowed from Michael Porter in the business literature is used to explain the nature of forces shaping competition in this industry. Peterson and Dill construct a helpful table intersecting the schema’s six forces with six challenges facing higher education as it enters the 21st century. The six challenges are: changing patterns of diversity; the telematics revolution; quality reform; economic productivity; postsecondary relearning; and the globalization of scholarship. Nine planning challenges are listed to close the chapter, and the authors encourage institutional planning to address questions related to institutional redefinition, redirection, reorganization and renewal.

Keywords: I. B; II. C; III. NE; IV. change, environmental change, planning, transformation, technology; V. academic workplace, administration; VI. S; VII. NA.

Peterson, M. W. (1995) Images of university structure, governance, and leadership: Adaptive strategies for the new environment. In Dill, D. D. & Sporn, B. (Eds.) *Emerging Patterns of Social demand and University reform: Through a Glass Darkly*. Oxford: Pergamon Press, 140-158.

Using a multinational perspective, the article examines current images of structure, governance and leadership in higher education and the nature of external changes as institutional challenges. It is suggested that these challenges will require a new perspective, from an educational service industry to a post-secondary knowledge industry. Possible impacts of this paradigm shift on organizational, governance, and leadership images are then discussed. The author suggests the use of “contextual planning” in determining how higher education institutions can successfully adapt to the new paradigm.

Keywords: I. B; II. D, C; III. NE; IV. change, environmental change; V. climate/culture, governance, structure; VI. SA; VII. M.

Phipps, R. A. (1996). Square One in the Restructuring Process. *Trusteeship*, 4(2), 21-25.

How should decision-makers start a fundamental change in higher education? This article suggest trustees initiate a fundamental inquiry of what its institution does and why. Three categories of questions should be posted to their president, senior administrators, and the academic community. They are questions concerning: transmitting and integrating knowledge (teaching), creating and applying knowledge (research), and the academic tenure system. For example, questions of the first categories may include what do we want our students to know, what are the most effective ways students learn, and how can we use technology to enhance learning? Questions of the second category include what is the best way to focus on quality of research, not quantity, is it necessary to provide every faculty member a certain amount of time every year for research and writing and how can we

expand the definition of research beyond publications?

Keywords: I. JE; II. C; III. NE; IV. restructuring, change; V. governance, faculty, mission, curriculum; VI. N/A; VII. N/A.

Potter, D., et. al. (1992). Maintaining Momentum and Quality in a Time of Decline: A Case Study. Journal for Higher Education Management, 7(2), 53-65.

This case study of Virginia's George Mason University looks at its response to the economic decline of 1989-92. Four stages in the downturn are presented, as well as GMU's management of planned and unplanned reductions, and planning and policy issues. The politics of decline are also explored.

Keywords: I. JE; II. D ; III. QL; IV. change, planning, environmental change; V. resource allocation, administration; VI. SC; VII. C.

Presley, J. B. & Leslie, D. W. (1999). Understanding strategy: An assessment of theory and practice. In Smart, J.C. (ed.) Higher Education: Handbook of theory and research. New York: Agathon Press, 14, 201-239.

The authors provide a thorough analysis of the state of strategy formation in both corporate and higher education settings. The article begins with an overview of the history of strategic planning, continues with an examination the components of the strategic planning process, and concludes with suggested areas for further research. The authors maintain that within the higher education literature, strategic planning is promoted as a valid response to environmental challenges, yet colleges and universities must understand the markets and public policy arenas in which they operate and be willing to undergo substantial transformations in order to survive.

Keywords: I. B; II. C; III. QL; IV. strategy; V. leadership, systems; VI. S; VII. M.

Rhoades, G. (1995). Rethinking Restructuring in Universities. Journal for Higher Education Management, 10(2), 17-30.

The restructuring process at the university level is examined in three separate areas – cost containment, separation of academic and administrative units and data gathering. Problems that emerge during restructuring are examined and ideas for moving forward in the process are discussed.

Keywords: I. JE; II. D,P; III. NE; IV. change, restructuring; V. administration, information technology, resource allocation; VI. N/A; VII. N/A.

Rhoades, G. (1990). Change in an Unanchored Enterprise: Colleges of Education. Review of Higher Education, 13(2), 187-214.

A conceptual study of organizational conditions underlying patterns of change in colleges of education is outlined. Multiple aspects of organizational theory are applied when looking at conditions of chronic instability at the colleges. The history of each of the colleges is reviewed and colleges of education are compared to colleges of letters and science.

Keywords: I. JE; II. C; III. QL; IV. change, quality improvement; V. systems, structure, administration; VI. N/A; VII. N/A.

Rice, D. R. (1991). Improving educational leadership: A case Illustration of how organizational theory can inform practice. Journal for Higher Education Management, 7(1), 19-28.

The purpose of this article is to use a case study to demonstrate the practical application of organizational theory with the goal of improving leadership effectiveness. The author provides a comprehensive analysis of a higher education problem as an example of how theory can inform practice.

Using Bolman and Deal's (1984) model, Rice evaluates a real situation. Each of the four perspectives of the model result in a different analysis of the same events. Rice demonstrates the utility of these frames to maximize understanding of a complex situation. He goes on to explain the importance of matching a solution to the problem. Through the identification of the most salient perspective in a given situation, the problem and the solution should come from within the same frame.

Keywords: I. JE; II. C; III. NE; IV. change; V. leadership; VI. N/A; VII. N/A

Ringle, P. M. & Capshaw, F. W. (Fall, 1990). Issue-oriented planning: Essex Community College. New directions for institutional research (adapting strategic planning to campus realities), 65, 69-82.

A case study of issue-oriented planning at a community college is presented by the authors. Essex Community College (Maryland) uses issue-oriented planning in response to environmental changes, with the goal of maintaining flexibility and adaptability. Management information systems, budget development and resource development are issues addressed using centralized and structural processes, while developmental education reform and revisions of general education are addressed using a decentralized process.

Keywords: I. JE; II. D; III. NE; IV. change, environmental change, planning; V. curriculum, information technology, management systems; VI. SC; VII. CC.

Rowley, G. (1997). Mergers in Higher Education: A strategic analysis. Higher Education Quarterly, 51, (3) 251-263.

The author uses a strategic management perspective to look at recent mergers in higher education. The objective was discovering and analyzing merger input factors and process variables, and their contribution to effective outcomes. Interviews with senior managers in two universities helped develop a survey of incidents between higher education partners. The incidents included mergers with further education colleges, other higher education institutions, and colleges of health.

Keywords: I. JE; II. D, C; III. NE; IV. merger, planning, strategy; V. academic workplace, management systems; VI. SU, S; VII. M.

Rudzki, R. E. J. (1995). The application of a strategic management model to the internationalization of higher education institutions. Higher Education, 29(4), 421-41.

A study of data from business schools in the United Kingdom is the basis for identifying key elements used in the process of internationalizing higher education programs. The author presents a framework for assessing levels of international activity and a model for developing a strategic internationalization process at the institutional level.

Keywords: I. JE; II. D,C; III. NE; IV. change, planning; V. academic workplace, administration; VI. S, VII. NA.

Schaffer, S. M. (1992). Reformation comes to the university. Journal of Higher Education Management, 8(1), 7-12.

The corporate world of the 1980s can give lessons to universities in support of their missions. However, these experiences must be reviewed and applied carefully to the world of higher education. Areas that may give higher

education guidance include downsizing, rightsizing, restructuring, streamlining and decentralization.

Keywords: I. JE; II. P ; III. NE; IV planning, change, strategy; V. mission, administration, resource allocation; VI. N/A; VII. R, C.

Schauerman, S. & Peachy, B. (1994). Strategies for implementation: The El Camino College total quality management story. Community College Journal of Research and Practice, 18(4), 345-58.

In this case study, the development and implementation of TQM at El Camino College, is discussed in this article. Motivation for implementing this change was to "remain educational leaders with our community." The implementation of the organizational changes occurred in five phases: development of campus-wide commitment, forming and training of teams (which included both process and steering committees) in two phases, changing governance approaches and program review processes, and the training of "self-directed TQM employees." Several issues that arose during the process included the broad areas of resistance to change, and "traps." Careful implementation analysis and involvement of "all constituent groups" are discussed as essential ingredients for successful transformation.

Keywords: I. JE; II. D, E; III. QL; IV. change, quality improvement; V. administration, leadership; VI. SC; VII. CC

Seymour, D. (1994). The Baldrige cometh. Change, 26(1), 16-27.

Seymour provides a useful primer on the history, procedures, and criteria of the Malcolm Baldrige Award. Included are recommendations and warnings for the application of the award to the higher education context. Sidebars provide specific illustrations of college and university efforts at interpretation of the Baldrige criteria and experience with other Baldrige-like awards. Seymour emphasizes the disparity between industry-related criteria and the culture of academe, pointing to potential problems when higher education institutions co-opt Baldrige-type awards. These problems include the fact that such awards could become a weapon in the hands of higher ed's critics, and that the industrial roots of such awards might prevent them from being accepted by academe. Seymour indicates that a Baldrige-like award could help higher education move away from assessment of quality based on inputs, and instead examine processes that could emphasize outputs. Seymour briefly describes contemporary efforts to transform the Baldrige award into an appropriate award for higher education.

Keywords: I. JE; II. D, E; III. NE; IV. change, quality improvement; V. administration, climate/culture; VI. N/A; VII. N/A.

Shafer, B. S. & Reed, W. S. (1996). Consortia in higher education: Leveraging time, talents, and resources. Business Officer, 30(1), 45-52.

The benefits and obstacles to consortia arrangements in higher education are explored, and factors of success are identified. Some of the advantages include savings realized through cooperative efforts, enriched academic programs, improved student services and community outreach. Difficulties to overcome include organizational, procedural and cultural obstacles. Factors for success include quality of significant opportunities, readiness to work together, strategic clarity, favorable timing, patience and perseverance.

Keywords: I. JB; II. D; III. NE; IV. change quality improvement, strategy; V. alliance, administration, curriculum, systems; VI. S; VII. M.

Shaw, K. A. (1993). Sunflower seeds at Syracuse. Educational Record, 74(2), 20-27.

This article provides a practical model for utilizing Total Quality Management to facilitate change in institutions

of higher education. Syracuse University (New York) used quality improvement as a vehicle to pursue their vision of being a leading student centered research university. Syracuse Chancellor, K.A. Shaw reflects upon both successes and pitfalls of the initiation and development process. On the heels of restructuring, the introduction of TQM at Syracuse improved morale and gave direction. Shaw's candid description points out that the process of change creates an expected amount of upheaval as it lays the groundwork for more focused, collaborative norms. He stresses that the development of a quality improvement initiative requires a great commitment of time and human resources. In an effort to avoid reinventing the wheel, Shaw suggests that institutions interested in developing a quality improvement program should review the available literature, learn from the experiences of other institutions, like Syracuse, and engage a consultant. The result should be a customized program which meets the needs of your unique institution.

Keywords: I. JE; II. D, P; III. NE; IV. change, quality improvement, restructuring; V. academic workplace, administration, mission; VI. N/A; VII. C.

Shaw, K. A. & Lee, K. E. (1997). Effecting change at Syracuse University: The importance of values, mission, and vision. Metropolitan Universities: An International Forum, 7(4), 23-30.

A case study on the process of change at Syracuse University (New York) during a time of declining enrollment and economic difficulties is presented. The critical role of core values, institutional mission, and vision for the future is the focus in this change process. The author notes results and makes suggestions for adapting this approach for public colleges and universities.

Keywords: I. JE; II. D; III. QL; IV. change, planning; V. mission, resource allocation, administration; VI. SC; VII. R.

Simsek, H. (1997). Metaphorical images of an organization: The power of symbolic constructs in reading change in higher education organizations. Higher Education, 33(3), 283-307.

The author presents information from interviews with 24 faculty at a large public university, and finds that the metaphors used to analyze changes in higher education are congruent with the strategic choices that guide the behavior of the organization. Implications for organizational change and organizational maintenance are presented.

Keywords: I. JE; II. D ; III. QL; IV. change, strategy; V. climate/culture, faculty; VI. SC; VII. R, C.

Simsek, H. (1997). Paradigm shift and strategic planning: Planning and management in a turbulent decade. Educational Planning, 10(3), 21-35.

The author proposes that when many variables are in a constant state of flux, as in the 1990s, conventional managerial and planning techniques may be inadequate. Traditional strategic planning is linear and rational and better suited for times when the internal and external environments are in equilibrium. An organization change process at a large public university is analyzed using a paradigm change model and implications are discussed. (39 references)

Keywords: I. JE; II. D; III. NE; IV. change, environmental change, planning, strategy; V. management systems; VI. S. VII. NA.

Simsek, H. and Louis, K.S. (1994). Organizational change as a paradigm shift: Analysis of the change process in a large public university. Journal of Higher Education, 65(6), 1-28.

Using the University of Minnesota as a case study, this article expands beyond the systems theory perspective to examine the change process at a higher education institution. The authors consider various ways to conceptualize change: political, cultural, etc. They focus on institutional change as an example of paradigm shift, which heavily relies upon organizational culture. The institution is recognized as a socially constructed unit, bound within its own definition of accepted value and practices. Therefore, the institution will always try to behave and respond within these self-constructed views. Building from Kuhn's theory regarding knowledge structures, the relationship between organizational assumptions and action is analyzed through the documentation of institutional myths and metaphors (solicited from 24 faculty members interviews). The authors construct a model of organization changes as a paradigm shift (using characteristics of the Kuhnian change perspective) composed of five stages: normalcy, confronting anomalies, crisis, selection, renewed normalcy. They conclude that change can happen in intuitions and that this process acknowledges aspects of the old paradigm, incorporating it into the new paradigm. Additionally, change that is orchestrated from the top cannot define an institution-wide change unless it takes into account the alternative competing paradigms that have typically emerged in different parts of the organization.*

Keywords: I. JE; II. C; III. NE; IV. change, transformation; V. administration, climate or culture, leadership; VI. SC; VII. R

Skoldberg, K. (1991). Strategic changes in Swedish higher education. Higher Education, 21(4), 551-72.

Strategic change in Sweden's system of higher education is explored in this article. Four areas are reviewed: access, instruction, institutional classification, and organizational framework. The author concludes that problems in the system result from a conflict between the politico-ideological approach to external decision making, and the socioeconomic level of internal demands.

Keywords: I. JE; II. D; III. NE; IV. change, planning; V. administration; VI. S; VII. NA.

Slaughter, S. (1995). Criteria for restructuring postsecondary education. Journal for Higher Education Management, 10(2), 31-44.

The author outlines criteria used most often in restructuring higher education in the 1980s and 1990s. Restructuring is not the same as retrenchment. A comparison is made of the criteria recommended in the literature, and that actually used by practitioners. The author describes the results and suggests alternatives.

Keywords: I. JE; II. C; III. NE; IV. restructuring, strategy, planning; V. administration, resource allocation; VI. S; VII. M.

St. John, E. P. (1991). The transformation of private liberal arts colleges. Review of Higher Education, 15(1), 83-106.

Case studies of five liberal arts colleges were used to determine how private liberal arts colleges maintained fiscal health in the 1980s, in spite of predictions that anticipated their decline and closure during the period. The research described in the article aimed to test the hypothesis that liberal arts colleges improved their fortunes as a result of organizational transformation. The author concluded that four of the colleges did undergo transformation in six common areas: academic strategy, management improvement, enrollment management, adjusted pricing strategies, alternative revenue sources, and leadership. He also found that the schools experienced similar changes: stabilized enrollment, revised curricula, faculty development, improvement of the physical plant, and

financial improvement. The author indicates that certain financial characteristics of these institutions may mean that his findings can not be generalized to other institutions.

Keywords: I. JE; II. D, E, C; III. QL; IV. change, environmental change, strategy; V. academic workplace, climate/culture, curriculum, faculty; VI. MC; VII. LA.

Stanton, T. C. & Pitsvada, B. T. (1993). Emerging presidential styles. College and University, 68(1), 12-21.

This study of 502 college and university presidents involved two stages. After surveying each president, a synopsis of the results was shared with 90 presidents attending the AASCU Summer Council of Presidents (1990). The survey results and feedback from the 90 presidents addressed five broad management themes. Specifically, the following conclusions among a large array of insights are drawn. Campus leadership will be much more concerned with conflict resolution. As change is constant, ability to adjust to new environments will be the key skill held by future leaders. It will be difficult for presidents to balance traditions with change. Collaboration will require that presidents and decision-makers frequently consult, coordinate and integrate their activities. Execution of equity and justice hinge on the ethical orientation of campus leaders. Lastly, organizations will be flatter yielding a more broad span of control for the president.

Keywords: I. JE; II.; III. QN; IV. change; V. administration, leadership; VI. SU; VII. N/A.

Swope, S. C. (1994). The approaching value-added education. Educational Record, 75(3), 17-18.

Non traditional educational services will be a highly competitive business due to social and technological changes. Colleges and universities may be too slow in identifying and taking advantage of these new services, but must do so in creating a "value-added university", that will prevent them from extinction.

Keywords: I. JE; II. D,P; III. NE; IV. change, environmental change, technology; V. academic workplace, information technology; VI. S; VII. NA.

Teitel, L. (1991). The transformation of a community college. Community College Review, 19(1), 7-13.

Internal and external changes (administrative reorganization, enrollment declines, work rule changes) are factors in a community college's process of transformation. This case study looks at organizational change by tracing its history, and its current emphasis on four areas: continuing education, community service, business and industry contract training, and a vocationally oriented curriculum.

Keywords: I. JE; II. D; III. QL; IV. change, environmental change, technology; V. administration, academic workplace, mission; VI. SC; VII. CC.

Toft, R.J. (1991). Managing change creatively. In Wergin, J. F. (ed.) *Using consultants successfully. New Directions for Higher Education*, (73), San Francisco: Jossey-Bass, 75-94.

Successful implementation of change in higher education is often difficult due to the psychological barriers imposed by faculty and staff. This article examines the conditions affecting institutional change and offers ways in which the change manager can facilitate the process on individual and group levels. Two models of institutional learning, nonadaptive problem solving, characterized by denial and obfuscation, and adaptive problem solving, which requires advocacy, inquiry, surfacing of threatening issues, creation of disconfirmable statements, and public testing of inferences, are examined in detail. The author contends that in order to gain true

institutional change, managers must embrace the adaptive model.

Keywords: I. B, II. C, P; III. QL; IV. change; V. academic workplace; VI. S; VII. M.

Trow, M. (1998). Governance in the University of California: The transformation of politics into administration. *Higher Education Policy*, 11, 201-215.

This article describes in detail the governance mechanism for the California state higher education system, and how this mechanisms interacts with state and university political systems. The central function of governance is resistance of external pressures and exclusion of partisan politics from internal functioning. The goal of this kind of governance is preservation of autonomy and retention of self-governance.

Keywords: I. JE; II. D; III. NE; IV. reorganization; V. governance; VI. MC; VII. R, C.

Tyler, C. R. (Summer, 1993). Total quality management is total at fox valley technical college. *New Directions for Institutional Research*, 78, 59-63.

Total Quality Management theory was successful at Fox Valley Technical College (Wisconsin) with positive outcomes in areas including admission, employee safety, customer focus, policy formation, management performance appraisal, student services and operational planning.

Keywords: I. JE; II. D; III. NE; IV. change, quality improvement; V. administration, management systems; VI. SC; VII. NA.

Useem, M. (1995). Corporate restructuring and liberal learning. *Liberal Education*, 81(1), 18-23.

Two powerful changes in American business – internationalization and corporate restructuring – point to an increased need for the types of skills obtained through programs of liberal education. With regard to internationalization, traditional liberal arts programs educate students in comparative politics, religion and languages. In the context of corporate downsizing and restructuring, corporations have pushed responsibility farther down the organizational chart and managers have a broader set of responsibilities than in past eras. Both of these features of restructuring require managers who are skillful in communication and learning how to learn – outcomes that are associated with liberal education. In addition to helping managers adapt to restructured corporations, these outcomes can serve workers well when they change jobs or when they are downsized out of a job. The article points to the need for combining a liberal education with some specific technical or professional training, and there is the recommendation that institutions connect professional and liberal learning in their curricula. There are also recommendations for pedagogy, with the implication that workers and business would be better served if higher education provided students with more active learning and more opportunities for significant feedback about their learning.

Keywords: I. JE; II. D, E, P; III. NE; IV. change, environmental change, restructuring; V. curriculum, climate/culture, mission; VI. N/A; VII. LA.

van Vught, F.A. (1994). Policy models and policy instruments in higher education: The effects of governmental policy-making on the innovative behavior of higher education institutions. In Smart, J. C. (ed.). *Higher Education: Handbook of theory and research*. New York: Agathon Press, 10, 88-125.

The article begins with an examination of two government policy models: rational planning and control, which assumes a rationalist perspective on decision-making; and self-regulation, which emphasizes decentralized decision-making and the limitation of government to the monitoring of “critical variables.” The focus then shifts to governmental policies with respect to higher education, and two additional models are introduced: state control and state supervising. With regard to innovation in higher education, the author concludes that the state

supervising model is better suited to bring about innovation in higher education systems and institutions because it acknowledges the fundamental characteristics of higher education and uses them to stimulate innovation within the entire system.

Keywords: I. B; II. C, E; III. QL; IV. change, transformation; V. governance, management systems; VI. S; VII. M.

Vincow, G. (1997). The student-centered research university. Innovative Higher Education, 21(3), 165-78.

Vincow's essay provides a mission statement and conceptualization of what would constitute a student-centered research university. The mission of the research university is to promote learning through teaching, research, scholarship, creative accomplishment, and service, according to the author. Success would be judged by how well faculty promotes student learning and the primary rationale for research would be how well it promotes learning among students at all levels: undergraduate, masters and doctoral. Vincow posits ten key actions which would be required to become a student-centered research university. Three of the ten key actions are: 1) developing a holistic approach to the experience of students and the culture of the institution; 2) supporting student-faculty relationships to include improved advising and mentoring; and, 3) modifying faculty roles, evaluations, and rewards to increase emphasis on teaching and advising through the redirection of institutional incentives and the reallocation of resources to support these actions. Vincow then moves from the conceptual to the concrete by providing an outline for constructing a student-centered course. This is done by reconceptualiz[ing] and develop[ing] the student centered course from the point of view of its impact on students and their learning. Vincow offers ways to address faculty concerns about this concept and closes with a series of questions that need to be answered in order for the ten key actions required to become a student-centered research university to be effectuated.

Keywords: I. JE; II. C; III. NE; IV. change, reform; V. curriculum, faculty, mission; VI. N/A; VII. N/A

Walsh, D.C. (1998). Effecting change in higher education: A president's perspective. CUPA Journal, 49(v1-2), 1-4.

In this excerpt from an address to the National Association of College and University Business Officers, Wellesley College President Diana Chapman Walsh states that colleges and universities function effectively when dealing with change at a more local, incremental level. However, high visibility, institutional-level change is more problematic, and often hindered by protection of the status quo built into academia. This may pose a threat if environmental changes dictate the need for more radical or sudden change. Dr. Walsh poses five observations for effective leadership necessary to prepare for the changing environment of higher education: clarifying the organization's values, confronting the difficult work of change, understanding conflicts as tools for growth, understanding receptivity as a double-edged sword, and cultivating inner resources for leadership.

Keywords: I. JE; II. P; III. NE; IV. change, environmental change; V. administration, leadership; VI. S; VII. LA.

Williams, G. (1993). Total quality management in higher education: Panacea or placebo? Higher Education, 25(3), 229-37.

This article serves as an introduction to the several articles on TQM appearing in this issue of Higher Education. Market pressures, growth in public accountability, and, in Britain, the expansion of the higher ed system are described as root issues promoting the use of TQM in higher education circles. TQM has entered the higher ed community through four different settings: 1) Institutional governing board members who have had experience with TQM; 2) business schools; 3) government pressures; and 4) expansion of instructional activities outside degree-bearing programs in which agencies and students tend to have an increased customer focus. The article refers to Dill's six categories of TQM principles and then highlights the utility of those principles in the higher

education context, and in general treats TQM principles as useful within higher education. Williams points to the need for institutions to develop means of increasing intrinsic and extrinsic rewards for teaching (as opposed to research). A useful overview of the divided loyalties faced by faculty is provided, and there is a consideration of the distinction between higher education and industry on this particular point. Williams also provides a useful overview of the "customer issue" and describes the need for students and institutions to clearly describe the requirements and obligations of both parties.

Keywords: I. JE; II. D, E; III. NE; IV. change, environmental change, quality improvement; V. faculty, mission; VI. N/A; VII. N/A.

Wilms, W. W., Teruya, C., et al. (1997). Fiscal reform at UCLA: The clash of accountability and academic freedom. Change, 29(5), 40-49.

Starting in 1991, UCLA would keep on reducing its budget until 1994, as start funding declined. To meet this fiscal challenge while maintaining excellence, UCLA launched a fiscal reform. This article documents the process. UCLA chose the Responsibility Center Management (RCM) model to reengineer its financial system. This process and obstacles and conflicts in it are demonstrated and discussed. The article ends by asking the question: Whether the same forces that created RCM can be harnessed to develop a new theory of the university in contemporary society -- one that is shared by stake holders, administrators, and faculty alike. The authors suggest that by using the forces of change to bring all stakeholders to the table, a new model of higher education institution for the 21st century may be developed.

Keywords: I. JE; II. D ; III. QL; IV. change, strategy, planning; V. resource allocation, administration, faculty; VI. SC; VII. R.

Winck, S. K. (Summer, 1993). Teamwork improves office climate. New Directions for Institutional Research, 78, 57-58.

In this case study, one unit of the Smeal College of Business Administration at the Pennsylvania State University, was used in a pilot project of quality improvement using the Total Quality Management (TQM) principles. An environment conducive to quality improvement evolves when TQM team practices are brought into the everyday office environment.

Keywords: I. JE; II. D; III. NE; IV. change, quality improvement; V. administration, climate/culture, management systems; VI. SC; VII. R.

Winter, R. S. (Summer, 1993). On your mark, set, go! New Directions for Institutional Research, 78, 101-04.

Total Quality Management (TQM) principles are applied at the University of Illinois Chicago. Four stages of change are identified: awareness creation; establishment of initial teams; development of infrastructure for quality improvement (QI); and institutionalizing the QI process.

Keywords: I. JE; II. D; III. NE; IV. change, quality improvement; V. management systems; VI. SC; VII. R.

Wolverton, M., Gmelch, W. H., et al. (1998). The department as double agent: The call for department change and renewal. Innovative Higher Education, 22(3), 203-215.

This article responds to a recent Policy Perspectives paper (1996) by the Pew Foundation, on the role of the academic department as a powerful counterforce to the prevalent fragmentation in today's academy. In order for the department to serve in this capacity, its faculty members must be prepared to maintain: a collective dialogue and inquiry about effective teaching, a commitment to quality control, a system of rewarding collective goals, and

the leadership of a purposeful chair. Two suggestions are given to facilitate this process. First, assessing and rewarding faculty collectively would lend itself to bringing faculty together in a spirit of teamwork rather than competition. And second, rewarding faculty for collaborative efforts is a derivation of the first. A dual system of budgeting is proposed where a base budget provides a department with its bare bones necessities, and a development budget is awarded competitively based on a department's dedication to partnership and team work. An important link in this process is the presence of a strong chair who is able to develop trust among the faculty, as well as a willingness to take risks and experiment in collaborative activities.

Keywords: I. JE; II. C,P; III. NE; IV. change, quality improvement; V. academic workplace, leadership, resource allocation; VI. S; VII. NA.

Wood, R. J. (Fall, 1990). Changing the educational program. New Directions for Higher Education: (No. 71 Managing Change in Higher Education), 18(2), 51-58.

The author argues that fragmentation of power within colleges and universities makes educational programs the element of higher education most resistant to organized change. However, over time, the author argues, persistent and thoughtful leadership including encouragement of academic entrepreneurship and creation of agreement can transform these programs. As evidence of this perspective, the author describes the ongoing process of change at Earlham College in Indiana.

Keywords: I. JE; II. C; III. QL; IV. change, reform, transformation; V. administration, leadership, faculty; VI. SC; VII. LA.

Woodard, D. B. (1995). Restructuring and policy implications for students. Journal for Higher Education Management, 10(2), 45-49.

Changes in the college student population have implications for higher education in the restructuring process. The trends reviewed include enrollment trends, and trends in students' values in terms of academic preparation. These changes will affect the learning environment in the future, and the author speculates on how things may look in the year 2010.

Keywords: I. JE; II. C; III. NE; IV. change, environmental change, restructuring; V. administration, curriculum, students; VI. N/A; VII. N/A.

Yezer, A. M. (1992). Do procedures that succeed in a growing institution fail in a period of decline? Journal for Higher Education Management, 7(2), 15-21.

Planning processes put in place by colleges and universities in times of expansion hinder the institution's ability to function effectively in times of retrenchment. The author looks at the specific characteristics of these planning processes and explains how methods can be rethought and procedures changed.

Keywords: I. JE; II. C; III. NE; IV. change, planning; V. administration, management systems; VI. S; VII. NA.

Yin, L. R. & Krentz, R. F. (1995). Birth of a proactive instructional technology center: A case of system change. T.H.E. Journal, 23(4), 86-88.

A case study of organizational change at the University of Wisconsin shows how two departments merged to create a new Information Technology Center. The article focuses on staffing, staff training and development, physical renovations, acquisition of technology, use of multimedia and the implementation of a core curriculum.

Keywords: I. JE; II. D; III. NE; IV. change, technology; V. curriculum, information technology; VI. SC; VII. R.

Zajac, E. J. & Kraatz, M. S. (1993). A diametric forces model of strategic change: Assessing the antecedents and consequences of restructuring in the higher education industry. Strategic Management Journal, 14, 83-102.

Using longitudinal HEGIS data, Zajac and Kraatz construct a case that argues that a diametric forces model may be used to address some of the conflicting pressures for strategic change encountered by higher education institutions. Environmental and organizational forces and counterforces in this process are examined in an effort to determine ways in which restructuring has been useful as a successful adaptive response. The study found that restructuring can be predicted, and is not uncommon or a performance-inhibiting response to changing environmental conditions. Relevance to corporate restructuring processes and strategic change is addressed in the conclusion.

Keywords: I. JB; II. E, C; III. QN; IV. change; V. administration; VI. SU; VII. C

* Annotations courtesy of Kristen L. Walker and Jennifer A. Lindholm at the University of California, Los Angeles.

**Dissertations on
Organizational Change and Transformation in Higher Education
(1990 - 2000)**

Alzeghoul, E. A. (1997). Factors related to administrative change in colleges and universities, Unpublished Doctoral Dissertation, Texas A&M University-Commerce.

Purpose of the study. Ecologists argue that organizations are subjected to internal inertia that inhibits them changing their administrative structures. The strength of structural inertia increases with the size, age, and complexity of an organization. However, other authors suggest that organizations alter their structures in responding to the environmental changes. They hold that factors such as size, change in size, and age could be enabling factors for organizations to change their administrative structures. Most previous research has focused on examining the relationship between factors such as, size, change in size (growth and decline), complexity of an organization and an administrative component. The present study examined a selected set of factors in relation to administrative change. Specifically, it examined how university ownership, type of university (based on Carnegie classification), size, change in size (growth and decline), age, and competition are related to administrative change in colleges and universities. Sample. Carnegie Classification of Institutions of Higher Education (1987) was used to obtain the sample of this study. Fifty universities (25 private, 25 public) was selected randomly from each type of universities (research, doctorate, comprehensive) by using random numbers table. Procedure. Data regarding the independent variables were obtained from the Yearbook of Higher Education (1981/1982, 1984/1985) and American Colleges and Universities (1982/1983). The amount of administrative change was operationalized in terms of the absolute number of administrative changes (of the top-level managers) that occurred in each university between 1982 and 1985. The deletion of a position was considered to be one change. Similarly, an addition of a new position was considered to be one change. Also a change in personnel position was considered to be one change. Therefore, the absolute number of changes each university had during the period of study represent the amount of administrative change. Statistical analysis. This study used different statistical analyses to test the hypotheses. Analysis of covariance (2 x 3) was employed to examine the effect of university ownership, type of university, and interaction between these two variables. A multiple regression was used to test a combined linear relationship between size and age of an university, competition (as combination) and the amount of administrative change. A simple correlation was used to evaluate the strength and direction of the relationship between the amount of administrative change and growth (increase in students enrollment) and decline (reduction in students enrollment) respectively. A t-test was used to compare the mean amount of administrative change of growing universities with that of declining ones. Results. Significant effect was found for type of university. Both research and doctoral-granting universities demonstrated amount of administrative change greater than that of comprehensive ones. Neither university ownership nor interaction had effect on administrative change. Size, age, and competition in combination explained only ten percent of variance. Size and age were found to have significant and positive relationship with administrative change, while competition was found to have non-significant negative relationship. A significant and negative relationship was found between administrative change and growth and positive with decline. Conclusion. Although some hypotheses were not supported, this study is a good starting point for future research. The findings present several suggestions that might have important practical, theoretical and research implications. (Abstract shortened by UMI.)

Keywords: I. D, II. E; III. QN; IV. administration, structure; VI. MC; VII. M.

Bombardier, L. D. (1992). An analysis of mediating factors, perceptions, and personnel related to strategic change in community college based small business development centers, Unpublished Doctoral Dissertation, Oregon State University.

The purpose of this study is to examine the events and activities that triggered strategic and large-scale changes in four community college based Small Business Development Centers. A review of the literature in organizational

theory and community college education was used to form an integrated conceptual scheme which could be applied to the description and examination of the change process. Tichy's TPC (Technical, Political, Cultural) model for managing strategic organizational change was used to provide the conceptual framework for conducting research and organizing data as it related to the events and activities that triggered change in case studies at four community college based Small Business Development Centers in Oregon. The case studies dealt with how strategic and organizational changes were triggered, whether they were initiated by a common set of triggering events, and the management responses to these changes used in each of the four community college based Small Business Development Center. Information concerning the changes that took place was obtained through using the TPC's in-depth diagnostic plan to analyze the events that trigger change and their impact on the key organizational components of the Small Business Centers. The research produced three findings related to the events that triggered in the four SBDC's organizational changes and the manner and means by which they were perceived, managed, and dealt with by each of the SBDC's studied. The three primary findings were: (a) the role played by key individuals as responders and/or innovators of organizational change was to a large degree dependent upon the congruence between the situation(s) being faced and their backgrounds, personalities, and leadership characteristics; (b) the different roles and hierarchical levels existing in an organization significantly influenced how individuals perceived the nature, type, properties, and characteristics of the events triggering the change process; and (c) when there is no agreement among key organizational decision-makers on the nature or type of change taking place, social power, influence and/or bargaining is used in selecting the strategy used to deal the change event.

Keywords: I. D; II. E; III. QL; IV. change, strategy; V. administration, climate/culture, leadership, management systems; VI. MC; VII. CC.

Brandon, J. L. (1997). Meeting the changing needs of diverse students: Managerial conceptualizations of transformational change in student affairs. Higher Education. Santa Barbara, University of California .

This study explores the factors that facilitate transformational change. The Division of Student Affairs within a medium-sized residential, public university launched an initiative to better serve a more diverse and changing student population. Brandon focuses on the complex implementation process and extracts key elements that serve to transform the organization. Using multiple data sources, this study captures the change process from the conceptualization of change to the documentation of the change process. While managers play a key role in change, Brandon suggests that transactional leadership at the middle management level must be empowered to exhibit transformational leadership in order to change the culture. She also stresses that it is the transformational change of this role that facilitates the sustainability of change.

Keywords: I.D; II. D; III. NE; IV. change, transformation; V. administration; VI. SC; VII. NA.

Brooks, C.T. (1998). The influence of stakeholder assessment on change within a public institution of higher education. Unpublished doctoral dissertation, University of Arkansas.

In the private sector, stakeholders have been used successfully to improve organizational effectiveness. Their preferences influence product design and development, and business and industry has a long history of using stakeholders in marketing research. The author finds that public sector has typically not used this methodology to plan for change. A case study of one public higher education institution focuses on the use of customer feedback to plan for and manage organizational change within one department of the institution. Three types of change were affected by information gathered through customer feedback: 1) structural change; 2) procedural change; and 3) changes with customer relationships. Organizational change was influenced by customer feedback, but organizational leadership and climate were influential in determining to what extent the organization was able to respond to change.

Keywords: I. D; II. D, C, ; III. QL, ; IV. quality improvement, strategy; V. management systems; VI. SC; VII. NA.

Denby, K. K. (1997). Organizational integration: A case study in higher education administration. J. T. M. Adviser, Unpublished Doctoral Dissertation, Harvard University.

This case study of a reorganization effort within a university administration examines how changing the organizational structure and addressing the balance of "differentiation" (separateness and autonomy) and "integration" (interdependence and collaboration) affected the way departments worked with students and with each other. It deals with how the Harvard University Division of Continuing Education attempted to streamline procedures and integrate administrative operations while merging a satellite operation into the central administration. The reorganization entailed fundamental changes for the previously autonomous department: from being research- oriented and teacher-driven to service-oriented and student-driven; from relative independence and autonomy to interaction and cooperation with other operational units. The process was very complicated. In the course of "reining in" the department, it became clear that the orientation of individuals in key positions impacted the way they perceived the issues and how they interacted with each other. Repeated failures to reach even basic understanding attest to how very different the players were in attitude and approach, with different perspectives on what was important and different interpretations of what was said or agreed upon in meetings. Upon reflection, it might have worked out differently had the ambiguous term "integration" been adequately defined for all parties. Though they agreed that integration was the goal, there was never agreement on exactly what that meant. They needed to establish specific guidelines about operational objectives and negotiable elements. Were this case repeated, an important exercise would be to identify commonalities (e.g., what should be common for students in any program within the organization) and define the lines that could not be crossed. In addition, the organization as a whole needed to change its collective attitude and expectations toward its "outlier" department-- to let it assimilate while accepting and protecting its uniqueness. The blend of integration and differentiation within an organization depends on many things, but it must correspond to what the environment (including customer, financial, technical, physical, and personnel constraints) demands. Culture and priorities come into play, as do history and personalities. Organizations are not simple. This case portrays the complexities involved in reorganization and change.

Keywords: I. D; II. E; III. QL; IV. change, environmental change, reorganization; V. administration, climate/culture, structure; VI. SC; VII. R.

Desloriers, V. R. (1993). An examination of the strategic planning process at Endicott College: A case study of decision-making to cope with change. A. L. Adviser, Unpublished Doctoral Dissertation, Harvard University.

Strategic planning is widely heralded as the response of choice to a growing list of challenges facing American higher education. Endicott College, typical of many small, private institutions of higher learning in the United States, implemented strategic planning to meet its various challenges. This analytic paper, in the form of a case study, focuses on strategic planning at Endicott College, and how organizational forces shaped that process. Questions directing the research were: What were the conditions at the college prior to implementing strategic planning? Why was strategic planning chosen as the vehicle for change? What was the strategic planning process design? What forces, beyond that design, shaped the planning process? What were the consequences of those influences? A pattern, unlike that presented by the textbook model of strategic planning, emerged from the study. A series of campus forces had subverted the predicted process. The internal organizational factors which shaped Endicott's planning correlated with five major obstacles to planned change as identified by authorities in the field. The analysis is organized in terms of those five obstacles to planned change: lack of top leadership support; lack of shared values, goals, and purpose; lack of high morale, trust, power, and personal security; lack of meaningful participation and communication; and lack of adaptability, creativity, and innovation. Long- standing campus factions, cultural norms, and administrative styles combined to present these obstacles and to seriously impede planning efforts. Unable to surmount these problems, the leadership in many ways exacerbated them. Endicott College did, however, face the same harsh realities that were confronting higher education across the United States. Questions of shifting demographics, governance, finances, curriculum, and their role in higher education

loomed large. Conclusions of the study were: strategic planning is not a panacea for the problems facing higher education today; the planning model employed should fit the management style of the organization; and development of the planning document itself should be accomplished within a specified time frame.

Keywords: I. D; II. D,P; III. QL; IV. environmental change, planning, strategy; V. administration, leadership, management systems; VI. SC; VII.

Deuben, C. A. J. (1992). The factors facilitating or inhibiting institutional merger among three Catholic institutions of higher education. L. K. Adviser, Unpublished Doctoral Dissertation, Wayne State University: 00436.

This dissertation analyzes the proposed merger between University of Detroit, Mercy College, and Mercyhurst College. The conceptual framework for the analysis was Martorana and Kuhn's Interactive Forces Theory, in which organizational change is considered through the interaction of three forces: personal, interpersonal, and goal hiatus. The study is reflective; Dueben conducted interviews and collected data which supported the Interactive Forces Theory, and pointed to factors of finance and presidential leadership as critical in bringing about the merger process. It was unclear whether the theory has predictive value. The dissertation contains a useful literature review of mergers within higher education and the development of Catholic higher education. Excerpts from interviews provide interesting anecdotal information as to the subsequent merger between two of the institutions.

Keywords: I. D; II. C; III. NE; IV. change, V. alliance or partnership, administration, leadership, resource allocation; VI. MC; VII. M.

Durrington, V. A. (1997). A longitudinal study of the diffusion of a computer-based administrative innovation within a university faculty network. J. R. R. Adviser, Unpublished Doctoral Dissertation, Texas Tech University: 00201.

Identifying predictors of computer use such as attitude, anxiety, and receptivity to change have been the primary area of interest in instructional technology. Research relating to the diffusion of innovations in education has been based primarily on looking at these individual characteristics as predictors of use. This dissertation proposes to use social network analysis to study the diffusion of two computer-based administrative innovations within a university faculty network. Methodology issues concerning time of adoption and network nominations were examined as well as the relationship of time of adoption and the number of network nominations received, spatial proximity, and organizational unit proximity. Finally, the diffusion of the innovations was to be analyzed using the dual-classification and T/CM models. Subjects were 66 faculty members in a College in Education from a southwestern university during the 1996-1997 academic year. At the beginning of the study subjects were introduced to the innovations and asked to provide demographic information and to identify communication partners in the areas of advice, friendship, and discussion. At the conclusion of the study subjects were asked to provide feedback related to the innovations and to once again identify their communication partners in the areas of advice, friendship, and discussion. Results indicated that there was no significant difference between adopters' recall time of adoption and actual time of adoption. In addition, there was no significant difference between network nominations for advice, friendship, and discussion identified at the beginning and at the end of the study. The number of network nominations received was found to be negatively correlated with the time of adoption. No correlation was found between time of adoption and spatial and organizational unit proximity. The diffusion process could not be studied, because the necessary threshold and critical mass levels were not reached. The innovations did not diffuse through the network. The lack of diffusion could be explained by the negative correlation between the number of network nominations received and the time of adoption as well as by comments faculty submitted related to the innovations and a graphical representation of the social network with the nodes of adopters shaded.

Keywords: I. D; II. E; III. BT; IV. technology; V. academic workplace, information technology; VI. SC; VII. NA.

Gallagher, V. J. (1990). *Repositioning the university: Organizational symbolism and the rhetoric of permanence and change*. G. T. G. Adviser, Unpublished Doctoral Dissertation, Northwestern University.

Institutions shape and are shaped by a variety of competing symbolic contexts and, as a result, exist in a state of conflict. It is the hypothesis of this study that rhetoric provides the means by which institutions reconcile and, at times, transcend the conflict and contradictions of competing contexts to achieve a level of consensus or stability. The study undertakes three tasks: (1) to delineate the role of rhetorical discourse in the creation, development, and maintenance of organizations and institutions, (2) to develop a critical method of organizational analysis, and (3) to use the theory and method to analyze the way in which specific institutions--universities and higher education as a whole--are transformed or "repositioned" through the processes of rhetorical discourse. Case studies of four American universities--Northwestern University, Trinity University, the University of Virginia and the University of Michigan--demonstrate that institutional change emerges out of competing contexts of previous identity and is accomplished through a process of rhetorical integration. And while the symbolic transformation of institutions is shown to be always incomplete, critical analysis reveals the configuration of contextual elements and suggests rhetorical trends that characterize the current and future realm of higher education.

Keywords: I. D; II. D,C; III. QL; IV. change, transformation; V. climate/culture; VI. MC; VII. M.

Gibbs, C.N. (1998). *Implementing institutional strategic planning and change: A case study of a division of student affairs*. Unpublished doctoral dissertation, Virginia Commonwealth University.

The experiences of a student affairs division undergoing a mandated change process is examined in this case study. Although participants in the student affairs office valued some of the opportunities and discussions that were part of the university's Strategic Plan, the study found that most members of the Division were not invested in it, and its useful life encompassed only the two years (1993-1995) during which the Quality of Student Life Task Force was meeting. The Division of Student Affairs had little involvement in the creation of the Strategic Plan itself, resulting in a lack of support for the change process. The author uses two questions to examine the case: 1) what happened when the division attempted to implement the strategic plan directive? And 2) what meaning did the participants give to the change process? Strategic planning is a process for *managing* change; a means for transitioning institutions, but strategic planning had little meaning for members of the Student Affairs Division, who focused more on the change itself and on the "personal" implications. Such preoccupation may hinder implementation and integration of changed practices into into the institutional culture. The perception of Student Affairs personnel, is that strategic planning was the administration's vision of the future. The perceived distance between senior administration and the professionals at the operational level who serve students on a daily basis, created an obstacle to the successful integration of change into the culture.

Keywords: I. D; II. D, ; III. QL; IV. change, planning, strategy; V. administration, climate or culture, leadership; VI. SC; VII. NA.

Goldsmith, S. S. (1997). *Creating culture at a new university: Expectations and realities*. H. S. A. Chair, Unpublished Doctoral Dissertation, University of California Los Angeles.

Goldsmith's three year study utilized ethnographic and other qualitative research approaches to examine the development of organizational culture in a newly established public comprehensive university. Data analysis was conducted on written materials, extensive participant observation field notes, and transcripts of reflective interviews with administrators, faculty and staff at California State University, Monterey Bay. Adopting a social

constructionist perspective, Goldsmith describes the dynamics of culture creation through which key constituencies actualize individual and collective values through the process of creating a distinctive new university. The author asserts that structures, processes, policies, and meanings must be developed through which the values of the distinctive vision can be supported. Goldsmith proposes a framework for studying postindustrial organizational culture which focuses on three interrelated themes: 1) vision as search for identity, 2) leadership as search for process, and 3) trust as search for community.

Keywords: I. D; II. E; III. QL; IV. planning, transformation; V. climate/culture, leadership; VI. SC; VII. C.

Hanson, L.D. (1999). Restructuring academic programs: Faculty leadership in effective organizational change. Unpublished doctoral dissertation, Seattle University.

The author writes a qualitative case study of one institution's response to the internal and external pressures felt by many colleges and universities in the 1990s. This study examines Pacific Lutheran University's restructuring process of their academic program. The author indicates that this study counters the prevailing theory in the literature that faculty are not significantly involved in leading change and also points out situations in which faculty resist change. Seven conclusions are drawn from the study: 1) the convergence of internal and external factors gives rise to restructuring; 2) a functioning faculty governance and a guiding coalition for reduction in force is critical to address restructuring; 3) collaborative leadership from administrators and faculty is essential for effective change; 4) factual and political rationale is used in decision making, and is grounded in institutional culture; 5) systematic academic program review potentially limits subjectivity and aids decision making; 6) those faculty adversely affected by organizational change view decisions as irrational and unsupported by the data, and faculty leaders justify decisions by aligning data with core values, mission and direction of the institution; 7) it is not imperative that faculty initiate restructuring to be effective participants.

Keywords: I. D; II. D ; III. QL; IV. change, restructuring, ; V. academic workplace, faculty, leadership ; VI. SC; VII. R.

Hauck, G.L. (1998). The turnaround and transformation of Grand Rapids Baptist College into Cornerstone College. Unpublished Doctoral Dissertation, Michigan State University.

The author presents a case study of turnaround and transformation at a small, Christian college. Turnaround refers to the ability of an institution to rebound after a period of decline. In this case study, turnaround and transformation were seen as part of one integrated process. The author uses Bolman and Deal's conceptual framework of organizational culture as a "lens" through which to interpret the changes taking place at the college. The factors of turnaround and transformation included the name change, a merger, new recruiting, new governance, more aggressive donor pursuit, shared vision, a new image, strategic planning, new facilities, new technology, a new president and provost, and a new mission statement. These factors were also viewed against the backdrop of the institution's historical context, through document analysis, interviews and observations. The findings show that the most crucial factor in the turnaround and transformation was the arrival, person and leadership of the new president and provost who had – a "transformational style of leadership". The majority of people at the institution feel positive about the change/transformation overall, while still viewing some factors negatively. The research suggests that many of the contributing factors in Cornerstone's turnaround and transformation are equal or similar to the contributing factors in the turnaround and transformation of organizations in the corporate, ecclesiastical, and educational worlds.

Keywords: I. D; II. D; III. QL; IV. change, planning, reorganization, transformation; V. academic workplace, administration, governance, leadership; VI. SC; VII. LA.

Haviland, D.J. (1998). Becoming a student-centered research university: A case study of organizational change. Unpublished doctoral dissertation, Syracuse University.

Coherent change in a large research university is constrained by complex organizational structures and forms of shared governance that decrease presidential leverage. This became more problematic during the late 20th century, when colleges and universities came under scrutiny for escalating costs, declining enrollments and concerns about the quality of undergraduate education. Large research universities have been faced with the need to alter teaching and fiscal practices. In this case study of one large research university, (Syracuse University), the author examines the successful attempt at planned, coherent and significant change. In the early 1990s, the university faced budget shortfalls totaling \$38 million and a projected decline of 20 percent of its undergraduate enrollment. Leadership decisions by the new chancellor created a shift in emphasis from that of attempting to become an elite research university, to a more student-centered university. The author uses a sociological analysis of the change process, with an historical reconstruction of events. Interview, document analysis, and observation were used to describe and analyze the process of change. The author concludes that the successful change effort came about as a result of a confluence of external forces and internal circumstances which facilitated the adjustment. The importance of strong leadership, collaboration, grounding changes in institutional history and of adjustments to traditional shared governance practices are among the key variables that helped to foster the change.

Keywords: I. D; II. D, ; III. QL; IV. change, planning, strategy; V. administration, climate or culture, leadership, mission; VI. SC; VII. R.

Highsmith, D.T. (1999). The board of trustees as institutional change agent: A case study inquiry into the governance transformation at the Southern Baptist Theological Seminary, 1979 – 1993. Unpublished doctoral dissertation, University of South Carolina.

The author uses a case study approach to trace and analyze how the governing board of Southern Baptists Theological Seminary in Louisville, Kentucky, became a change agent for institutional transformation. The study uses historical and contextual factors, and places the change process in a broad framework of cultural, ecclesiastical and political forces. The author concludes that the process by which trustees are appointed to their positions is an important factor in the board's potential for serving as a vehicle of change. Trustees are elected and may choose to consider the needs and wishes of those that elected them as their primary constituency, over the interests of those internal to the institution. Other factors influencing the role of trustees as change agents included the size of the board, how often they met, and leadership roles on the board. The author interviewed 25 participants or observers to the change process, and balanced this subjective approach with document analysis including statistics, scholarly journals, ecclesiastical journals and news accounts. The author's goal is to help illuminate strategies and procedures for effecting or impeding change.

Keywords: I. D; II. D, E; III. QL; IV. change, , strategy, transformation; V. academic workplace, administration, governance, leadership; VI. SC; VII. LA.

Hogue, W. F. (1995). Reorganizing information and technology resources: Diffusion and decision processes in one university. G. A. J. Adviser, Unpublished Doctoral Dissertation, Harvard University: 00129.

U.S. colleges and universities are estimated to spend in excess of four-billion dollars annually to support information and technology (IT) services for faculty, researchers, students, and staff. Despite this substantial investment, concerns about quality of IT resources and services is widespread. An increasingly common response to these concerns by colleges and universities is to reorganize IT units under the leadership of a single administrator. This analytic paper examines the organizational processes at the University of Wisconsin-Eau Claire that led to a decision to place five operational units--including the library--under a newly created Office of Information and Technology Management. Documents and structured interviews are used to examine the following question. What led to a decision to create a new organization responsible for University information and technology resources? This qualitative analysis posits that the University underwent a paradigm shift; old belief systems about the appropriate management of information technologies and their role in the life of the

institution were challenged and ultimately replaced after a period during which competing organizational models were examined. The process of choosing the organizational model was defined by a visionary leader who carefully used task force reports, the governance process, and external technological, budgetary, and political developments to build coalitions in support of his plan. The organizational model defined had its roots in the mission and culture of the University and, therefore, presented minimal threat to the institution's existing structure. Review of the decision and diffusion processes at UW-Eau Claire may be of use to other institutions in addressing the issue of information technology organizational structure, and in better understanding change processes within higher education.

Keywords: I. D; II. D; III. QL; IV. quality improvement, reorganization, technology; V. academic environment, administration, information technology; VI. SC; VII. R.

Hulfactor, M. C. (1992). An attainment discrepancy model of curricular change in academic departments, Unpublished Doctoral Dissertation, Stanford University.

Undergraduate curricular drift in colleges and universities may be the result of incremental change to academic curricula. Empirical investigations of curricular change, though, have focused primarily on the characteristics of academic organizations. An attainment discrepancy model from organizational learning theory offers predictions about processes that stimulate organizations to change incrementally. The model predicts that some types of changes are the result of search motivated by a discrepancy between organizational performance and aspiration. This study tested attainment discrepancy hypotheses with respect to undergraduate enrollment, using data from 120 academic departments over a four year period. Findings supported the hypothesis that curricular change occurs as academic departments respond to low enrollments. However, the effect was mitigated for departments possessing high levels of external funding. Research findings illuminate a process of departmental response to environmental stimuli, and suggest a possible mechanism through which curricular drift may occur.

Keywords: I. D; II. D,P; III. QL; IV. change; V. academic workplace, curriculum; VI. MC; VII. NA.

Hurst, D.G. (1998). The transformation and expansion of higher education in the United States from the Civil War to the present. Unpublished doctoral dissertation, Emory University.

The author uses both quantitative and qualitative approaches to the study of expansion of higher education from the 19th century to the present. The qualitative approach uses an historical analysis of changes in the organization and purpose of higher education using four theories as the analytic framework – technological-functional, status competition, class conflict and world-institutional. The research is motivated by three questions that center around 1) identifying the dynamics of higher education expansion; 2) determining the extent to which prevailing theories of educational expansion account for the level of expansion in the United States; and 3) to what degree can higher education be considered a mass institution? The historical analysis examines how higher education has changed from a largely elite institution serving a small population, into a mass institution serving the great majority of high school graduates who aspire to a college degree. The quantitative analysis looks at several factors including technological changes and market demand for college graduates, that have had an effect on enrollments over time.

Keywords: I. D; II. D; III. QL, QN, NE; IV. transformation; V. academic workplace, climate or culture, mission; VI. MC, SA, S; VII. M.

Julia, J. B. (1996). *The influence of planning on institutional transformation: A study of information technology*. M. W. Peterson. Chair, Unpublished Doctoral Dissertation, The University of Michigan.

The external environment within which higher education exists has been labeled a "postindustrial environment" characterized by turbulence, competitiveness, lean resources, and unpredictability. Two organizational responses to the challenges and opportunities inherent in this external environment are planning and transformation. There are implicit suggestions in the literature that planning and transformation are linked phenomena, yet there has been little research conducted on their potential relationship. This qualitative study uses a case study methodology to research the relationship between these phenomena within the context of the migration from a centralized to distributed computing environment at a major research university. The study's central research question is, "How does planning influence the internal transformation that results from the migration from a centralized computing environment to a distributed computing environment in a major research university?" Five organizational units were chosen for inclusion in this study: the central administration information technology unit, two academic units, and two administrative units. Data was collected through a triangulated methodology that included interviews with sixty informants from the selected units. A content analysis and pattern identification of the data collected was then conducted to ascertain emergent relationships between the data. Five key findings emerged from this analysis: (1) Centralized planning from the information technology unit either had little influence on transformation (in academic units) or inhibited transformation (in administrative units); (2) Planning associated with the attempted transformation differed between the academic and administrative units included in this study. The academic units used a rational approach to planning, while the administrative units used a combination of rational and non-rational planning processes; (3) Leadership and resource factors were integral components of both the planning and transformation processes; (4) The rational and non-rational planning conducted within the units positively influenced the extent to which transformation resulted within these units; and (5) Four factors, leadership, human maintenance, commitment of institutional resources, and the accommodations of tradition, governance, and administrative style emerged in the transformational process and results dimensions of the conceptual framework to provide a research supported framework for further study on transformation.

Keywords: I. D; II. D; III. QL; IV. planning, transformation, technology; V. academic workplace, administration, information technology, leadership, resource allocation; VI. MC; VII. R.

Larson, R. S. (1997). *Organizational change from the inside: A study of university outreach*. East Lansing, Michigan State University.

The purpose of this study is to provide insight into the responses and perceptions of responses to change initiatives. As change is outlined and strategized, there may be a difference between how these plans are received across campus. In addition, committee members who have invested their time writing these documents may have perceptions which anticipate the response of faculty members. Together, these responses and perceptions of responses may fuel problematic misconceptions. Based on data collected within one institution, the findings from this study demonstrate that the process of evaluating and making decisions regarding a new change initiative may be an iterative one for faculty. They have a perspective at the department level which may not be the same as the institutional vantage point. Larson cautions against predicting faculty response and reminds us that those who create an initiative must value the perspective of those who will be expected to implement it. He also suggests that the complexity of change allows for differing responses from within a diverse university community.

Keywords: I. D; II. E; III. QL; IV. change; V. academic workplace, administration, faculty; VI. SC; VII. R.

Lubach, D. W. (1997). A case study of university transformation: An organization adapts to a changing environment. L. I. Chair, Unpublished Doctoral Dissertation, University of California Santa Barbara:.

The target of this explanatory study was to advance the development of micropolitical theory. The author sought to use and improve a mixture of unobtrusive research methods with the goal of advancing the understanding of a complex educational institution. The Santa Barbara campus of the University of California served as the organization under examination in this case study. Qualitative research methodology was employed and a number of indicators of "core technology" (Thompson, 1967) were used and modified in order to answer the research question. The study provides a depth analysis of selected aspects of the history of an institution. Data were collected with the assumption that critical incidents and histories hold the blueprint for the basic shape and direction of a social system. Printed records, reports, and public information were the major sources of data. The researcher attempted to minimize effects of his enmeshed role as a member and participant in the organization. Each change in staff, funding sources, allocation of physical space, and grant money received tells the story of a campus that has undergone two types of basic change. What was once a teaching academy has become a celebrated research institution and what was once a primarily State funded institution has successfully invested in resources and strategies to secure alternative funds. Insight was gained into how an organization shifted the balance of its core priorities without dissolving. The campus used subunits to maintain organizational stability while changing on its margins to meet environmental demands.

Keywords: I.D; II. E; III. QL; IV. change; V. administration, climate/culture; VI. SC; VII. R.

McCoy, L. (1999). Accounting discourse and textual practices of ruling: A study of institutional transformation in higher education. Unpublished doctoral dissertation, University of Toronto.

The author takes a unique approach to the examination of organizational change and institutional transformation in the Ontario college system in the early 1990s, by using the study of accounting as a documentary practice of knowledge. It first looks at accounting as a text-based form of knowledge, and shows the present-day organization of accounting as a conceptual and textual practice of representation. The author examines how accounting statements mediate organizational work processes and inter-organizational relations of property and obligation. In the second part, the author uses an institutional ethnography approach to examine the use of accounting as a practice of knowledge. During the period of the early 1990s, colleges were faced with state policies of privatization and fiscal retrenchment, as well as increased competition in the adult vocational training market. In response to these pressures, college administrators responded by attempting to make their institutions more efficient, entrepreneurial and businesslike. Accounting played a central role in this restructuring effort, and new practices of managerial accounting produce observable changes in organizational work processes and approaches. The author provides a closer examination of how this process worked by looking at one college's introduction of program costing, and accounting exercise that established unit costs for each academic program.

Keywords: I. D; II. D, C; III. QL; IV. change, , quality improvement; V. academic workplace, management systems, resource allocation; VI. MC; VII. M.

McKenna, S.M. (1998). The application of a corporate change model to an institution of higher education. Unpublished doctoral dissertation, University of Connecticut.

While many organizations throughout the world have adopted change strategies in order to remain competitive and efficient in turbulent environments, higher education change processes have been slower and more incremental., leaving institutional administrators unable to respond efficiently to pressures including those brought about by increasing demands from constituencies while simultaneously having fewer resources to meet those demands. The answer is in education organizations adopting more flexible organizational cultures and structures. Changing a culture is more difficult when an organization has a history of success, and an established culture as does higher education. The author uses a cultural change model developed by

Edgar Schein for use in the corporate sector and applies it to an institution of higher education. The study used qualitative methods including observation, participant action research and clinical interviews with key informants, using Strauss's grounded theory to organize the data., and Schein's model to assess the attributes of organizational culture to two top management committees at the institution. The author found Schein's model useful for deriving five of the subject committees' basic cultural assumptions, but found that the model did not adequately account for political influences on organizational decision making processes.

Keywords: I. D; II. E, ; III. QL; IV. change, environmental change, ; V. administration, climate or culture; VI. SC; VII. NA.

McMurray, J. K. (1997). Building capacity for systemic change: Episodes of learning in the first-year of a grant-funded change project at a land grant university, Unpublished Doctoral Dissertation, Oregon State University.

Demands for increasingly more responsive education systems have caused some higher education institutions to reconsider their original missions and envision new futures. This is particularly true with land grant institutions whose mandate it is to be the people's university. The purpose of this study was to explore the first year of a change project at a land grant institution to determine first attempts to prepare for and catalyze systemic change. The literature review supported the position that change was seldom enduring in higher education organizations, and to effect systemic change an organization needed to embrace the concept of learning. This study sought to make sense of organizational change through the experience of an innovative vision-driven, participant-centered change process. Data were analyzed using multiple sources including interviews, fieldnotes, project documents and participant observation. Three themes emerged from the analysis representative of participant experience: Learning How to Change; Developing a Change Design; and Collaboration and the Paradox of Partnership. The themes represented primary areas of learning for participants in the first year of the project. Stories of participant learning were expressed through key events experienced during the 12-month inquiry. Outcomes of this study reflected the centrality of learning in the beginning months of the change project. Change agents needed opportunities to learn how to change before enlisting others in the process. Active learning, reflection, and the value discovered through an expanded capacity for change created deeper ownership in the project for many participants. These aspects of the change process were also identified as attributes of a learning organization. Another significant research outcome addressed partnering efforts in the project's initial months. First attempts to build collaborative relationships with the State's community colleges were ineffective due to low levels of trust and highly competitive cultures.

Keywords: I. D; II. E; III. QL; IV. change, transformation; V. academic workplace, partnership; VI. SC; VII. R.

Moldenhauer-Salazar, J.C. (1999). Visions and missions: A case study of organizational change and diversity in higher education. Unpublished doctoral dissertation, University of Michigan.

The author presents a case study of one institution's intentional change effort in the area of diversity, over a thirty-year period. The study uses an inductive (grounded theory) approach centered on two questions. 1) What has changed? 2) How did these changes occur? Interviews with 37 individuals involved in change at the school, and data from archival sources was collected. The results of the data analysis give both a detailed chronology and history of organizational change, and a theoretical framework to explain this change. The theoretical framework includes the role of the school's "vision of diversity" and corresponding mission statement in moving change forward, while balancing political conflict and power struggles over the appropriateness of the mission and its implementation. Vision and mission guide change, attract and maintain support for change, inspire others in the process and affect revenue. However, these functions are only possible if stakeholders are in support, and there is strong financial backing for such an effort. The results of this study integrate the current literature on organizational vision and mission, while adding the concept of power. As well as making theoretical contributions, practical implications serve to inform organizational leaders and actors involved in the change process.

Keywords: I. D; II. D; III. QL; IV.. change, planning, transformation V. climate or culture, mission; VI. SC; VII. NA.

Morgan, H.P. (1998). Moving missions: Organizational change in liberal arts colleges. Unpublished doctoral dissertation, University of Chicago.

The author uses data collected from every American college or university that granted a baccalaureate degree between 1966 and 1992 to trace the patterns in the redefinition of the liberal arts college. Prompted by changes seen in liberal arts colleges that have begun to grant more and more career-oriented and advanced degrees, the author traces the gradual and continual redefinition of the liberal arts college that has taken place over the years. The author extends the theory of why organizations become more alike to propose a theory of “isomorphism with a moving target” which accounts for the observed patterns of change and variation. Six colleges were chosen to represent the range of variation. These cases illustrate how liberal arts colleges are open to redefinition because categories such as “liberal arts” and “university” lack clear boundaries. The case studies indicate that most schools stretch the category of “liberal arts” to include schools that grant applied and professional degrees, rather than changing their own category or the entire system of categories. The aggregate effect of individual changes creates new patterns of resemblances, and colleges then redefine their identities in response, creating a continuous process of redefinition. Adaptation then, is spurred by changes in other organizations in the system, rather than by changes in the external environment. Organizations will continue to adapt in order to retain their relative position.

Keywords: I. D; II. D, C, ; III. QL, QN; IV. change, reorganization; V. climate or culture mission, structure; VI. MC; VII.LA.

Mulvey, T. M. (1993). An analysis of the mergers of American institutions of higher education. D. F. S. Director, Unpublished Doctoral Dissertation, University of Massachusetts.

American higher education has been affected by spiraling cost, declining college-age population, decreasing financial aid and defense grants, budget reductions from state governments and concerns about quality. The merging of two or more institutions into a single entity is one strategy to cope with these changes. The literature on the subject of merger, however, is fragmented and dwells mainly on the reasons why institutions merge. This study examines the tensions and elements that constitute the merger phenomenon in its totality and identifies implications for implementation. The study analyzed 18 doctoral dissertation case studies of 20 higher educational mergers that took place during the period 1964-1985. Similarities and differences were identified and the findings compared with the merger literature. The data were then interpreted from the perspective of organizational change. The analysis indicated that three major tensions shape the merger phenomenon: the clash between maintaining the status quo and implementing change; the emergence of one institution as the dominant party thereby exacerbating the change for the subordinate party; and the accomplishment of organizational objectives at the expense of individual needs. A pattern emerged indicating that change was not managed, decision-making was top down and self-centered, crisis was not anticipated, power was used to dominate, conflict was divisive, planning was non-existent or poorly done and implementation was characterized by limited strategies to facilitate the process. Several important distinctions were identified according to the type of control of the merging institutions. Differences were found in the impelling reasons, motivation, process stages, type of risk, degree of consultation and outcomes. Exceptions to the conventional wisdom that financially troubled institutions should not merge were noted. Also, a simple legal maneuver frequently employed in the corporate world was identified as an alternative to the standard merger approach. In order to facilitate the complex process of a merger and to address the identified problems, the application of the integrated frames approach for managing organizational change as developed by Bolman and Deal (1984) is recommended. Strategic planning is also recommended as an effective tool for coping with change.

Keywords: I. D; II. E; III. QL; IV. change, merger; V. alliance or partnership, administration, management systems; VI. S; VII. M.

Nicklin, J.A. (1999). Measuring perceptions of leadership in a time of organizational change. Unpublished M.A. Dissertation, Royal Roads University (Canada).

This study is an exploratory examination of the effect of planned organizational change on the observed behaviors of leaders. The objectives of the study are to assess changes in leadership practices (as seen by the subjects' peers and subordinates) before and during organizational changes, to suggest explanations for differences and similarities in perceptions of leadership that occur at different points during the change (base-line, mid-point and post-change), and ultimately to provide useful information about changes in perceptions of leadership for organizations planning to implement future organizational change activities. In this study, leadership is defined as skills and behaviors that assist an individual to influence people within the organization. This study focuses on planned, rather than unplanned change.

Keywords: I.D.; II.D,P; III. QL; IV. change, planning, reorganization, restructuring; transformation; V. administration, leadership; VI.SC; VII.NA.

Noftsinger, J. B. J. (1997). Public Service Partnerships and Higher Education Restructuring in the Commonwealth of Virginia, Unpublished Doctoral Dissertation, University of Virginia.

The purpose of this study was to explore the nature and implementation strategies of public service programs that were reported as part of institutional restructuring plans for the fifteen state-supported institutions in Virginia. The plans were required by the State Council of Higher Education for Virginia (SCHEV) as a part of their public higher education systemic restructuring initiative. The study also sought to determine if these programs were developed or implemented in response to the restructuring criteria and to learn more about implementation strategies, facilitators, and impediments to public service program development and implementation. This study generally employed qualitative research methods. However, some quantitative methods were used to supplement the research. Information from the institutional restructuring reports and 36 informants indicated that 221 programs were reported as a part of the restructuring initiative. The data indicated that institutions were teaming with a variety of partners to develop and implement programs. The data revealed proactive and entrepreneurial engagement on the part of the academy. The most common program goal was human resource development, and the most frequent target audience was persons currently in the workforce. The most prevalent organizational home for programs was academic departments. However, programs were found to be housed in more central organizational units at smaller institutions. The restructuring criteria did appear to have an influence on programmatic activity. Informants reported that 18% of the programs were developed or implemented as a direct response to the mandate. Another 26% of the programs were indirectly influenced by the criteria, usually through enhanced program awareness. Most programs were funded from institutional coffers. State and federal governments were also sources of program funds. The most consistent program impediment was clearly inadequate financial resources, followed by the closely related problem of bureaucratic rules and funding technicalities. The most pervasive program facilitator was the high level institutional support of the senior administration, especially presidents, vice presidents, provosts, and deans. The support/dedication of individual faculty members was also consistently reported as a program facilitator. The concept of organizational agility was developed in the study and was observed in 60% of the programs.

Keywords: I. D; II. E; III. QL; IV. restructuring, strategy; V. alliance or partnership, administration, governance, resource allocation; VI. MC; VII. M.

Norrell, T. H. (1993). *The history of Wofford College: A small college in the context of change (South Carolina)*. C. W. Director, Unpublished Doctoral Dissertation, University of South Carolina.

The purpose of this study was to investigate the changing mission and past institutional changes at Wofford College, a church-related liberal arts college in South Carolina. Wofford College has prospered despite the drastic changes in American society since 1854. The origins and history of the College were traced to establish the past mission and process of change at the College. The primary foci of this study were to examine the changing mission, curriculum, presidential leadership, and institutional strategies for change in the period from 1854 to 1992. Wofford College was established at the bequest of Benjamin Wofford, with funds from his estate. This was accomplished through the action of the South Carolina Conference of the Methodist Episcopal Church, South. Benjamin Wofford established the College to provide an education in literature, classics, and science. The curriculum was similar to other liberal arts colleges of the day. Despite changes in the curriculum over the years, Wofford College maintained its identity as a traditional church-related liberal arts college until 1968. The financial health and enrollment of the College was never seriously threatened during this period with the exception of the era of the American Civil War. During most of its history, the values and curriculum of this institution were seldom questioned. Since 1945, both society at large and higher education in particular have undergone drastic changes at an unparalleled rate. The G.I. Bill brought a large number of students into institutions of higher education. The advent of the atom bomb, followed by Sputnik, began curricular changes at all levels emphasizing mathematics and science. Since then, the Civil Rights Movement, campus unrest, financial constraints, and even coeducation have influenced Wofford. This study examined how these changes affected Wofford College, its curriculum, its programs, and its organizational structure. It also assessed whether institutional changes were simply a response to the demands of the supra-environment or were implemented as part of a proactive strategy of planned change.

Keywords: I. D; II. E; III. NE; IV. change, environmental change; V. academic workplace, administration, climate/culture, curriculum, leadership, mission; VI. SC; VII. LA.

Nuske, C. J. (1993). *The role of management in the planned change process: An analytical case study of the instituting of a computer initiative in a college*. J. B. B. Major Adviser, Unpublished Doctoral Dissertation, University of Virginia.

Schools are rushing into instituting innovative programs without understanding the complexities of implementing and managing change. Unfortunately, most change projects have failed. To increase the likelihood for success, managerial leaders of planned change need guidance in managing the change process. This analytical case study focuses on the role of management in the planned educational change process. The case example is the management of a large-scale "computer/networking initiative" being launched across the disciplines of a college. The innovative program advocates student PC ownership, curricular computing, and campus networking to enhance learning, spread knowledge, and foster a collaborative learning environment. Crisis management, political turbulence, controversy, and challenges to authority for project championship characterized this intriguing case. Critical factors were (1) not knowing how to manage the planned change process in the face of such a demanding innovation and the political dynamics of the college environment; and (2) management that at times appeared to be motivated by reasons tangential to the tenets of the program. This study reviews the planned change literature extensively, synthesizes a managerial model, analyzes the case, and compares the case back to the literature and the model. It draws many conclusions relative to the (1) roles of the project leader and project champion; (2) innovation demands, successes, shortfalls, and congruency with resources and the College's culture; (3) adequacy of the model and planned change stage designations; (4) characteristics of the loosely coupled organization; (5) politics; (6) external forces encountered (like the economy and demographics); (7) managerial errors and crisis management; and (8) an organizational governance structure for managing planned change. Scholars of Educational Technology have, for years, studied innovation demands, diffusion, "process" variables, and even project management. I suggest that these are important, but in the sense that they are components of the planned change process. These components need coordination and monitoring in light of the

context--management. There is a dearth of studies relevant to the management of planned change in Education, especially in higher education. This study addresses this void. It is essential reading for change managers; and professors, researchers, and students of administration, planned change, or educational technology.

Keywords: I. D; II. E; III. NE; IV. change, technology; V. administration, climate/culture, information technology, management systems; VI. SC; VII. NA.

Oakley, K. L. (1996). *Different destinies: Organizational transformation at two midwestern Catholic women's colleges, 1965-1990*. K. S. L. Advisor, Unpublished Doctoral Dissertation, University of Minnesota.

This study focuses on processes by which two Midwestern private, Catholic women's liberal arts colleges offering day undergraduate degree programs attempted to reinterpret or change their historic missions in order to maintain or expand enrollments in the face of declining markets for their services during the 1965- 1990 period. Using an interpretive case study methodology, data were gathered and analyzed from two such colleges in one Midwestern state. These schools, "St. Clare's" and "St. Margaret's," both faced similar significant shifts in student demographics and cultural/social climate for their programs, but responded in different ways, with different outcomes. By 1990, St. Margaret's enjoyed stable or growing enrollments in its day undergraduate, weekend, and graduate programs, while St. Clare's had closed in 1989. This study details the nature of the demographic shifts and cultural/social changes these colleges faced, the reinterpretations of mission that occurred in both academic and co-curricular life, the processes by which such reinterpretation occurred, and the outcomes for each institution. Data were gathered from 22 open-ended interviews with key informants, as well as from archival and documentary sources at each college. Findings are analyzed in terms of six themes in the data concerning mission, sponsorship, competition/collaboration, change process, leadership, and administrative practices. Learnings from the study suggest the importance to small private colleges with unique missions of (1) ongoing processes of mission reinterpretation, (2) development and management of mutually beneficial relationships with other institutions, (3) evolutionary strategic planning, and (4) facilitative and inclusive models of leadership.

Keywords: I. D; II. E; III. QL; IV. environmental change, transformation; V. administration, climate/culture, mission; VI. MC; VII. LA

Olsen, B. E. (1993). *Paradigm shifts in training and development: A naturalistic study of management change during organization transformation*, Unpublished Doctoral Dissertation, Oregon State University.

The need for organizational transformation is a response to a larger paradigm shift occurring in science and society. It represents a shift from the mechanistic model to a systems, holistic model. The purpose of this study was to determine patterns and practices that limit training effectiveness when facilitating a major organizational paradigm shift. A literature survey identified major clashes between those values and tools of organizational models based on the new paradigm and those of bureaucracy, bureaucratic management and training relationships, domains and dynamics. Participant observation and interviews were the methods used to collect data from a study group of 15 upper middle managers involved as a pilot management team in the first year of TQM implementation at a public university. The group was closely observed during five months of training and 10 participants were interviewed at the end of the first year of implementation. Their stories revealed four obstacles to transformation: (1) managers were coerced into complying, change was imposed from above, there were no appropriate support systems and fear was endemic; (2) the management team had more difficulty than non-management TQM teams learning the mechanics of TQM, claiming they didn't have necessary learning skills; (3) managers protected themselves by rewriting the rules of TQM to fundamentally preserve the status quo; (4) managers defined the TQM effort a success without substantive personal change, pushing responsibility down and praise up in the organization. These obstacles were inherent in the bureaucratic system that effectively protected the managers from substantive change. The conclusion was drawn that four conditions were missing for a major organizational paradigm shift: (1) a willingness to risk, coupled with organizational support; (2) deep learning skills that provide personal context for learning; (3) shared vision, and; (4) personal mastery. Training patterns

and practices reflected the same missing conditions. The training program was powerless in the transformation effort because: (1) it modeled and reproduced the old instead of the new wisdom, values, tools and ways of thinking and talking, during the transformation process; (2) the learning capacity implicit in the training program was limited in the same ways management was, by missing support structures, willingness and ability to change, and shared vision; (3) it depended on traditional relationships and dynamics, despite new domain, and was not seen as a credible transformation agent.

Keywords: I. D; II. E; III. QL; IV. reorganization, quality improvement, technology; V. climate/culture, information technology, leadership, management systems, mission; VI. SC; VII. R.

Ordorika, I. (1999). Power, politics and change in higher education: The case of the National Autonomous University of Mexico. Unpublished doctoral dissertation, Stanford University.

The connection between political processes and change in higher education from an historical perspective is made in this case study of the Universidad Nacional Autónoma de México. The focus is on politics, power and conflict in higher education, and the study constitutes an effort to explain why increasing demands have not produced rapid responses from the university. The lack of response has generated internal and external tension. As well as using the case study, the author relies on an alternative theoretical construct to generalize patterns to other cases and institutions. Three issues of major relevance are addressed: 1) the construction of a conceptual model that focuses on change, a consequence of politics and conflict in higher education; 2) an effort to reassess the limits of University autonomy and the relation between UNAM and the Federal Government in Mexico; and 3) a study of the process of change at the UNAM.

Keywords: I. D; II. D, ; III. QL; IV. change, ; V. administration, governance, leadership, ; VI. SC; VII. R.

Patrick, S. K. (1997). A qualitative study of faculty experiences during organizational change at one regional research university. A. W. C. Director, Unpublished Doctoral Dissertation, George Mason University.

This dissertation addresses a critical problem facing colleges and universities as they approach the 21st century, i.e., how faculty cope with the changing dimensions of academic life during periods of restructuring. Building on the seminal work of Bowen and Schuster (1986), this study examines the impact of environmental and institutional change on the quality of faculty lives during the 1994-1995 academic year at one regional research university. As institutions change in response to both external pressures (legislative, societal and technological) and internal pressures (accountability, faculty reward structure, student diversity, financial constraints), there is every indication that the nature of academic life will be different (Bensimon, 1996; Zemsky, 1996). Understanding the impact of organizational restructuring on the quality of academic life within institutions of higher education is a first step in identifying venues for change and is a major focus of this study. Through an open-ended faculty survey and a series of open-ended interviews, faculty participants described academic lives that were continually responding to external and internal pressures for change. The findings suggest that faculty accept the values of traditional academic life even though their experiences reveal a struggle between the past and the present as recently suggested by William Plater (1995). From this study it is evident that executive administrators must more clearly articulate how individual faculty roles fit into the institution's mission, and they must recognize the importance of faculty development activities to help faculty effectively meet the teaching, research and academic life challenges facing them in the next millennium. As higher education searches for its place in a highly technical, global environment, more research into academic lives at different types of institutions and in different regions can illuminate the realities of the academic experience and help lead to a better understanding of how to manage change and academic life in the academy.

Keywords: I. D; II. D, P; III. QL; IV. change, environmental change, restructuring; V. academic workplace, faculty, mission; VI. SC; VII. R.

Radtke, E. C. (1997). Organizational culture and attitudes toward merger in three public higher education systems. V. D. M. Major Advisers and A. Melissa S, Unpublished Doctoral Dissertation, University of Minnesota.

The purpose of this quantitative study was to investigate the attitudes of administrators from three higher education systems which were in the process of being merged into a single new governance structure and the relationship of the perceptions of organizational cultures of the administrators of those three systems on their attitudes toward the merger. The population surveyed included administrators from the campuses and system offices of the three systems. Subjects completed two surveys, one examining attitudes toward the merger and the other examining perceptions of organizational culture. Results of the surveys were subjected to various statistical methodologies. Results of the study indicated that significant differences existed in the attitudes held toward the merger by administrators from the three separate systems with one system more pessimistic than the other two. While respondents from the three systems held similar perceptions about their organizational cultures, one system considered its culture to be more constructive. A clear relationship can be seen between attitudes toward merger and perceptions of organizational culture; constructive views of culture are significantly associated with optimistic opinions about the merger. This relationship, however, was only true of certain attitudes dealing with more internal system issues. Organizational culture was not seen as a major factor on attitudes relative to the broader societal impact of the merger. When relationships between culture and attitudes about merger were analyzed by system, different patterns were present for each system. Dramatic differences were also identified when system respondents were divided into campus versus system office groups.

Keywords: I. D; II. E; III. QN; IV. merger, reorganization; V. administration, climate/culture, governance; VI. SC; VII. NA.

Ricker, D. H. E. (1991). Restructuring a college: Communication of change in a major university. W. G. T. Adviser, Unpublished Doctoral Dissertation, The Pennsylvania State University.

The research focus of this thesis was how communication functions in understanding the actions of stakeholders involved in the process of institutional change. The study centered on the transformation of the College of Home Economics to the College of Human Development at Penn State during the years 1967 to 1970. Between these years, a planned, holistic change took place as all the departments in the former College of Home Economics were dissolved and four new divisional units created. This transformation produced a markedly different college in the human services professions. In my research, I analyzed how communication played a role in the institutionalization of change when the organizational participants of a large research university transformed one college into another college. In doing so, I had two goals for the research: (a) I employed qualitative methods to investigate organizational communication in a university setting, and (b) I analyzed how communication operates in the process of organizational change. The specific research questions investigated in the study were (a) how did the various stakeholders perceive of the change, (b) how and what did the various stakeholders communicate, and (c) what are the implications for different constituencies in higher education about the effective management of change? Among the findings of the thesis were that successful organizational change requires long-range planning; and it is important to incorporate realistic expectations in carrying out the process of change. There needs to be consistency between that is said and what is actually done, and an understanding that when the structure of the new enterprise conflicts with the established values and culture of the organization, dissonance occurs. Information and effective public communication are important in facilitating change. Recognizing the importance of established relationships and including all stakeholders in the exchange of information are advantageous in institutionalizing change. Planned, comprehensive external communication with outside constituencies is a key component in academic transformations. The findings suggested an overall strategy for change which includes the following three components: Recognize the culture of the organization, including its

history, traditions, and values; create an effective, positive, communication climate; and identify and consult with all constituent groups on whom the change will have an impact.

Keywords: I. D; II. E; III. QL; IV. change, planning, restructuring; V. administration, climate/culture, management systems; VI. SC; VII. R.

Robertson, L. D. (1990). Organizational adaptation to environmental change: A study of college admissions. L. M. Adviser, Unpublished Doctoral Dissertation, Stanford University.

Students are a primary resource for institutions of higher education, and the changing needs and characteristics of students are also a primary motivation for changes in the organizational structure of colleges and universities. The characteristics of prospective students for American higher education have changed periodically from World War II to the present. The large influx of veterans immediately following the War was followed by an even larger cohort--the "baby boomers". However, the 1970s saw the traditional college-age pool peak and begin to decline. Additionally, the 1980s saw women outnumber men in institutions of higher education for the first time since the War, and the proportion of ethnic minorities in the traditional college-age pool showed steady growth. During this same time period, an administrative specialization in admissions developed in many U.S. colleges and universities. The emergence of this occupational form motivated a 1964 study, *The Admissions Officer in American Colleges*, the first comprehensive analysis of this type of administrator. A replication of this study looked at admissions officers in 1975-6 in order to identify what changes had taken place. The current study, using 1987-8 data, builds on this line of research to identify changes and trends, and to analyze those changes and trends in light of three organizational theories. The three theories--population ecology theory, resource dependence theory, and institutionalization theory--all focus on the interaction of organizations and their environments. The primary purpose of the study was to examine changes and trends and to see how these comported with what the theories predicted. The primary source of data for the current study, as was the case in the prior two studies, was a survey directed to the universe of chief admissions officers in U.S., not-for-profit, baccalaureate-degree-granting colleges and universities. An initial and two follow-up mailings generated a 71% response rate. The current study found that the increase in the percentage of colleges and universities employing admissions specialists continued, and that this is the dominant form of organizational structure within the population. The study revealed changes in the role, emphases and characteristics of chief admissions officers.

Keywords: I. D; II. E; III. QL; IV. environmental change, strategy; V. administration, resource allocation; VI. SU; VII. MC.

Rosenzweig, J. S. (1997). *The life and times of innovative colleges and universities: Factors affecting the endurance and transformation of institutional reforms in higher education*, Unpublished Doctoral Dissertation, The Claremont Graduate University.

The goal of Rosenzweig's dissertation was to examine six innovative or experimental higher education institutions to determine how or why they have preserved their founding missions in the face of a changing and often non-supportive social, political and economic climate. A total of 151 founding or long-time faculty members, administrators, students, alumnae/i and trustees were interviewed during her four-five day site visits. Additional data was provided by observational research and archival document review which was analyzed inductively both within and across institutions. Rosenzweig notes six fundamental challenges that are currently facing distinctive institutions: 1) retirements of founding faculty, 2) campus image problems, 3) student attrition, 4) onerous faculty workloads, 5) faculty immobility, and 6) the challenge to remain both innovative and innovating. In order for these institutions to survive, the author calls for national recognition and promotion of creative alternatives for higher education.

Keywords: I. D; II. E; III. QL; IV. environmental change, reform, transformation; V. climate/culture, faculty, mission; VI. MC; VII. NA.

Schrum, L. M. (1991). *Innovation and the process of change: A case study in distance education*, Unpublished Doctoral Dissertation: University of Oregon.

The purpose of this study is to describe and analyze one state's efforts to distribute education, training, and information services to its citizens by initiating an innovative state agency for distance learning. My goal was to offer meaning to a complex educational innovation as it emerged amidst political forces, to describe the interaction between the people and organizations at the state level, and to lend understanding of the goals and purposes of those organizations responsible for implementing this project. This study provides a broad perspective of the forces and interactions which have influenced that implementation. ED-NET, Oregon's new agency, has a goal of equal access to resources for all Oregonians using advanced communication technologies. This complex state-wide technological highway for delivery of courses and teleconferences required coordination of multiple educational institutions, governmental agencies, private businesses, and legislative processes. Initial planning included the development of three separate networks, each with hardware and programming requirements. This case study of the development and implementation of ED-NET uses an ecological approach to provide a three year examination of the process. My attendance at inter- and intra-organizational meetings, ED-NET Board meetings, and legislative sessions provided an understanding of the forces which influenced decisions and policy. Interviews of participants and other key people in governmental positions and at institutions of higher and K-12 education offered an insider's view of the proceedings. I have chosen individual institutions for further in-depth examination. I also observed demonstrations of ED-NET programming. The results of the study demonstrate the recurring nature of problems associated with implementation of educational innovations. The building of cooperative constituencies among disparate organizational cultures requires specific strategies. Moreover, significant time for development is necessary but seldom allowed to the initiating agency. It is most important to recognize the pressures which impact educational innovations. Educational organizations, political forces, individual needs, and economic realities constantly buffeted ED-NET. These forces intensified difficulties inherent in the integration and implementation of new technologies into established organizations. This study concludes with suggestions and recommendations for future technological change efforts.

Keywords: I.D; II. E; III. QL; IV. change, planning, technology; V. academic workplace, administration, governance, information technology; VI. SC; VII. NA.

Sellars, J. D. (1992). *Dysfunctional organizational attributes of small private colleges during periods of decline (financial decline)*, Unpublished Doctoral Dissertation: University of Missouri - Kansas City.

This study investigated twelve potentially dysfunctional organizational attributes in small private colleges in the United States during periods of stable or declining financial resources. A total of 1312 senior managers and middle managers at 159 small private colleges participated in the study. The colleges were evenly divided between the four categories of decline: incremental growth, slow or no growth, moderate decline, and severe decline. The twelve potentially dysfunctional organizational attributes were assessed by a questionnaire developed by the National Center for Higher Education Management Systems and modified by the author. Results of the study indicated that senior managers perceptions toward the college were more optimistic than middle managers. The results also indicated that there was no systematic pattern of variation in the mean scores of potentially dysfunctional organizational attributes between all levels of decline. That is, relations were not present in a linear pattern that would suggest the theory that as organizations decline they necessarily confront proportionally more potentially dysfunctional organizational attributes at each level of decline. Additional analysis showed that there were no consistent meaningful patterns relating endowment levels to potentially dysfunctional organizational attributes. Challenges that face small private colleges involve administrators' ability and willingness to take corrective action in responding to environmental threats while being informed on the effects of the potentially dysfunctional organizational attributes (centralization, no long-term planning, employee turnover, resistance to change, loss of slack, and fragmented pluralism).

Keywords: I. D; II. E; III. QL; IV. change, environmental change, planning; V. administration, climate/culture, management systems, resource allocation; VI. SU; VII. MC.

Sheski, H. D. (1999). Leadership, collaboration and transformation. Unpublished Doctoral Dissertation, University of New Mexico.

A portfolio of work over a four year time period contains three sections. The first describes and documents the author's knowledge of, reflections on, and applications of theories and principles of leadership and transformational change, as well as the author's own philosophy of education. Overviews and syntheses of the course content for the degree program are included, as well as descriptions of field-based applications of course content conducted by the author during the program. The capstone study in this portfolio project is a study that documents and analyzes efforts to build a collaborative relationship between two institutions – a health careers department at a community college and an alternative high school. This study, entitled "School-College Collaboration: The Partnership Project" resulted in the development of a course for the high school students that explores health career options. The course was team-taught by faculty from each school and focused on teaching high school students about the benefits of a post-secondary education, how to access this type of education, what is necessary to prepare for a college education and also how to improve their own personal health. The co-teaching project, facilitated and led by the author, was transformational in changing the relationship among members of the two institutions.

Keywords: I. D; II. D; III. QL; IV. change, planning, merger; V. academic workplace, faculty, leadership, alliance or partnership; VI. SC; VII. CC.

Simsek, H. (1992). Organizational change as a paradigm shift: Analysis of organizational change processes in a large, public university by using a paradigm-based change model. V. D. M. Adviser, Unpublished Doctoral Dissertation, University of Minnesota.

This study investigated the organizational change process in a large, public, land grant university by using Thomas Kuhn's paradigm change model. The study sought to explain organizational change as shifting patterns of organizational paradigms where a commonly shared organizational world view or belief system is transformed in a revolutionary manner. A paradigm change model of organizational transformation was developed and explored by analyzing the university's strategic change process. Interviewing and computer-content analyses were used to collect data. Qualitative analysis revealed that four metaphorical images best described the University before 1985: Ameba, elephant, octopus, and a wildly growing garden. These metaphors matched strongly with the four central exemplars drawn from the old paradigm: Teaching and service emphasis, large size, growth and expansion, and decentralized/autonomous decision-making. Of anomalies, a close relationship was found between exemplars and anomalies. Many exemplars later turned into anomalies. It was concluded that anomalies are most likely the extended exemplars. From the nature of exemplars and anomalies, the study discovered a widely shared myth--a belief system--that was highly unique to a land grant, public university: populism. This populist myth turned into an "entrepreneurial populism" during the growth years after the Second World War. To solve anomalies, there was just one unchallenged paradigm candidate in the mid 1980s: "Commitment to Focus," a call for substantial reform. The new paradigm emphasized more selectivity in admission, more quality emphasis, more centralization, lean organization, focused mission, more financial management and a stronger research and publication orientation. This new belief system was named the "managed populism." The results of the computer-content analysis generally supported the qualitative findings. In addition, it revealed a sharp difference between hard sciences and social sciences faculty in terms of the use of language and perception of reality. A number of conclusions and implications were drawn from the study to revolutionary change and strategic planning in organizations as well as an assessment of emerging paradigm in the American higher education.

Keywords: I. JE; II. E; III. QN; IV. change, strategy, planning; V. climate/culture, administration; VI. SC; VII. R.

Smith, D. M. (2000). Leadership and professional competencies: Serving higher education in an era of change. Unpublished doctoral dissertation, University of Pennsylvania.

Higher education has experienced substantial external pressures on multiple fronts in the last decade. Decreases in public funding have created fiscal problems. Students are struggling to cope with increased costs. The student population is changing as the country's demographic make up changes. The education market has changed in response to technological innovations. Leaders of institutions must have multiple competencies to deal with this multitude of challenges. Barriers to dramatic change are present at educational institutions at structural, cultural and personal levels. Effective leadership, both at the presidential level and among the core of college administrators at all other levels, needs to use a full set of key competencies in order to succeed within this highly demanding, change-oriented system. The author identifies specific competencies needed by administrative leaders and professional staff, by collecting data from interviews with leaders representing a broad group of departments and functions at the University of Pennsylvania. Information was gathered in two specific areas – managerial perspectives relative to how people experienced working within a change-oriented system, and key competencies needed to succeed. Two competency models were generated as a result of the analysis of the data – a Leadership Competency Model and a Professional Competency Model. Common attributes found in each model include: Leadership, Building and Managing Relationships, Cognitive, Personal Responsibility and Fundamental Skills Clusters. The author concludes that individuals who integrate competencies from these clusters will position themselves well to respond effectively to external pressures.

Keywords: I. D; II. D, C; III. QL; IV. planning, strategy; V. administration,, leadership, ; VI. SC; VII. R.

Snyder, J. P. (1990). The process and organizational culture considerations when strategically changing a community college: A case study of two examples. R. P. C. Director, Unpublished Doctoral Dissertation, University of Maryland College Park.

Snyder used the context of two nearly identical community colleges that implemented planned, voluntary and institution-wide strategic changes to test two popular theories of strategic change: H. I. Ansoff's process theory and Rosabeth Moss Kanter's cultural model. Following a nine-state survey of community college presidents, system coordinators and higher education scholars, two community colleges were selected for the study. Both were public, comprehensive institutions, of nearly the same size and age, and within the same state system. Both had newly appointed presidents. However, one president was able to maintain institutional cohesion and his own popularity while implementing substantive change of the institution's internal character while the other was forced to resign leaving a scarred institution in his wake. Snyder found that a composite of the two models best explains the strategic changes than either model alone. She also found that though the two models taken together do not predict whether strategic change will in, in fact, be implemented, the composite does provide insight as to the organizational ease or difficulty of implementing strategic change and the personal success of the president in the effort.

Keywords: I. D; II. E; III. QL; IV. change, planning, strategy; V. administration, climate/culture, leadership; VI. MC; VII. CC.

Sodano, C.G. (1998). Introducing institutional change through the opening of a community college branch campus: Losses for gains. Unpublished doctoral dissertation, Widener University.

The author uses the opening of a branch campus of a community college (Montgomery County Community College in Montgomery County, Pennsylvania) to do a descriptive study of transformational change, focusing on the culture of the institution. The College President, the President's staff and the West Campus Administrative team were chosen as informants for the study. Patterns of cooperation, conflict and change are observed, using a critical theory approach to examine the identified patterns for evidence of transformation, consensus,

collaboration and adaptation. It is realized that participants in this kind of transformation experience both gains and losses, and losses experienced within the context of concession are examined for their motivational influences on individual behavior and subsequent effect on institutionally experience outcomes. The author was a participant observer in the process, and used a critical ethnographic approach for the extraction, analysis and interpretation of meaning. In addition to observation, the author used artifacts, interviews and narratives interpreted through discourse analysis. As community colleges undergo continual expansion to service more and more diverse populations, it is important to study the issues of conflict and cooperation that surface during these types of changes.

Keywords: I. D; II. D; III. QL; IV. change, planning, restructuring, transformation; V. administration, culture, governance, leadership, ; VI. SC; VII. CC.

Staehle, M. C. M. (1998). Adaptation to organizational change: A study of middle managers' coping styles and their correlates. E. N. Adviser, Unpublished Doctoral Dissertation, Case Western Reserve University.

This dissertation addresses how middle managers cope with organizational change, specifically focusing on encouraging proactive coping styles. This is an important topic for research given the amount and rate of change in today's organizational life. The literature on coping suggests that we arrive at our workplaces with particular coping styles which are relatively stable. How can managers of organizational change understand coping styles well enough to prepare people for major organizational change and foster proactively? This dissertation looks at coping style correlates in organizational life: how one has dealt with role conflicts in the past, one's experience of current role conflict, the extent to which one feels valued by the organization (organization-based self-esteem (OBSE)), (one's positive and negative job affect, one's status in the organization, how well one's individual needs are met going through the change process, whether or not one perceives the (organization's culture as encouraging proactively, and the way in which organizational change is managed. Forty middle managers (foremen and engineers) working in a medium-sized, non-union, Midwest manufacturing plant participated in this research study, representing about half of the supervisory group in the plant at the time of the research. Participants were interviewed in the Fall of 1996 prior to plant redesign, and in the Spring of 1997 entering into redesign. Information from the first interviews was used to develop an extensive follow-up survey which participants filled out in December of 1996. Along with the survey, participants filled out the OBSE measure, a role conflict measure, a job affect measure, and responded to four role conflict scenarios ("Think of a time when ... How did you respond?"). From the survey, a subset of items was extracted and used to develop a measure of "Propensity for Proactivity". Lastly, a thematic analysis of OBSE items was done. Results of the research show support for the stability of coping styles over time, and consistency across measures: participants' proactivity ratings from the interviews, Propensity for Proactivity scores, and responses to role conflict scenarios were all significantly intercorrelated. One of the most significant findings related to the importance of OBSE in coping styles: the higher the OBSE, the more proactive the coping style. Also, while most of the participants' coping styles were consistent over the course of the interviews, for those people whose coping styles did change, changes well attributed to OBSE- related management cues. Results also highlight the significant negative correlation between the amount of role conflict present in one's job and their OBSE. Propensity for Proactivity, general job satisfaction, and job affect. Clearly, role conflict has a deleterious impact on these variables. Study limitations and implications for managing major organizational change are discussed.

Keywords: I. D; II. E; III. BT; IV. change, strategy; V. administration, management systems; VI. SU; VII. NA.

Stevens, L. (1996). Case study of the role of organization culture in a community-technical college merger. S. M. Sponsor, Unpublished Doctoral Dissertation, Columbia University Teachers College.

Organizational culture is regarded as a significant factor in the failure of numerous mergers in the corporate

world. However, in this descriptive case study of the merger of a public community college with a technical college, the college President was able to create a positive merger culture. Participants asserted that the President's hands-on consultation of all the individuals involved in the merger made them "Number One in Merger." The study uses Joanne Martin's (1988, 1992) three- perspective framework for culture, which attempts to resolve some of the issues found in the study of cultures in organizations. For Martin, organizational cultures simultaneously exhibit characteristics of leader-driven and organization wide-consensus (the Integration perspective) and have subcultures (the Differentiation perspective) and elements of cultural ambiguity (the Fragmentation perspective). In keeping with this framework, in addition to the positive, leader-created and -driven merger culture, participants reported some confusion about new work roles and procedures and a sense of loss in keeping with the Fragmentation perspective. The presence of several different unions added an element of Differentiation to the cultural landscape. Much of the day-to-day life at the college was structured by these powerful subcultures; participants routinely took their personnel problems to the unions, which frequently solved problems informally and in-house. The case study suggests some ways to manage organizational culture during such difficult change processes as merger. In addition, it provides verification of the Martin three-perspective framework.

Keywords: I. D; II. D, P; III. NE; IV. merger; V. academic workplace, climate/culture, leadership, management systems; VI. SC; VII. CC.

Studer E., E. (1996). The social transformation of four-year united states women's colleges, 1960 to 1990. T. A. D. Supervisor, Unpublished Doctoral Dissertation, Duke University.

This dissertation examines the fundamental transformation of an important organizational form in the higher education field: coeducation adoption by four- year U.S. women's colleges from 1960 to 1990. Using institutional theory from the literature on organizations, I develop and test a framework of organizational change that proposes both organizational legitimacy and the legitimacy of organizational changes affect the likelihood of organizational change. In addition, I test whether organizational adversity, measured by a declining customer base and financial adversity, affect the likelihood of women's colleges adopting coeducation. Methodologically, this dissertation uses both population level analyses and case studies to investigate coeducation adoption by women's colleges. At the population level, discrete-time event-history models revealed mixed effects of measures of organizational legitimacy on adopting coeducation. Public women's colleges were more likely to adopt coeducation than private women's, however, college prestige and denominational affiliation had no effect on adopting coeducation. Fine-grained analyses showed Catholic women's colleges were slightly more likely to adopt coeducation than Protestant women's colleges. Among measures of the legitimacy of adopting coeducation, experience admitting and educating men, Vassar College adopting coeducation, and government actions promoting coeducation increased the likelihood of women's college adopting coeducation. Among organizational adversity measures, enrollment declines increased the likelihood of adopting coeducation and large budget surpluses decreased the likelihood of adopting coeducation. The case studies revealed restrictive provisions in Smith College's charter and opportunities for coeducational student exchanges contributed to the College remaining a women's college. In contrast, Vassar College lacked similar restrictive charter provisions and student exchange opportunities, named a supporter of coeducation President, and promoted other significant changes over the study period. Results of this dissertation lead to several useful new insights concerning organizational change. First, both institutional forces and technical forces affected the likelihood of women's colleges adopting coeducation. Second, future studies should examine effects of regulative, normative, and cognitive institutional forces on organizational change simultaneously. Third, additional analyses monitoring the legitimacy of women's colleges would increase our understanding of the relationship between changing social forces and the evolution of an important organizational form.

Keywords: I. D; II. C, E; III. BT; IV. change, transformation; V. administration; VI. MC; VII. LA.

Thomas, J. M. (1991). Context and meaning: A dialectical study of leadership and change in a small religious college, Unpublished Doctoral Dissertation: The Ohio State University.

This study attempts to understand the role of the new leadership in the change process. Specifically it focuses on the relationship between organizational leadership and organizational structure. This case study offers an example of the complex nature of new leadership influence and campus response. Data were collected at a small religious college which was experiencing change in leadership. This qualitative study utilized a dialectic mode to maximize the exploration of contradictions that coexist within the organization. Thomas sought to analyze these differences without attempting to create artificial consistencies. Ultimately, Thomas found that a new leader is obligated to give meaning to the change process. He suggests that the creation of a context for change empowers the whole campus community to function as informed members of the organization.

Keywords: I. D; II. C, E; III. BT; IV. change; V. leadership; VI. SC; VII. LA.

Thomas, J. P. (1997). Innovation conditions and processes used in the adoption of institutional effectiveness in two-year colleges of the southern association of colleges and schools accreditation region. B. M.-W. Director, Unpublished Doctoral Dissertation, North Carolina State University.

A theoretical framework was developed to answer three questions: (1) Are there literature-based reform conditions and organizational change theories which can be used to assess the processes used to adopt institutional effectiveness reforms in community colleges in the SACS accreditation region? (2) Do the reform support activities or conditions described in the literature help to explain or predict the level of adoption of institutional effectiveness? (3) Can community colleges in the SACS accreditation region be classified by levels of adoption for institutional effectiveness progress based on the perceptions of participants in the change process? The study identified "best practices" from empirical research in educational reform and organizational change literature on innovation adoption. These practices were used to measure the perceptions of administrators and faculty concerning the adoption of institutional effectiveness at each campus. Six factors selected for study were: (1) leadership interventions or behaviors, (2) pro-innovation organization culture and climate, (3) staff involvement, (4) staff development, (5) origin of force to change, and (6) time to adopt. A series of 24 questions were developed to measure adoption of the SACS Criteria by community colleges in the region. An adoption scheme was developed by combining question responses into an index. The index ranked colleges into a superficial, moderate, or deep level of adoption. To ensure perceptions were adequately represented, three questionnaires were required to develop each college index. Ninety-eight percent of colleges (N = 73) returned the required surveys. In 1996 a moderate depth of adoption was perceived by respondents. Leadership interventions, pro-innovation culture, staff involvement and development, and time to adopt were found significant to the level of adoption. Origin of force to change was not found significant. Culture, time, and staff development explained more about adoption level. Administrators generally rated adoption level higher than faculty members. Respondent's length of time of employment wasn't significant to perception of adoption level. Eight recommendations were made for further investigation.

Keywords: I. D; II. E; III. QL; IV. change; V. administration, climate/culture, leadership; VI. MC; VII. CC.

Thornton, M.E. (1999). Leadership, finance, and the revival of St. Edward's College: New ideas and models for higher education financial reform. Unpublished doctoral dissertation, Fordham University.

Focusing on leadership, organizational change and financial management, the author uses both a quantitative and qualitative approach in examining the revitalization efforts of St. Edward's College over a six-year period. The quantitative approach to the study involved analyzing the finances of the institution using a Higher Education Finance Model (HEFM) developed by the author. The author analyzed the revenues and expenditures of the college based upon Source, Function, Location and Time. It also used Functions, Subfunctions, and Detail functions to provide in-depth analysis of each area of the college. The qualitative approach involved investigating

the leadership decisions made by the college president during the six-year period. The author looked at the president's efforts to create vision, achieve mobilization, build a measurement system, achieve market focus, create a reward system and develop the organization. From examining the fiscal data in conjunction with the president's leadership strategies, the author found that the ability of an institution to rebound from financial crisis hinges in part on leadership having appropriate financial information available, as well as on courageous leadership in decision-making. The financial implications of the president's decisions could be traced through the positive results seen by the institution - a multi-year surplus, continued growth in enrollment and in the quality of the student body, increased services to students while maintaining low overhead.

Keywords: I. D; II. E; III. QL, QN; IV. planning, restructuring, transformation; V. administration, governance, leadership, resource allocations; VI. SC; VII. LA.

Titus, S.E. (1998). The restructuring goals of Minnesota State Colleges and Universities: Exploring the Interpretations of institutional presidents. Unpublished doctoral dissertation, University of Virginia.

This study explores the vital role of the president in the institutional change and transformation process. Current environmental pressures on the institution will make restructuring of higher education institutions a necessity in the foreseeable future, and presidents are viewed as the key actors at the institutional level. The study uses the merging of three independent systems in the state of Minnesota, into one new system (Minnesota State Colleges and Universities – MnSCU) in the mid 1990s. Nine presidents were interviewed about their experiences during the merger and the accompanying change process. Organizational transformation (Levy and Merry, 1986) served as the conceptual framework for the analysis of the data collected during the structured interviews. Through an inductive process using Erickson's (1986) interpretive approach, the author found that five assertions could be made about the presidents' experiences. The five assertions revealed 1) how presidents understood the overall purpose of the restructuring; 2) how presidents interpreted the goals of the restructuring; 3) how restructuring goals were communicated; 4) how presidents acted on their interpretations; and 5) how presidents perceived the consequences of restructuring. Important insights into the sense-making process of mandated change was one result of the study. Other results included uncovering practical implications for major actors to consider during the planning and implementation of change initiatives, and the finding that change training for key actors should be developed. Future research should further focus on the impact of restructuring so that change processes can be approached in a more thoughtful, rational, deliberate and value-added manner.

Keywords: I. D; II. D, P; III. QL; IV. change, planning, merger, restructuring; V. administration, governance, leadership, management systems; VI. SC; VII. M.

Waring, A. L. (1995). Urging students to serve: organizational change in three universities. L. C. Adviser, Unpublished Doctoral dissertation: Stanford University.

This exploratory study investigated organizational change in three universities by researching their attempts to support college student involvement in public service. Brown University, Georgetown University, and Stanford University were the sites for this research as they were considered exemplars in promoting student public service activity during the late 1980s. This research used three conceptions of organizational change to view efforts to promote student public service participation. Planned change suggests that change occurs as a result of the intentional actions of a change agent. The political/conflict conception views change as a negotiated process of competing actors with competing interests. The environmental conception of change sees organizational change as a result of environmental forces that influence the actions of internal organizational participants. This research indicated that university presidents, and their surrogates, can play an important role in creating change lending credence to the planned change conception of change. There was much less evidence for the political/conflict conception of change. Interest groups, especially students, did form to influence the change process, however, the stages of this change model were not in evidence as there were no changes in policies related to public and

community service. The environmental conception of change was the weakest explanation of the change process as the organizational actors paid limited attention to the environment as they created and designed public service programs. Also, this research confirmed the importance of organizational culture in organizational change. Each of these universities had a unique culture that influenced the change process and resulted in different definitions of and programs for public and community service. Data were collected through interviews with the presidents, relevant administrators, selected faculty and students at each university. In addition, review of documents occurred at each university. At Stanford University, observer-participation was a data collection strategy. Scholars and practitioners need additional information about the effects of public service on students and on the people and communities in which these students work, the relationship between universities and surrounding communities, and how organizational culture influences the change process.

Keywords: I. D; II. E; III. QL; IV. change, environmental change, planning; V. administration, climate/culture, leadership; VI. MC; VII. R.

Wigand, F. D. L. (1995). Information technology in organizations: Impact on structure, people, and tasks, Unpublished Doctoral Dissertation: Arizona State University.

This empirical study applies multiple theoretical concepts investigating the influence of information technology, specifically electronic mail, on three basic organization components: structure, people, and tasks. An organizational interaction diamond model is developed illustrating how each component enables changes in other components and interacts with the organization's internal and external environments. The organizational setting is the administrative structure of a large, public university. The sample population consists of 390 administrators and professional and clerical support staff. Data were collected via a written questionnaire with a 54 percent return rate. The results of electronic mail usage to access different job categories at various organization and functional levels reveal hierarchical boundaries being bridged at the middle and departmental levels, but not at the senior level nor across functional boundaries. Electronic mail usage increases to span geographical distances and to coordinate people from dispersed organization units. These new network paths co-exist within the traditional hierarchical structure. Senior level administrators report using electronic mail more often per day than lower level administrators, and it is used more for horizontal than for vertical communication. Respondents described their daily tasks to be more non-routine, complex and coordination-type tasks than uncertain, simple, routine or broadcasting tasks. Electronic mail usage increases for uncertain, simple and routine tasks and decreases for ambiguous, complex and non-routine tasks. The interaction among information technologies, job categories, and tasks reveals that the media channel selection varies by job category and task types. The perceived importance of using electronic mail is highly associated with the frequency of use of electronic mail to provide access to various job categories at different organization levels and for different task types. Three potential avenues for future research are suggested: Researchers are encouraged to explore information technologies, specifically electronic mail, as (a) tools adding value to an organization, (b) media fostering the creation of teams and enabling new forms of cooperative work, and (c) part of an information technology infrastructure enabling the expansion of traditional organizational boundaries. All of these future potential areas of research address critical concerns for all organizations as they enter the twenty- first century.

Keywords: I. D; II. E; III. QL; IV. technology; V. administration, information technology; VI. SC; VII. R.

Wilfrid, T. N. (1990). The garbage can model reopened: Toward improved modeling of decision-making in higher education. M. L. T. Supervisor, Unpublished Doctoral Dissertation: University of Pennsylvania.

Wilfrid's dissertation sought to upgrade the contemporary interpretation of Cohen, March and Olsen's (CM&O) classic Garbage Can Model of Organizational Choice metaphor to something more true to the original intent of the model. He contends that recent interpretations of the "Garbage Can" model capture the disorderliness

assumed in the model, but add other connotations not included in the original as well as eliminating a key assumption from Cohen, March and Olsen's conceptualization – that the ambiguous decision process is driven by participant energy. Wilfrid confirms the face validity of the CM&O model noting that decision making efficiency varies with organizational structure and energy load, and is generally enhanced by task-oriented leadership, by appropriate planning, by trade-offs between related problems, and by synergistic collaborations. Wilfrid then posits a new metaphor – resource recovery – as more appropriate to the model because "wise organizational leaders orchestrate optimum investment of available energy toward the processing of participant inputs into sound organizational decisions."

Keywords: I. D; II. C; III. NE; IV. planning; V. leadership; VI. SA; VII. NA.

Zekan, D. L. (1990). Mergers in public higher education in Massachusetts. R. R. W. Director, Unpublished Doctoral Dissertation, University of Massachusetts.

Mergers are not uncommon in higher education, yet the phenomenon has rarely been the subject of research. Although some private sector combinations have been the focus of inquiry, there is a notable lack of study of mergers involving public institutions of higher education. This work concentrates on public sector mergers in Massachusetts for the period 1964-1985. The project shows that a critical dichotomy in understanding the nature of merger exists between institutional and public participants in the merger process. At the institutional level, the focus of attention is on the relatively narrow matters of organizational structure and integrity, while the makers of public policy are concerned with the larger issue of service to constituents. As a result of this disparity in perspective, institutional representatives may fail to understand the larger public policy context of the merger process. Merger in the public sector is ultimately a matter of public policy, not just a characteristic of institutional development and evolution. This historical analysis examines four separate public mergers: A 1964 combination of two former textile schools that created the present Southeastern Massachusetts University; a 1975 merger of a technological institute (and former textile school) and a state college that produced the University of Lowell; a 1981 union of an urban campus of a state university and a state college that expanded the University of Massachusetts at Boston, and a 1985 consolidation of a community college and a technical institute that led to a diversified Massasoit Community College.

Keywords: I. D; II. D; III. NE; IV. merger; V. administration, governance; VI. MC; VII. M.

**Higher Education Books and Monographs on
Organizational Change and Transformation
(1990 – 2000)**

Alfred, R. L. & Carter, P. (Eds.) (1993). Changing managerial imperatives. New Directions for Community Colleges. San Francisco: Jossey-Bass.

This monograph focuses on the imperative for change among community colleges advocating a move away from an incremental management strategy. The authors suggest that the central role of management within such organizations is to encouraging staff actions that create value rather than resist or succumb to the natural cultural aversion to change. With a focus on top-level college leadership, this work centers on topics such as rethinking the business of management, adapting institutional structure and culture, remaking community colleges, quality centered management, leadership for learning organizations, and the dynamics of change.

Keywords: I. B; II. P; III. NE; IV. change, strategy; V. leadership, management systems; VI. S; VII. CC.

Armstrong, S., Thompson, G. & Brown, S. (Eds.) (1997). Facing up to radical changes in universities and colleges. London: Kogan Press.

Substantial improvements in technology, an increasingly diverse student body, and a myriad of other rapidly encroaching forces such as international competitiveness, require academics to face radical and revolutionary change. This edited volume centers on the nature of these forces and suggests that managers themselves must change to become academic centered leaders. They must also support the urgent demand for staff development to help both teachers and learners cope with the increasingly turbulent environment.

Keywords: I. B; II. P; III. NE; IV. environmental change; V. leadership, management systems; VI. S; VII.M.

Astin, A. W., Astin, H.S. et al. (2000). Leadership reconsidered: Engaging higher education social change. Battle Creek: W.K. Kellogg Foundation.

The central belief posed in this handbook is that leadership must ultimately be a process concerned with fostering change, which is inherently values-based (implicitly or explicitly). All people thereby have the potential to lead, but leadership must be a group process. The question then becomes, what and whose values should guide this process. Once those decisions have been made, leaders must be concerned with the end results, who must be involved in the process, how leadership groups will be formed, and how leadership groups will function. Those engaged in the business of higher education must consider what may be the most effective means for preparing students for such values-centered leadership. The bulk of this text revolves around clarifying these basic principles, identifying values worth pursuing, and discussing how campus communities may engage in the process for social change.

Keywords: I.B; II. C/P; III. NE; IV. Reform; V. Leadership; VI. S; VII. M.

Astin, H. S. and Leland, C. (1991). Women of Influence, Women of Vision. San Francisco, CA: Jossey-Bass.

Seventy-seven women responsible for historical changes in education and social justice are examined to provide examples of leadership and social change. Astin and Leland consider these women's influences, passion for social change, outcomes, strategies and skills, the personal and professional costs of leadership, and their reflections on past events to provide insight into their achievements. Their stories provide practical strategies for leadership and new ways of thinking in organizations.

Keywords: I B; II. D; III. NE; IV. change, transformation; V. leadership; VI. S; VII. M

Balderston, F.E. (1995). Managing today's university: Strategies for viability, change and excellence. San Francisco, CA: Jossey-Bass.

The second edition of *Managing Today's University* is a revised version of its 1974 antecedent supplemented with new chapters on managing change in higher education. Defining universities as "information and learning organizations," Frederick Balderston covers a broad variety of policy making and management topics ranging from the analysis of organizational structure and principles to resource development to quality assessment of American higher education. With the theory of "bounded rationality" as his major analytical framework, Balderston examines the tasks and challenges of management in the academic setting where informal structures are as influential and important as the formal ones. The concluding chapters of the book contain a series of recommendations for improving efficiency and ensuring viability of the universities at the turn of the twenty first century. Along with some insights on overcoming financial and institutional crises, Balderston offers a map of value dimensions and university types that can serve as a tool for institutional comparison and analysis. Although the book draws chiefly on the results of the study of Research I universities, Balderston extends his conclusions onto all American universities. Intended for executive decision makers, the book will be of interest to college and university administrators, faculty leaders, and policy analysts.

Keywords: I B; II. D, C; III. NE; IV. change, strategy; V. management systems; VI. S; VII. NA

Bates, A. W. (2000). Managing technological change: Strategies for college and university leaders. San Francisco: Jossey-Bass.

Based on close to thirty years of experience in the field, Bates offers a guide for campus leaders seeking to incorporate new strategies for integrating new technologies on campus. Insights on a new visioning process should help administrators define goals, design effective strategies and engage in positive approach to changing campus culture. At the close of each chapter, reality based cases are offered to provide insight into the various tools suggested revolving around topics such as the challenge of introducing and integrating new technologies, leadership, vision, and planning, student access, and supporting faculty through the change. Also, included was a discussion of the budgetary realities of calculating costs, funding strategies, and avoiding what Bates calls a "Faustian contract" within your institution.

Keywords: I.B; II. P; III. NE; IV. technology, strategy; V. information technology, administration; VI. S/C; VII. M.

Bergquist, W. (1992). The four cultures of the academy: Insights and strategies for improving leadership in collegiate organizations. San Francisco, CA: Jossey-Bass.

The complexities of institutions of higher education often preempt the ability to understand how to create change,

much less to actually accomplish change. Bergquist describes and analyzes four collegiate cultures which provide a framework for understanding and working within these complicated organizations. Emerging from his organizational-development experiences, Bergquist suggests that understanding the nature of and differences between organizational cultures is critical for managing change. This book aims to assist leaders and members of the collegiate community to maximize the strengths and resources within an existing culture to accomplish goals. These concepts of culture can influence the ways in which faculty, administrators, and students perceive the potential for personal career advancement and institutional change.

Keywords: I. B; II. D, P; III. NE; IV. change; V. administration, climate/culture; VI. S; VII. NA.

Birnbaum, R. (1992). How academic leadership works: Understanding success and failure in the college presidency. San Francisco, CA: Jossey-Bass.

Birnbaum reveals complex factors that influence the real and perceived effectiveness of academic leaders. The data were pulled from the Institutional Leadership Project; the report uses descriptive statistics taken from surveys. He found that good presidents have impressive and respected first decisions, are perceived as having been legitimately appointed, are good listeners, are not excessively bureaucratic, encourage the leadership of others, critique their own performance, and know when the appropriate time arrives to “exit”.

Keywords: I. B; II. D; III. QN; IV. strategy; V. administration, leadership; VI. SA; VII. NA

Clark, B.R. (1998). Creating entrepreneurial universities: Organizational pathways of transformation. New York: Pergamon Press.

Burton Clark’s *Creating Entrepreneurial Universities* represents the result of a three year study of five Western European universities that underwent dramatic transformation in the last ten to fifteen years. Borrowing the concept of “entrepreneurial” from the studies of social systems, he uses it synonymous to “innovative.” Clark argues that the contemporary universities are in relation of asymmetry with their environments and that their inability to adapt to the rapidly changing demands of the environment causes institutional insufficiency. Since Clark’s major objective is to identify common pathways of change along with accounting for diversity in approaches, he examines the five schools for the presence of five elements of successful transformation: a strong steering core, extensive developmental periphery, a diverse funding base, academic heartland, and entrepreneurial culture. His case studies are written in an accessible style of academic prose and are supplemented with two chapters relating to the analysis of higher education as a whole. The insightfulness of Clark’s analysis and his grasp of the complexity of contemporary institutional environments make the book an excellent text on organizational adaptation and change.

Keywords: I B; II. D; III QL; IV change, environmental change, transformation; V. academic workplace; VI. MC; VII. C

Curry, B.K. (1992). Instituting enduring innovations: Achieving continuity of change in higher education. ASHE-ERIC Higher Education Report No. 7. Washington, DC: The George Washington University, School of Education and Human Development.

Following up on an earlier work outlining the three stages of institutional change (mobilization, implementation and institutionalization), Dr. Curry focuses on the third stage. If innovation is not institutionalized, it is likely to be terminated. Institutionalization of change is important if the change is intended to become a

permanent part of the organization. This book focuses on understanding what contributes to making change integral and lasting. An organization's social nature and beliefs, and leadership's influence on those beliefs, is important in understanding the influence of organizational culture on change. The four sections of the book include 1) the theories of innovation and change and how change takes place in an organization, 2) change as the "social nature" of an enterprise including interpersonal and group dynamics, 3) factors that facilitate or hinder the institutionalization of change and 4) synthesizing theory and practice.

Keywords: I. B; II D, P. III. NE; IV. change, planning; V. academic workplace, culture or climate, leadership; VI. S; VII. NA

Dill, D. & Sporn, B. (Eds). (1995). Emerging patterns of social demand and university reform: through a glass darkly. Trowbridge, Great Britain: Redwood Books.

With a rapidly changing environment due to economic and political pressures, universities find themselves held accountable by politicians and constituents regarding their role in economic development. A collection of eleven essays, the book opens with articles on the implications of the environment on the university, and an historical perspective regarding the role a university plays in economic development. The following articles are organized into two parts, the first "The New Social Demands and Underlying Assumptions," explores public and political assumptions regarding the university's responsibility towards business, economic, and industrial development. The second part, "Implications for University Organization," discusses the changes and transformation universities face due to these political and social pressures. The editors conclude the book with their perception of what the university will look like due these external forces in the new millenium.

Keywords: I. B; II. D. P; III. NE; IV. change, environmental change, transformation; V. alliance or partnership, governance; VI. S; NA

Green, M. F. (Ed.) (1997). Transforming higher education: Views from leaders around the world. Phoenix: Oryx Press.

Offering a global perspective, this volume examines some of the social and political forces driving transformative efforts at institutions around the world. Individual authors focus on the contexts of critical problems facing their institutions and suggest ramifications for campus leadership across boundaries. The expansion of competition to the global scale, increased diversity of students who are gaining influence as consumers of education regardless of physical location, and the varying degree of governmental control are among issues discussed. The nature of transformation receives a broad brushstroke amid discussion of "a universal academic culture," and a heavy emphasis on critical issues for leadership into the new millennium.

Keywords: I. B; II. D/P; III. NE; IV. transformation, environmental change; V. leadership, governance; VI. S/SC; VII. M.

Hoffman, N.E. and Reed, M.R., et al., Eds. (1997). Lessons from restructuring experiences: Stories of change in professional development schools. New York: State University of New York.

This books presents studies and essays that consider the subject of organizational change and transformation in education. Relationships between K-12 and higher education are addressed. The book is in three main units; (1) constructing an understanding of the concepts involved with restructuring, (2) ramifications of transformation with the Benedum Collaborative, and (3) the difficulties in assessing outcomes from transformations.

Keywords: I B, II. D; III. NE; IV. change, restructuring, transformation; V. academic workplace; VI. S; VII. NA

Inayathullah, S. & Gidley, J. (2000) (Eds.). The university in transformation. Westport, CT: Bergin & Garvey.

Amid a broader discussion of the forces driving change at institutions around the globe, this collection of essays by practitioners in the field and from a variety of disciplines and nations centers on describing salient topics and views on the future of the university. A critical view is presented as the various authors discuss the commodification of the industry, globalization, the shrinking market, the Internet and new technologies, and intense political interest by national governments.

Keywords: I.B; II. D/E; III. NE; IV. reform, environmental change; V.leadership, governance; VI. S/SC; VII. M.

Johnson, S. L. & Rush, S. C. (Eds.) (1995). Reinventing the university: Managing and financing institutions of higher education. Toronto: John Wiley & Sons.

Because these editors are consultants with Coopers and Lybrand, LLC, they present a different, more business-related focus to the issues of organizational reform within the higher education industry. The bulk of the work is based on their numerous years of working with colleges and universities around the United States. Using the traditional business case model for supporting their points, they discuss efforts at nine client institutions to “reinvent” themselves around critical issues such as accountability, access, affordability, efficiency, outcomes, and quality. They suggest that, although they require enormous acts of potentially career limiting leadership, the industry is at a crossroads and must transform in accordance with their change model (not presented in complete form within the text).

Keywords: I. B; II. D/P; III. NE; IV. reform, reorganization, restructuring; V.systems, structure; VI. MC; VII. M.

Kliewer, J. R. (1999). The innovative campus: Nurturing the distinctive learning environment. Phoenix: The Oryx Press.

This book provides six case examples of colleges and universities that have managed to pioneer new or transform old institutional missions toward what the author classifies as innovative and distinctive learning environments. Case studies include Pitzer and Hampshire Colleges (small-private-liberal-arts), The Evergreen State and New Colleges (small-publics), and The University of California, Santa Cruz, and the University of Wisconsin Green Bay (large-public). The goal of the study was to understand how these institutions managed to shape and maintain such a unique focus over time. Five dimensions are discussed and may be transferable to other institutions: 1) interdisciplinary teaching and learning, 2) student-centered education, 3) egalitarianism: participatory governance structures, 4) experiential learning, and 5) focus on teaching rather than research and/or publication. A lengthy list of lessons from each institution is offered as a summary to each case.

Keywords: I. B; II. D/P; III. QL; IV. transformation; V. mission, academic workplace;VI. MC; VII. M.

Leslie, D. W. and Fretwell, E. K. Jr. (1996). Wise moves in hard times: Creating and managing resilient colleges and universities. San Francisco, CA: Jossey-Bass Publishers, Inc.

This book focuses on the pressures (“hard times”) on postsecondary institutions, how they have responded, and what this all means for the public’s support for higher education. Their investigation consisted of case studies of

thirteen institutions, and organizes the findings into three parts. The first part offers a description of the study's methodology and reports on the principle findings. It also reports on typical sources of financial stress and the found phenomenon of problems that develop simultaneously. In "Searching for Solutions" (part 2), the authors report on institutional adaptations to stress by changing mission and formal organization, and how this process screens out some options for the future. Some institutions found success with different units working on several fronts, but all coordinated through an overarching general strategy for response. "Wise moves" (part 3) details the practices that helped the case study institutions overcome their financial crises, and become more resilient in the face of future threats. An "array of signposts" is suggested that can help change agents identify trends and areas of concern. The factors that they claim predict resilient institutions are: (a) a clear sense of mission held by those in the college community, (b) a clear idea of the educational philosophy, and (c) a commitment to add value to its students and to society. Resilient institutions succeed because their members and clientele are committed to them, and wealth is not necessarily a major factor.

Keywords: I. B; II D; III NE; IV change, environmental change, strategy; V. climate or culture, mission, resource allocation; VI. MC; VII. M

Levin, J.S. (1998). (Ed.). Organizational change in the community college: A ripple or a sea change? New Directions for Community Colleges, No. 102. San Francisco, CA: Jossey-Bass.

This collection offers a broad examination of transformation within the context of the community college, which may also hold meaning for other types of institutions. Topics explored include the forces and issues surrounding organizational change, vision and values as they relate to the Minnesota merger (MnSCU), shared governance, students of color, sensemaking in the change process, strategic management, concerns for the urban institution, postmodern and feminist perspectives on change, and a comprehensive list of resources on the topics. The work centers on the idea that the very nature of the community college is to be particularly receptive to a variety of environmental forces and malleability is integral to remain competitive. The ability of a college to react and change helps define and determine its identity and goals. Real-life examples are used to amplify the various conceptualizations and theoretical arguments.

Keywords: I. B; II. C/P; III. NE; IV. transformation, change; V. mission, academic workplace; VI. MC; VII. M.

London, M. (1995). Achieving performance excellence in university administration: A team approach to organizational change and employee development. Westport, CN: Praeger.

Based on the author's experience at a large state research university, this book is designed to help university administrators think about ways to improve performance in their institutions, and focuses on change management. Methods used to maintain and enhance organizational vitality are shared, as well as ways to create a "continuous learning organization." Human resource management and organizational development are seen as key to administrative effectiveness. The author suggests important leverage points for change - work processes, interpersonal dynamics, and programmatic interventions -and how to implement change through its employees. Part I focuses on directions for change, the importance of leadership, and the role of the human resource department as a vehicle for change. Part II looks at setting the course for change, methods for university wide planning and goal setting, and specifically at mechanisms for financial, enrollment and facilities planning. Part III moves from planning to operations, evaluating and enhancing the quality and cost effectiveness of operations. Part IV provides human resource strategies for organizational development including team building, support for employee training (including evaluation and feedback) and strategies for dealing with problem performance. The author finds that organizations do not change naturally. A certain amount of inertia is experienced that provides

stability in times of relative calm. However in times of threat, inertia impedes effective change. Learning organizations promote generative/experimental learning (learning how to learn) by employees, which can facilitate transformational change.

Keywords: I. B; II D, P; III. QL; IV.change, quality improvement, planning, strategy; V. administration, leadership, management systems, resource allocation, VI. SC; R.

Lucas, A. F. (Ed.) (2000). Leading academic change: Essential roles for department chairs. San Francisco: Jossey-Bass.

Today, as the college is shifting away from being a transient place for the Nation's teenagers and more a provider of lifelong education, student learning is becoming a more central focus for campuses across the country. The works in this volume address the premise that a corresponding shift in the organization of the academy must take place. The authors herein provide advice to academic deans and department chairs as they strive to become advocates for change toward a more student focused curriculum. Concerns discussed include working with and leading faculty members, the role of technology, effective learning techniques, feedback and reward systems, keeping good faculty, service learning, and creating learning organizations, to name a few. Insights on teamwork, collaboration, handling resistance, building effective learning communities, successful leadership, improving educational quality, and leading curriculum renewal are offered. Perhaps the most interesting piece in this collection is Senge's last chapter about the difficulty in building learning organizations within academy.

Keywords: I. B; II. P/C; III. NE; IV. transformation, change; V. academic workplace, leadership, faculty; VI. S; VII. M.

Norris, D.M., & Morrison, J.L. (Eds.). (1997). Mobilizing for transformation: How campuses are preparing for the knowledge age. New Directions for Institutional Research, No. 94. San Francisco: Jossey-Bass.

Norris, a management consultant, and Morrison, a professor of educational leadership, offer a guidebook of principles and practices designed for institutional managers coping with campus transformation. Through seventeen brief case studies of a wide range of colleges and universities in various stages of the transformative process, they distill the components of a successful transformation initiative in preparing for Knowledge Age learners. Efforts examined include strategic planning, development of new information technology infrastructures, initiation of continuous quality improvement programs, changing institutional cultures, and the creation of virtual campuses. The concluding chapter summarizes insights on effectively using leverage points to accelerate transformative forces on campus and lists basic competencies essential for survival in the Knowledge Age. These encompass: Knowledge Age planning and change processes; information technology infrastructure and skill; new learning, interactivity, mastery, and productivity tools; new financial paradigms; and supercharged strategic alliances. To enable the reader to keep abreast of the latest developments at the institutions studied, significant Web sites are indicated at the conclusion of each chapter.

Keywords: I. B; II. D/P; III. NE; IV. planning, transformation; V. administration; VII. MC; VII. M.

Peterson, M. W. and Dill, D.D., and Mets, L.A. (Eds.). (1997). Planning and management for a changing environment: A handbook on redesigning postsecondary institutions. San Francisco: Jossey-Bass.

This edited book offers a thorough review of planning and management issues facing higher education, especially those surrounding change. Organized around the themes of redefining the "postsecondary knowledge industry," redirecting institutional missions and external relationships, reorganizing educational programs and delivery

systems, and renewing higher education and the academic workplace, the need for this book is clearly stated in its foreword. Forces are noted that have accelerated the need for change including the internationalization of higher education, the proliferation of change initiatives in institutions since the mid-1980s, the explosion of knowledge, tensions as old academic cultures clash with new management techniques, the explosive growth of new technology, and the increasingly complex world that higher education inhabits. Intended as “an authoritative handbook,” contributed chapters are written for the nonspecialist by experts based on their extensive inquiries; a particularly useful approach for the intended audience. Part one focuses on redefining the external environment in which postsecondary institutions operate, recognizing the forces of competition, new societal challenges, and the changing role of government. Part two builds the case for the use of contextual planning, an emerging approach to planning, to redirect institutions. Part three focuses on reorganizing management and educational processes that are needed to support the redefinition and redirecting efforts. The chapters in part four each address three specific questions: (a) the nature of a particular challenge (e.g., multiculturalism) and its institutional impact, (b) planning and implementation strategies for addressing the challenge, and (c) likely future trends in the area that planners should consider.

Keywords: I. B; II. D, C; III. NE; IV. change, environmental change, planning, restructuring, transformation; V. academic workplace, climate or culture, leadership, management systems, structure; VI S; VII. NA

Pitkin, G.M. (Ed.). (1992). Information management and organizational change in higher education: The impact on academic libraries. Westport, CT: Meckler.

The six essays that comprise this monograph are expanded versions of papers presented at the Computers in Libraries Annual Conference held in Washington, D.C. on March 6, 1992. They discuss ways in which the academic library can be a proactive participant in the organizational change process instead of a reactive victim. Initial chapters present historical perspectives on computing and information management, consider the information revolution and the process of transformation, and define the chief information officer concept. Subsequent chapters focus on organizational change initiatives in higher education and the role of information management in these transformative efforts. The role of the chief information officer is then examined. Concluding essays address the political, managerial, service, and technological impacts of the previously discussed concepts on the academic library. Contributors are academic library administrators. Though somewhat dated, this is an authoritative primer on technological innovation and its impact on organizational change in the academic library setting.

Keywords: I. B; II. D; III. NE; IV. change, quality improvement, transformation, technology; V academic workplace; VI. S, VII. NA.

Reinventing undergraduate education: A blueprint for America's research universities. (1998).

The Boyer Commission on Educating Undergraduates in the Research University.

The Boyer Commission convened in 1995 to review undergraduate education at research universities in the United States. The Commission, composed of individuals working in academic, government and corporate spheres, compiled a report on its findings. The Commission asserts that research universities are inadequately serving (and may be ignoring) the needs of the undergraduate population, while placing exaggerated emphasis on faculty, graduate student and research activities. The report implies that undergraduate education is in a state of crisis, and presents several recommendations for transformation. The recommendations include: making research-based learning the standard, remove barriers to interdisciplinary education, link communication skills and coursework, use information technology creatively, culminate with a capstone experience (e.g., senior honors thesis), educate graduate students as apprentice teachers and change faculty reward systems (e.g., equate teaching and research). These recommendations are useful for higher education administrators and faculty members

responsible for acting as change agents. The extensive nature of the recommendations requires change agents to be in leadership positions. The Boyer Commission, although contradictory in several of its criticisms (e.g., denouncing the use of foreign graduate students as teaching assistants because of assumed language barriers, yet emphasizing the importance of creating a diverse and global university population), provides a unique discussion of undergraduate education at research universities. Additionally, while the implementation of these recommendations may only be feasible by individuals in leadership positions, any member of the university community benefits from examining this report and gaining a better understanding of the undergraduate world at research universities.

Keywords: I. B; II. D, P; III. NE; IV. change, planning, transformation; V. academic workplace, administration, systems; VI. S; VII. R

Rosenzweig, R.M. (1998). The political university: Policy, politics, and presidential leadership in the American research university. Maryland: Johns Hopkins University Press.

The author states that a true understanding the dynamic nature of the research university only comes from understanding the political processes that help to shape the university's policies. Issues such as shifting federal policies, resource constraints, increased partnerships with businesses, and the changing needs of society all play a role in the policy process of a university. The book brings together a variety of perspectives from twelve former university presidents, who served in the 1980s to examine the political processes of the research university.

Keywords: I. B; II. D; III. NE; IV. change, environmental change; V. alliance or partnership, leadership, resource allocation; VI. S; VII. NA

Rowley, D.J. , Lujan, H.D. and Dolence, M.G. (1997). Strategic change in colleges and universities: Planning to survive and prosper. San Francisco, CA: Jossey-Bass.

The authors, Daniel Rowley a professor of management at the University of Northern Colorado, Herman Lujan, president of the University of Northern Colorado, and Michael Dolence, president of Michael G. Dolence and Associates, a consulting firm, look at how colleges and universities need to engage in strategic planning. The business sector has used strategic management and met with success. They believe that if colleges and universities engage in strategic planning, it will lead to strategic management and become more proactive about their futures. They argue that strategic is a continuous learning process that must be continuously reevaluated due to environmental pressures, and that each campus must develop its own method of planning to meet its own needs. The book is organized into three parts. The first part presents the theoretical base the authors used to develop their approach to strategic planning. The second part develops the several components of the strategic planning process for higher educational organizations. The final part looks at how college and university strategic planners should implement their plans along with presenting the major institutional differences that should be considered in how to approach strategic planning. The authors conclude with thoughts on future trends and thinking that will shape higher education in this millennium.

Keywords: I. B; II. C/P; III. NE; IV. strategy, planning; V. leadership, management systems; VI. S; VII. M.

Slowey, M. (1995). Implementing change from within universities and colleges: Ten personal accounts. London: Kogan Page.

Contributing authors are practitioners in the field who have made the transition from an exclusively academic to a

leadership role within their institutions. As such, they have become advocates for change placing their academic role on the backburner to lead various efforts and bring their colleagues with them. Topics addressed include reflections on academics in leadership roles, the management learning curve, the nature of change and transformation, accessibility, TQM, support services, management, intervention in the curriculum, student support services, student unions, and growth and diversity.

Keywords: I. B; II. D/P; III. NE; IV. change; V. leadership, management systems, VI. S; VII. M.

Sporn, B. (1999). Adaptive university structures: An analysis of adaptation to socioeconomic Environments of U.S. and European universities. London: Jessica Kingsley Publishers.

Through case study and grounded theory research, Sporn pursues cross-national organizational issues of adaptation at academic institutions. She begins with four key variables (environment, governance, management, and leadership) and corresponding assumptions, asserting the value of crisis-based change, collegial decision-making, professional management, and leadership cognizant of disparate interest group needs. The subsequent six cases (three U.S., three European) present distinctive impetuses for and processes of adaptation. New York University deals with financial crunch by raising external funds. The University of Michigan at Ann Arbor manages ethnic and racial tensions by enhancing diversity. The University of California at Berkeley deals with major state-induced funding declines. Università Bocconi (Italy) is prompted to engage in strategic planning. Universität St. Gallen (Switzerland) faces diversification efforts. Wirtschaftsuniversität Wien (Austria) undergoes government-mandated organizational reform. Sporn's analysis reveals the commonalities and differences among the institutions. Her seven concluding propositions extend her four initial assumptions about university adaptation and generate three anew from the case study analysis: 1.) University adaptation is triggered by environmental demands, defined as either crisis or opportunity by the institution. 2.) In order to adapt, universities need clear mission statements and goals. 3.) An entrepreneurial culture enhances the adaptive capacity of universities. 4.) Differentiated structures enhance adaptation at universities. 5.) Professionalized university management assists adaptation. 6.) Shared governance is necessary to implement adaptation strategies. 7.) Committed leadership is essential to adaptation efforts. She recognizes likenesses in her conclusions to the theories of management reform and resiliency in organizations and calls for further research.

Keywords: I. B, II. C; III. QL; V. change, environmental change, planning, restructuring; VI. climate or culture, leadership, management, mission; VII. MC; VII. R.

Steeple, D.W. (1990). Managing change in higher education. San Francisco: Jossey-Bass.

Managing Change in Higher Education is one book in a series, *New Directions for Higher Education*, issued by Jossey-Bass. This book includes ten essays focused on the ways in which higher education institutions respond to internal and external changes. The first chapter provides a brief introduction to this topic, as well as discussing various strategies for implementing and sustaining change. The following chapters present examples of institutional change, including revising an institution's mission, reallocating resources to promote change, revising faculty personnel policies to encourage change by staff and faculty members, developing new methods of fundraising, and recruiting a diverse population of students and staff members. The final chapter emphasizes the importance of undertaking planned change to adequately address the evolving nature of higher education services. A futuristic perspective is evident throughout the entire work, edited by Steeple. Several of the authors within this edited work also stress the importance of undertaking change in order to remain competitive with other postsecondary institutions, as well as with potential competitors in the corporate and private spheres. This book is primarily written for higher education administrators in varying capacities, such as admissions and recruitment, development and corporate relations, budget and resource allocation, faculty and professional development, and curriculum and program revision. Additional individuals may also gain an understanding of the change methods

utilized by higher education administrators, due to the significant number of specific examples of institutional change provided by the contributing authors.

Keywords: I. B, II. D/P; III. NE; IV. change; V. leadership, management systems; VI. S; VII. M.