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THE EFFECTIVENESS OF TEMPORARY

ADAPTIVE SYSTEMS

by



DAVID G. YOUNG

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled THE EFFECTIVENESS OF TEMPORARY ADAPTIVE SYSTEMS submitted by DAVID G. YOUNG in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The purpose of the study was to examine a limited number of temporary adaptive systems (committees) in three Alberta universities in order to explore the relationships between selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems. In order to accomplish this purpose, several specific tasks were undertaken.

Questionnaires, interviews and document analysis were used to obtain the data. Data were presented for each of the temporary adaptive systems using a conceptual framework developed from the literature. A generalizing analysis technique then was used to compare the temporary adaptive systems in terms of the selected linkage, process, implementation and effectiveness variables.

The effectiveness items used in the study generally were positively related thus enabling the researcher to compute an overall measure of effectiveness for each committee. In particular, significant relationships were identified among the items used to define linkage effectiveness, Committee process effectiveness, and the perceived success and continuation items of implementation effectiveness.

Scores for the linkage variables of formalization, intensity, reciprocity, positive consensus and functionality-over-time were related positively to scores for linkage effectiveness. An exploratory factor analysis of the linkage variables indicated that highly effective linkages may be characterized by high levels of communication between the Committee and Faculty members and between the Committee and Senior Administration regarding the task of the Committee.

Scores for the process variables of task demands, processes, resources and productivity did not relate positively to process effectiveness. However, an exploratory factor analysis of the process variables indicated that highly effective Committee processes may be characterized by a combination of low task complexity and highly defined Committee procedures, as well as high involvement and effort by Committee members.

- Aggregate scores for the implementation variables of implementation strategy, project characteristics and institutional setting were related positively to scores for implementation effectiveness. An exploratory factor analysis indicated that perceived success and continuation of Committee recommendations were the major measures of implementation effectiveness. These effectiveness variables appear related to the extent to which Committee members assessed the political feasibility of their recommendations, to the extent to which Faculty structures or procedures were required to change, and to how receptive the Senior Administration and academic staff were to Committee recommendations.

Three supplementary variables were identified as being related to temporary adaptive systems. These variables were labelled size, timing and the personal factor.

An overall exploratory factor analysis was used to reduce the variables of the study to fewer factors in order to develop a simpler construct of the effectiveness of temporary adaptive systems. The institutional setting variable and the supplementary variables were not included in the factor analysis. Nine factors were identified. The factors, in descending order of the variance accounted for, were labelled: Effectiveness, Procedural Intensity, Strategic Considerations, Exertion, Faculty-Committee Communication, Involvement, Coordination Needs, Resource Needs, and Participation.

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CHAPTER 1

INTRODUCTION

Hall (1977:1) notes that "Of all the concepts which are important to organizational theory, effectiveness stands out as the most crucial." Whether or not one agrees with Hall (1977), any student of organizational theory must realize that much time and effort have been expended in identifying the variables which are critical indicators of organizational effectiveness. According to a review of the organizational effectiveness literature by Steers (1977), only the adaptability-flexibility variable appears to be a significant indicator of organizational effectiveness in more than half of the 17 major studies which he examined. Nevertheless, little appears to be known regarding the actual adaptive activities of an organization. The task of the present study was to provide further insight into selected aspects of the adaptive activities of an organization. This chapter contains the purpose, nature and justification of the study, along with a definition of terms and a statement of the assumptions, delimitations, and limitations pertinent to the study.

PURPOSE OF THE STUDY

Complex organizations, such as universities, must develop and utilize means of effectively adapting the organization to a changing organizational environment in order for the total organization to survive. One means of adapting the organization is through the use of temporary adaptive activities or a temporary adaptive system. However, little is

known regarding which variables of a temporary adaptive system will make that system carry out its mission effectively.

Purpose of the Study

The purpose of the study was to examine a limited number of temporary adaptive systems in three Alberta universities in order to explore the relationships between selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems.

Specific Tasks

To fulfil the study purpose it was necessary to complete the following tasks:

1. describe in detail the temporary adaptive systems with respect to the selected linkage, ~~process~~, and implementation variables;
2. determine the effectiveness of each temporary adaptive system; and
3. determine the relationships between the selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems.

NATURE OF THE STUDY

The study was conceived to be descriptive and exploratory in nature. Selltiz et al. (1959:50-67) discuss these two types of studies. A descriptive study attempts to portray the characteristics of a particular individual, situation or group as accurately as possible. An exploratory study attempts to achieve new insights in order to formulate

a research problem more precisely or to develop hypotheses. The present study was conceived as a blend of the two types of studies.

JUSTIFICATION FOR THE STUDY

The study can be justified on both theoretical and practical grounds. First, there is a need for further research using the theoretical constructs of effectiveness, organizational linkages, temporary systems, and implementation:

1. Theory associated with the effectiveness of organizations lacks consistency on the primary criteria of effectiveness although the work of Price (1968), Schein (1970), Mott (1972) and Steers (1977) suggest that adaptability-flexibility may be a major criterion. Further research is required to determine the nature, function and extent of the adaptability-flexibility criterion as it pertains to effectiveness. It was hoped that this study would add to the existing knowledge concerning the nature and function of the adaptability-flexibility criterion.
2. The work on organizational relationships, particularly if examined from the perspective of interorganizational linkage dimensions, is still in the initial stages of development and requires more empirically based descriptive and analytical studies. As Andrews (1978) notes, it is a useful and valid area for study. In particular, Andrews (1978:7) contends that:

. . . being aware of the forms of linkages that join organizations [or parts of an organization] . . . will permit an organization to better anticipate the consequences of the relationship and develop or change its organizational structure to improve the relationship.

It was hoped that this study would add to the existing knowledge on the nature of organizational linkages derived from the perspective of interorganizational theory.

3. In terms of research related to temporary systems, Hopkirk (1977:

4) claims that:

. . . in educational settings we have witnessed the increased use of task forces, ad hoc committees, and project teams. This fact, coupled with educators' concern with developmental, future oriented goals makes "temporary systems" a suitable concept to examine with respect to its current utility and its potential for the future.

Hopkirk's (1977) study examined the concept of temporary systems and developed Prescriptions for an Effective Task Force using a generalizing analysis technique developed by Lipset and associates (1970). However, Hopkirk (1977) did not examine one aspect of the effectiveness of temporary systems which Quick (1972:55) suggested is critical to both the permanent and the temporary systems, particularly for temporary systems created specifically to induce organizational change. The effectiveness factor missing in the Hopkirk (1977) study is the implementation of temporary system decisions into the permanent system. This study examined the implementation phase of temporary system recommendations.

Thus, the present study has provided empirically based findings regarding effectiveness, organizational linkages, temporary systems and implementation.

Secondly, post-secondary institutions as well as other institutions are involved with interstitial, adaptive subsystems. Thus, there is a practical need to understand how these adaptive subsystems operate and how they may be made most useful to the permanent system.

DEFINITION OF TERMS

For the purposes of this study, the following definitions are provided. Only terms which are used frequently in the dissertation are defined in this section. Other terms are defined as they are introduced into the study.

Permanent suprasystem refers to a set of interrelated components surrounded by a boundary within which systems and subsystems exist. For the purposes of this study, the operationally defined permanent suprasystem was a Faculty of Education.

Faculty refers to those persons constituting the academic staff within the various education departments of the universities under discussion in this study. For the purposes of this study, Faculty may refer to the whole body of persons constituting the academic staff, sometimes referred to as the Faculty-at-large, or may refer to various groups within the whole body of persons constituting the academic staff.

Adaptive system refers to the formal sub-organizational activities by means of which a permanent suprasystem adapts itself.

Temporary adaptive system refers to an adaptive system which incorporates any temporary subsystems. For the purposes of this study, the temporary adaptive system was conceived to include a linkage subsystem, collateral temporary subsystem, and an implementation subsystem.

Temporary subsystem refers to

. . . an organizational form designed to complete a task, solve a problem, or bring about a condition. The system from its inception was known to be of limited duration and the criteria for dissolution were known to its membership . . . (Hopkirk, 1977:5).

Collateral temporary subsystem refers to a particular form of temporary subsystem which, in Hopkirk's (1977:5) words,

. . . coexisted with a formal organization. Members worked in the formal organization on a regular basis but were seconded to work in the temporary system on a part-time basis.

For the purposes of this study, the operationally defined collateral temporary subsystems were ad hoc committees within each Faculty.

Committee refers to an actual, collateral temporary subsystem as utilized within a university.

Organizational linkages refers to the five characteristics of the relationships between the Faculty and Committee:

1. Formalization, in an interorganizational linkage context, is defined by Andrews (1978:8) as "the degree to which the interorganizational relationship is given official sanction by the parties involved." In an intraorganizational context, where the Committee is treated as an organizational entity which is part of, yet distinct from the Faculty, the Andrews (1978:8) definition of formalization, with a slight modification, is a useful means of identifying one form of the linkage activities which may exist between the Faculty and the Committee. For the purposes of this study, formalization was defined as the degree to which the intraorganizational relationship between the Committee and the Faculty-at-large was given official sanction by the parties involved.

2. Reciprocity refers to "the degree of mutuality of the relationship, the relative contribution of various parties in the relationship" (Andrews, 1978:8).

3. Intensity, in an interorganizational context, is defined by Andrews (1978:8) as "the relative resource investment, both human and material, that an organization has to make in order that the relationship be viable." In an intraorganizational context, where the Committee is treated as an organizational entity which is part of, yet to some extent distinct from the Faculty, the Andrews (1978:8) definition of intensity, with a slight modification, is a useful means of identifying one form of the linkage activities which may exist between the Faculty and the Committee. For the purposes of this study, intensity was defined as the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationships be viable.

4. Positive consensus refers to "the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and the appropriateness of the approaches to those tasks" (Benson, 1975:235).

5. Functionality-over-time refers to the degree to which organizational linkages remain functional over the period of time during which the Faculty and Committee are related.

Committee processes refers to the four variables used in this study to describe the actions of a Committee (collateral temporary subsystem):

1. Task demands refers to the requirements of the task and the rules under which the task must be performed (Steiner, 1972:7).

2. Process refers to

. . . those intrapersonal and interpersonal actions by which people transform their resources into a product, and all those non-productive actions that are prompted by frustration, competing motivations, or inadequate understanding (Steiner, 1972:8).

3. Resources refers to "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group" (Hopkirk, 1977:30).

4. Productivity refers to "the actual outcomes which result from task demands, resources, and process" (Hopkirk, 1977:95).

Action decisions refer to a Faculty plan designed to change standard behavior, practices or procedures within the Faculty.

Implementation refers to

. . . the actual use of an innovation or what an innovation consists of in practice. This differs from both intended or planned use and from decision to use, the latter being defined as adoption (Fullan and Pomfret, 1977:337).

Three factors are used in this study to describe the actual use of Committee action decisions:

1. Implementation strategy refers to the choices made by the decision makers about how to use "action decisions."

2. Project characteristics refers to the substance and scope of the changes proposed by the Committee "action decisions."

3. Institutional setting refers to the extent of receptivity or hostility of members of the institution to the "action decisions."

Adaptive system effectiveness, for the purposes of this study, refers to the combined effect of:

1. well-established linkage relationships between the permanent suprasystem and the collateral temporary subsystem;
2. action decisions by the temporary subsystem; and
3. implementation of collateral temporary subsystem action decisions.

ASSUMPTIONS

This study was based on the following assumptions:

1. The perceptions of respondents regarding variables identified in this study were a valid means of measuring these variables.
2. Temporary subsystems could be treated, for purposes of research, as organizational entities apart from the permanent suprasystem in which they were embedded.
3. Effective implementation is characterized by "mutual adaptation" which is a process wherein the project design, the institutional setting and individual participants will all adapt or change mutually as implementation progresses.

DELIMITATIONS

The following are the delimitations of the study:

1. The study was delimited to seven collateral temporary subsystems in three Faculties of Education in Alberta, Canada.
2. The population of interest was delimited to all persons participating in the collateral temporary subsystem, and other "knowledgeables" identified frequently by subsystem members.

3. The study was delimited to selected linkage variables, selected collateral temporary subsystem variables, selected implementation variables, and selected effectiveness variables.

LIMITATIONS

The following were the limitations of the study:

1. The study was limited by the ability of respondents to perceive and recall events accurately.
2. The study was limited by the restricted volume of theoretical and research literature regarding linkages and temporary subsystems.

ORGANIZATION OF THE DISSERTATION

This chapter has presented (1) an introduction to the problem, (2) the purpose of the study, (3) the nature of the study, (4) the justification of the study, (5) the definition of terms, (6) the assumptions, (7) the delimitations, and (8) the limitations.

The remainder of the dissertation is organized into ten additional chapters. Chapter 2 presents the Review of the Related Literature and Conceptual Framework, and Chapter 3 details the Research Design and Methodology. The succeeding seven chapters are descriptions of the seven Committees which formed the basis for the study. Each Committee is described using the variables which form the framework for the study. Chapter 11 summarizes and generalizes the findings of the study in an effort to describe the relationships among the selected variables and the effectiveness of temporary adaptive systems.

CHAPTER 2

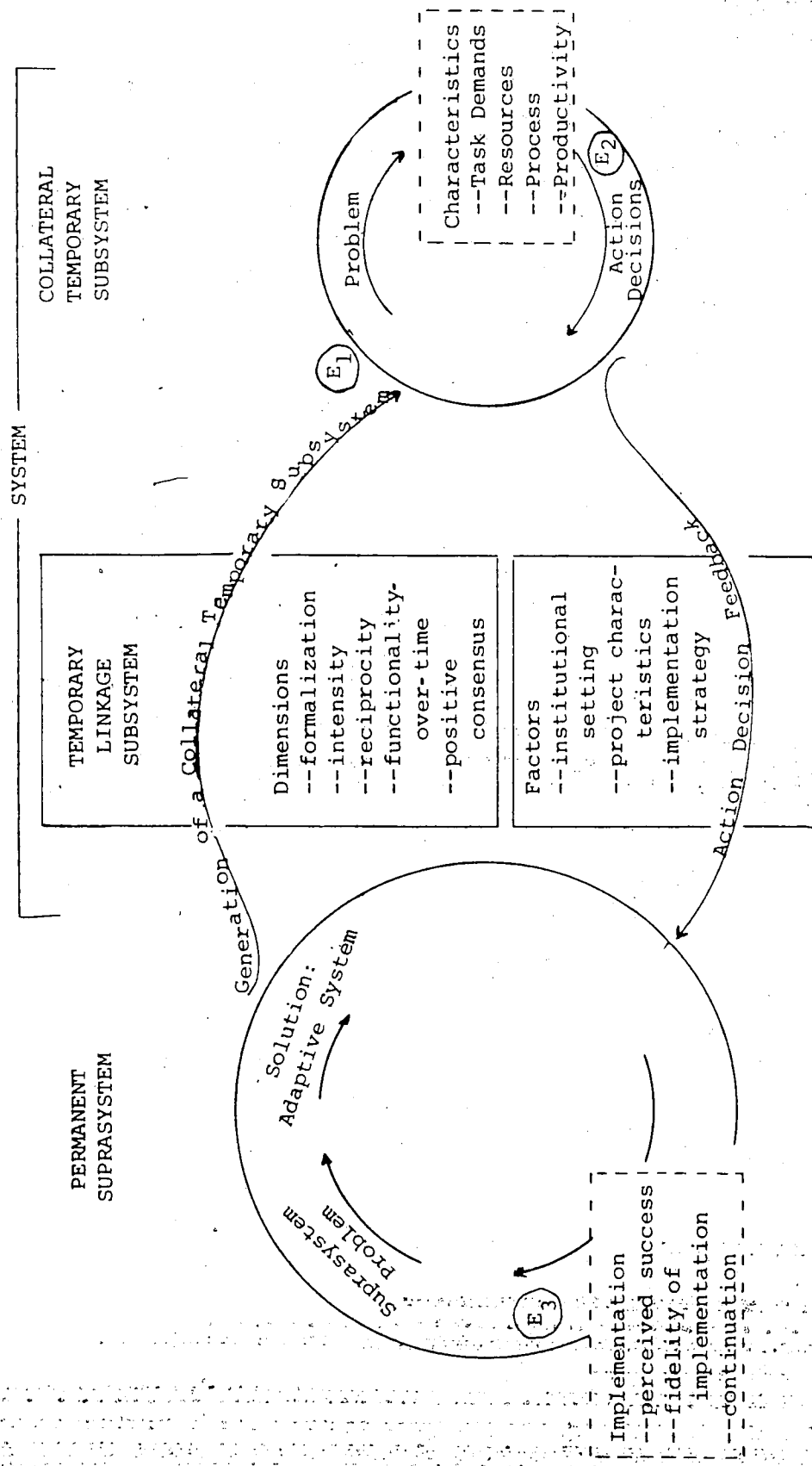
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The purpose of this chapter is to discuss the concepts involved in the study and their interrelationships as conceived and schematically presented in Figure 2.1. A systems perspective of effectiveness was used as the conceptual framework to interrelate the concepts which were pertinent to this study: effectiveness, adaptive systems, linkage sub-systems, temporary subsystems and implementation processes.

EFFECTIVENESS AND THE SYSTEMS PERSPECTIVE

Approaches to Effectiveness

Writers such as Steers (1977), Mott (1972), Price (1968), Yuchtman and Seashore (1967) and others have identified the concept of effectiveness as being a major topic of concern in organizations. However, no universally accepted approach to the study of organizational effectiveness exists. In general, there are two major approaches to organizational effectiveness in the literature (Campbell, 1976; Ghorphade, 1970). One approach is goal centered, and the other, is natural systems centered. More recent theorizing partially has subsumed the goals approach in the natural systems approach. For this reason, the systems perspective has been used as the basic organizing framework for this study.



E=Effectiveness Indicators of--Level 1 Effectiveness E₁ (Generation of a Collateral Temporary Subsystem)
 the Adaptive system --Level 2 Effectiveness E₂ (Action Decisions of the Collateral Temporary Subsystem)
 --Level 3 Effectiveness E₃ (Implementation of Action Decisions)

Figure 2.1
 A Conceptual Framework of an Effective Temporary Adaptive System

Source: Adapted from Havelock (1973:166).

The Systems Perspective: A
Contextual Overview

The systems perspective of organizations is a means of conceptualizing organizations and how the various organizational components are related. Carroll and Tosi (1977:158-160) state that:

A system is a set of interrelated components surrounded by a boundary which absorbs input from other systems and transforms them into outputs that serve a function in other systems

For each system, there is a larger suprasystem(s) from which a system receives input and into which the system may feedback output. As well within each system a series of subsystems exist which receive inputs from the system and into which the subsystems may feedback output. Thus it may be noted that each system will be a part of a larger suprasystem, but also will have within it a set of subsystems.

For the purposes of this study, each Faculty of Education was conceived to be a suprasystem which had within it a number of systems, one of which was a temporary adaptive system. Each temporary adaptive system in turn was conceived of as having a series of subsystems which were termed the linkage subsystem, the collateral temporary "working" subsystem, and the implementation subsystem. A major difficulty arose in undertaking the following literature review since the literature uses the systems terminology in a slightly different contextual manner than is used in this study. For example, the systems level of the present study is discussed in most of the literature as a subsystem; some of the subsystems of the study, such as the linkage subsystem and implementation subsystem, are not discussed in the literature on subsystems at all; the collateral temporary "working" subsystem is treated in the literature on temporary systems. A decision was made by the researcher

to review the literature pertinent to the study in the terms which were found within the literature and then to transpose that terminology into the systems language which had conceptual utility for the purposes of the present study. This should be kept in mind by the reader of this literature review. The parallels among a generalized systems conception, the terminology as used in the literature, and the systems conception and terminology utilized in the study are presented graphically in Table 2.1.

Table 2.1

Systems Terminology: Parallels Between the Literature
Review Terminology and Terminology Within the Study

General Systems Terminology	Terminology as Used in the Pertinent Literature	Systems Terminology as Conceived for Use in this Study
Suprasystem		Faculty
System	Major subsystems, especially the adaptive subsystem	Adaptive System
Subsystem	Linkage system Temporary system Implementation processes	Linkage Subsystem Temporary Subsystem Implementation Subsystem

Major Subsystems

For the purposes of this study, the Katz and Kahn (1966) systems model, depicted by Carroll and Tosi (1977:167) in Figure 2.2 will be used.

Carroll and Tosi (1977:158-160) state that:

A system is a set of interrelated components surrounded by a boundary which absorbs inputs from other systems and transforms them into outputs that serve a function in other systems. . . .

. . . Subsystems are related groups of activities which various units perform to meet the objectives of the organization. These related activities, which absorb inputs, transform them into outputs, transfer them to users, and coordinate all of these activities are (1) production subsystems, (2) adaptive subsystems, (3) boundary-spanning subsystems, (4) maintenance subsystems, and (5) managerial subsystems. . . .

Katz and Kahn (1966:39) define the five basic subsystems:

. . . (1) production subsystems concerned with the work that gets done; (2) supportive systems of procurement, disposal, and institutional relations; (3) maintenance subsystems for tying people into their functional roles; (4) adaptive subsystems concerned with organizational change; (5) managerial systems for the direction, adjudication, and control of the many subsystems and activities of the structure.

Carroll and Tosi's (1977) conception of boundary-spanning subsystems equates to Katz and Kahn's (1966) conception of supportive subsystems.

In a further interpretation of Katz and Kahn (1966), Carroll and Tosi (1977:160) state that:

Those subsystems which either produce a salable or usable value for clients, or operate in the external environment to obtain information and inputs or exchange outputs, are called primary subsystems. They make the organization go--producing, selling, and so on. These primary subsystems are similar to the concept of "line" in an organization, as discussed by classical management theorists (Davis, 1951). They are the primary functions and, according to Barnard (1938), are "fundamental requirements." Primary subsystems are the production, boundary-spanning, and adaptive subsystems.

The carrying out of support and coordinating activities is done by (complementary) subsystems. Their chief purpose is to insure

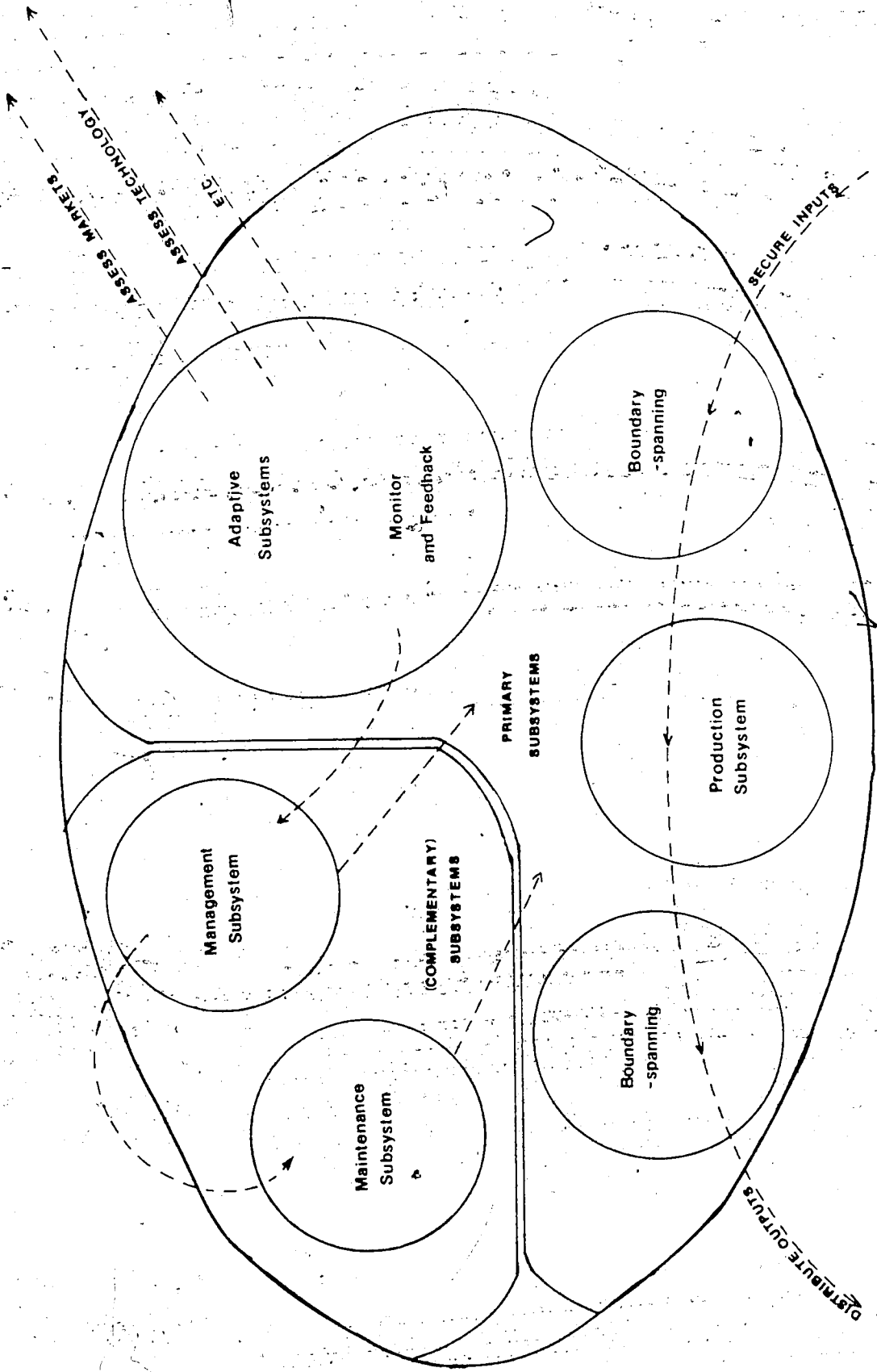


Figure 2.2
Major Subsystems

Source: Carroll and Tosi (1977)

smooth relationships between other subsystems. The (complementary) subsystems are the maintenance and managerial subsystems. The maintenance subsystem is similar to the concept of "staff," and carries out support activities. Managerial subsystems are "administrative" in nature.

Of the five subsystems identified by Katz and Kahn (1966) and further interpreted by Carroll and Tosi (1977), one subsystem increases in importance in light of the findings of Steers (1977). As mentioned in Chapter 1, Steers (1977), in order to make the concept of organizational effectiveness more tangible and measurable, examined 17 studies in detail in an attempt to identify the major criteria employed in the evaluation of organizational effectiveness. Steers (1977:175) identified the most widely used criteria as adaptation-flexibility, productivity, job satisfaction, profitability, and resource acquisition. He notes, however, that only the adaptation-flexibility criterion is mentioned as being a major indicator of effectiveness in more than half of the 17 studies he examined. Thus, in light of Steer's (1977) findings the adaptive subsystem as identified by Katz and Kahn (1966) increases in importance.

Typology of Adaptive Subsystems

Lynton (1969) outlines a typology of adaptive subsystems based upon the assessment of environmental uncertainty by system decision makers. He contends that the accuracy with which system decision makers assess the uncertainties of the environment will guide the design and formation of adaptive subsystems as well as the design of the integrating devices. Lynton (1969:403-4) presents four possible assessments as hypotheses which he proceeds to discuss in some detail. The four hypotheses are:

..... Hypothesis 1. If, in a turbulent environment, decision makers assess the need for change as negligible, system differentiation and linkage will then be minimal and unorganized, and the effects on system structure will be negligible.

..... Hypothesis 2. If, in a turbulent environment, decision makers assess the need for change as temporary, they will tend to expect the ratio of benefits and costs to be most favorable if they institute temporary differentiation and linkages; the effects of innovation on system structure will then be small and unpredictable.

..... Hypothesis 3. If, in a turbulent environment, decision makers assess the need for change as frequent and specific: (a) they will formally differentiate an innovation subsystem, but limit its linkages to specific purposes and subject them to hierarchical control; (b) when this kind of device and procedure is found to be ineffective, additional system changes will tend to take the form of further differentiation of innovative subsystems, not of changing the linkage devices and procedures.

..... Hypothesis 4. If, in a turbulent environment, decision makers assess the need for change as continuous and major, they will tend to differentiate innovative subsystems clearly and integrate them closely into the rest of the system; the effects on the system as a whole will then be major.

For the purposes of this study, only the situation referred to as Hypothesis 2 will be examined wherein the need for adaptation is assessed

as temporary and infrequent. As Lynton (1969:405) notes:

..... the logical response to needs assessed as temporary is to devise correspondingly temporary linkages, a particular type of what Matthew Miles (1964) terms "temporary systems."

A model of a Hypothesis 2 situation which leads to the "temporary system" structure, can be adapted from Lynton's (1969:399) figure presenting "Two Models of Assessing Environmental Uncertainties and Characteristic Linkages." The adapted model is presented in Figure 2.3. In this model, the uncertainties of the environment are treated by

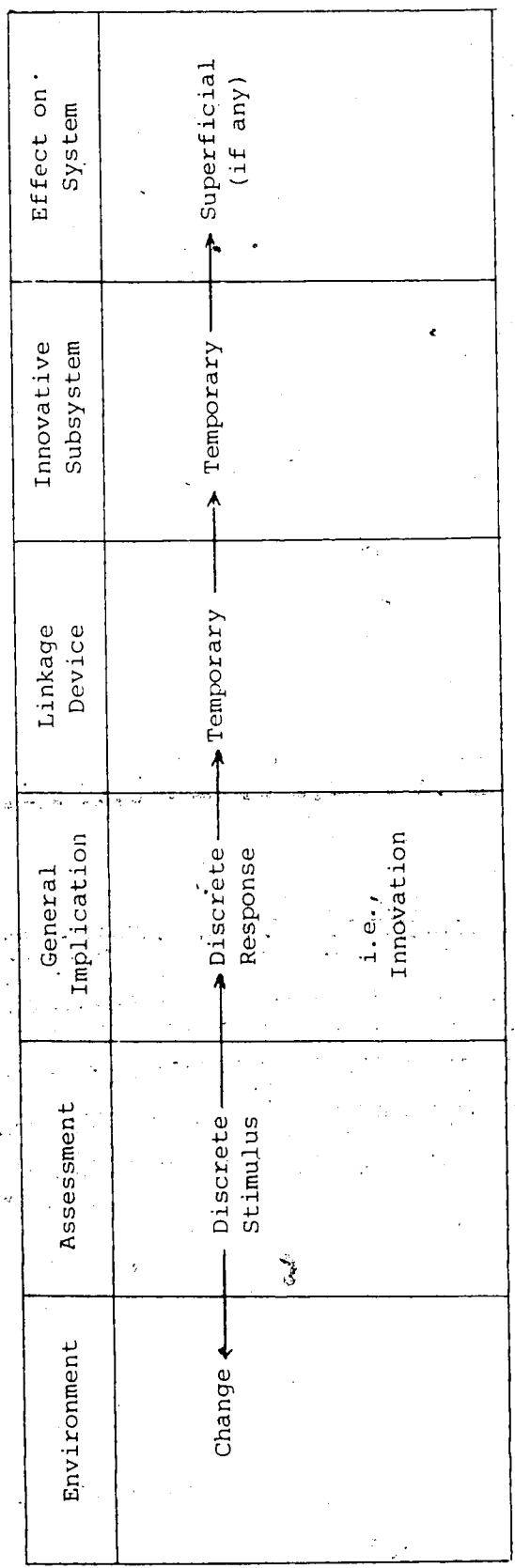
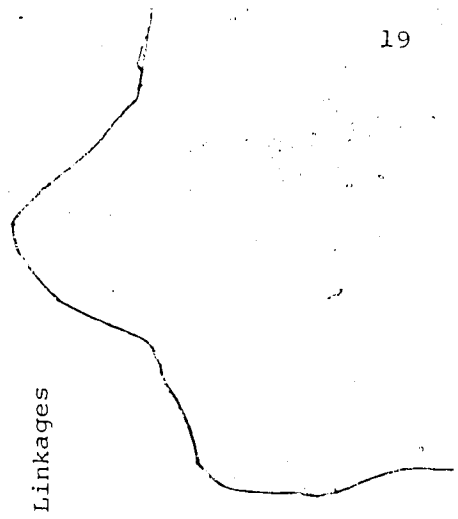


Figure 2.3

A Model of Assessing Environmental Uncertainty and Characteristic Linkages



decision makers as discrete stimuli of a specific nature to which the system needs to respond with an appropriate and specific response, i.e., an appropriate and specific innovation. According to Lynton (1969:399), the appropriate and effective linkage devices between the system and subsystem are linkages of minimal complexity and duration. Lynton (1969:399) further contends that the temporary linkage devices between the system and temporary subsystem "show a heavy incidence of failure." Miles (1964) and Hopkirk (1977) concur with this view. In turn, Lynton (1969) claims that such failure will mean that the effects of the temporary subsystem on the system will be superficial if there is any effect at all.

The Systems Perspective and the Conceptual Framework

In the preceding discussion the systems perspective of effectiveness was identified as having utility for the purposes of this study. An argument was advanced that a system will have a series of subsystems which Katz and Kahn (1966) identify as the production, supportive, maintenance, adaptive and managerial subsystems. In terms of organizational effectiveness, Steers (1977) would claim that, of the five subsystems, the adaptive subsystem is of critical importance and that a system must have an adaptive subsystem if it is to be effective. However, as Lynton (1969) notes, there are a number of ways in which adaptive subsystems may be conceived ranging from permanently structured activities to temporarily structured activities or possible combinations of the two. For the purposes of this study one particular form of adaptive subsystem, the temporarily structured adaptive activities (the temporary adaptive subsystem) as proposed by Lynton's (1969:403) Hypothesis 2, was examined in detail. Lynton's Hypothesis 2 states:

. . . If, in a turbulent environment, decision makers assess the need for change as temporary, they will tend to expect the ratio of benefits and costs (effectiveness) to be most favorable if they institute temporary differentiation and linkages; the effects of innovation on system structure will then be small and unpredictable.

The intent of this study was to examine a limited number of temporary adaptive subsystems which already had been created by decision makers and to explore the relationships between selected variables and the effectiveness of temporary adaptive subsystems. For the purposes of this study, the decision makers were considered to represent the suprasystem and the temporary adaptive subsystem discussed in the literature was conceived to be a temporary adaptive system.

In order to examine Lynton's Hypothesis 2 in additional depth, three areas of research literature needed further examination: linkage systems, temporary systems, and implementation processes.

LINKAGE SYSTEM

. . . In a turbulent environment, institutions must innovate to survive. Some institutions have differentiated subsystems with the primary task of working out innovative responses to the turbulent environment for the whole system. This task is inherently different in technology, territory, and time from the tasks of other subsystems. Adoption of the innovative products of the subsystem by other subsystems is essential to the effective response of the system to its environment; therefore, innovative and operational subsystems need to be appropriately linked (Lynton, 1969: 403). . . . these linkages are commonly themselves subsystems (Lynton, 1969:398).

The question arises: What are "appropriate" linkage devices? What is the linkage subsystem?

Lynton (1969:412) discussed the work of Buchanan (1967) who studied ten cases of organizational development in various settings. Buchanan (1967) established that one major issue which distinguished

effective from ineffective organizations was the linkage between the adaptive subsystem and the rest of the system.

Lynton (1969:413) arrives at two general conclusions as a result of his examination of the linking devices between a system and an adaptive subsystem:

. . . One is that linkage mechanisms need to be flexible and also strong to withstand such strains and such uncertainties. This usually means that they need to be differentiated clearly, be known to have the support of the system's decision makers, and remain highly functional over time. Chin developed the concept of "inter-system" to describe the linkage mechanisms between two subsystems. "The intersystem model exaggerates the virtues of autonomy and the limited nature of interdependence of the interactions between the two connected systems" (Bennis, et al., 1964:201-214). The inter-system allows linkage to be rooted in another system, and to offer those "marginal" people who do the linking a base from which to operate and in which to gain and regain perspective and strength.

The second conclusion is simply a forceful reminder that coordination is a heavy cost. This cost may be profitably incurred if, (1) a primary task is clearly differentiated that requires organizational differentiation, and (2) if the new subsystem is maximally autonomous, so that its connections with other subsystems are minimal. In short, the only justification for linkage mechanisms is strict functional interdependence (Kahn, et al., 1964:394; Quinn and Mueller, 1963:51) [Author's underlining].

Thus, Lynton's (1969) views would suggest that three variables are essential to the effective operation of a linkage system: clear differentiation, support of the system's decision makers, and high functionality over time.

In order to obtain an even closer view of the linkage concept, the research literature related to interorganizational linkages is useful. As well, the interorganizational linkage literature appears appropriate for an examination of the linkages between a system and a subsystem if, as Lynton (1969) notes, the subsystem in question is highly differentiated from the permanent system.

Interorganizational Linkage Approaches

Marrett (1971:85) identifies five major approaches that have been used in examining "interorganizational relations" which she defines as ". . . a variety of connections between formal groups."

The first approach, called interorganizational properties, analyzes the particular properties of an organization which affect or are affected by its interaction with other organizations. No analysis of the interaction itself occurs. The second approach, called comparative organizational properties, compares specified attributes of the interacting organizations such as philosophies or objectives. The third approach, called relational properties, examines the linkage between the organizations or systems. The fourth approach, called formal contextual properties, focuses on the character of the context in which a particular interaction occurs. The fifth approach, called non-organized contextual properties, describes the exchange effects produced by larger social processes. Marrett's (1971) review highlights the fact that no single approach to the assessment of interorganizational linkages exists. The approach chosen by any particular investigator will depend upon the purposes of the investigator. For the purpose of this investigation, which examines the nature of the linkages between systems, Marrett's (1971) third approach, the relational properties approach, appears appropriate.

The Relational Properties Approach

Marrett (1971:89-95 passim) identifies four interorganizational dimensions which are critical to the discussion of the relational properties approach: degree of formalization, degree of intensity,

degree of reciprocity, and degree of standardization. Andrews (1978:35) combines Marrett's (1971) dimensions of formalization and standardization under one heading: formalization. Andrews (1978) presents the major linkage dimensions, with explanation, as a table (Table 2.2). Ultimately, Andrews (1978) concludes that if the formalization, intensity and reciprocity of the interorganizational relationships are high, then there is more likelihood that the relationships of the two organizations will be effective than if the relationships are characterized by low formalization, standardization and reciprocity. Andrews' (1978) findings regarding formalization appear to support two of Lynton's (1969) earlier conclusions wherein he suggested that the linkage mechanisms would be most effective if differentiated clearly and if they had the support of the system's decision makers.

Thus, from the interorganizational linkage literature, in particular that of Marrett (1971) and Andrews (1978), three variables can be identified which appear essential to the effective operation of a linkage system: formalization, reciprocity, and intensity.

In addition to the interorganizational variables previously identified and which might be termed the structural dimensions of interorganizational linkages, Benson (1975) suggests that sentiment dimensions also should be included in any framework to analyze interorganizational linkages. The sentiment dimensions define the attitudes or sentiments of the individuals involved in the linkage relationship. Benson's (1975) view reinforces that of Sofer (1961) as explored in Lynton (1969). Lynton (1969:413) states that:

Table 2.2
Interorganizational Variables

Linkage Dimension	Explanation
<p>A. <u>Formalization of the relationship</u></p> <p>Measurable variables:</p> <p>a) Formal agreement--written...informal</p> <p>b) Coordination--formal coordinator...informal</p> <p>c) Procedural standardization--high...low</p>	<p>A.</p> <p>a) The degree to which the exchange is given official sanction--Marrett (1971)</p> <p>b) The extent to which an intermediary coordinates the relations--Litwak and Hylton (1962)</p> <p>c) The extent to which procedures are clearly delineated--Hall (1972)</p>
<p>B. <u>Intensity of the relationship</u></p> <p>Measurable variables:</p> <p>a) Frequency of interaction--high...low</p> <p>b) Relative resource commitment--high...low</p>	<p>B.</p> <p>a) The kind and amount of involvement demanded--Marrett (1971) and Hall (1972)</p> <p>b) The resource investment (human, funds or services) required by the relationship--Marrett (1971)</p>
<p>C. <u>Reciprocity of the relationship</u></p> <p>Measurable variables:</p> <p>a) Resource reciprocity--unilateral...none</p> <p>b) Definitional reciprocity--unilateral...none</p>	<p>C.</p> <p>a) The degree to which resources are mutually exchanged--Levine and White (1961)</p> <p>b) The degree to which the terms of the interaction are mutually agreed--Guetzkow (1966)</p>

Source: Andrews, M. 1978:35.

Sofer (1961) analyzed the emotional demands on linkage mechanisms . . . and found that "the organization undertakes an emotional division of labor in attitudes towards innovators in much the same way it distributes any other organizational task" (Sofer, 1961:159). Some members will be for the new venture, others against it When people in the innovative subsystem get discouraged and uncertain about whether they can perform the innovative task, they tend to withdraw and to create barriers rather than linkages.

Benson (1975:235) utilizes four sentiment dimensions:

Domain Consensus: Agreement among participants in organizations regarding the appropriate role and scope of an agency.

Ideological Consensus: Agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the appropriate approaches to those tasks.

Positive Evaluation: The judgment by workers in one organization of the value of the work of another organization.

Work Coordination: Patterns of collaboration and cooperation between organizations. Work is coordinated to the extent that programs and activities in two or more organizations are geared into each other with a minimum of effectiveness and efficiency.

Benson (1975) infers that the higher the levels of agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of those tasks, the more effective linkage relationships are likely to be.

A close examination of the views of Lynton (1969), Marrett (1971), Andrews (1978) and Benson (1975) reveals some duplication as outlined in Table 2.3, the Author-Concept Matrix of Interorganizational Variables. In essence, Andrews' (1978) formalization variable subsumes Lynton's (1969) variables of clear differentiation and support of the system's decision makers. As well, Andrews' (1978) formalization variable subsumes Benson's (1975) sentiment variables of work coordination and, in part, domain consensus. Andrews' (1978) intensity variable also subsumes part of Benson's (1975) domain consensus variable. Two variables of Benson's

Table 2.3

Author-Concept Matrix of Interorganizational Variables

Lynton (1969)	Marrett (1971)/ Andrews (1978)	Benson (1971)	Variable for Examination
--clear differentiation --support of the system's decision makers	formalization	--domain consensus --work coordination	formalization
--functionality-over- time			functionality-over- time
	intensity	--domain consensus	intensity
	reciprocity		reciprocity
		--ideological consensus --positive evaluation	positive consensus

(1975) can be collapsed into one variable, positive consensus, by using a compounded definition of the sentiment which Benson (1975) is attempting to define. The variable of positive consensus is considered to be the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and the appropriateness of the approaches to those tasks. Lynton's (1969) variable of functionality-over-time and Andrews' (1978) variable of reciprocity do not duplicate or overlap with other listed variables.

Therefore, for the purposes of this study, the conception of a linkage system between a permanent and a temporary system will include five variables: formalization, intensity, reciprocity, positive consensus, and functionality-over-time. In general, there is more likelihood that the linkage system will be effective if formalization, intensity, reciprocity, positive consensus and functionality-over-time are high than if formalization, intensity, reciprocity, positive consensus and functionality-over-time are low.

The Linkage System, Adaptive System Effectiveness, and the Conceptual Framework

In the preceding sections of this study, the concept of a temporary adaptive system was identified as being an important concept within the general area of organizational theory, and was identified as needing further study.

In this section of the literature review, Lynton (1969:403) suggests that if decision makers decide to use a temporary adaptive system, "they will tend to . . . institute temporary differentiation and linkages; . . . between themselves and the 'working' portion of the temporary adaptive

system." However, Lynton (1969:339) further contends that the temporary linkage subsystem between the decision makers and the temporary "working" subsystem show a heavy incidence of failure. Miles (1964) and Hopkirk (1977) concur with this view.

A review of literature suggests that five variables may be identified which are critical to a strong linkage subsystem. These variables include formalization, intensity, reciprocity, positive consensus, and functionality-over-time. These variables constitute the temporary linkage subsystem of the conceptual framework as outlined in Figure 2.1.

In terms of the effectiveness of the temporary adaptive system, there will need to be a strong temporary linkage subsystem. Thus, if a strong temporary linkage subsystem exists, then the temporary adaptive system can be said to have achieved the first level of effectiveness which is designated as E_1 in the conceptual framework (Figure 2.1).

In order to examine further the concept of a temporary adaptive system, two additional areas of research needed examination: temporary systems and implementation processes.

TEMPORARY SYSTEMS

Hopkirk (1977) undertook an exhaustive review of the literature related to temporary systems in an attempt to determine their utility as an organizational arrangement in education. In particular, Hopkirk (1977) examined five educational task forces with respect to specific characteristics attributed to temporary systems in the literature. Generally, the five task forces exhibited the characteristics predicted for temporary systems.

For the purposes of this study, the collateral temporary system, hereafter referred to in this literature review as the temporary system and in the research as the Committee, is of most importance. Hopkirk (1977:5) defines a collateral temporary system as:

. . . one which co-existed with a formal organization. Members worked in the formal organization on a regular basis but were seconded to work in the temporary system on a part-time basis.

In many organizations, collateral temporary systems are simply known as Ad Hoc Committees. The present study includes the detailed examination of collateral temporary systems as parts of selected adaptive systems.

Typology of Temporary Systems

A typology of temporary systems, as outlined in Table 2.4, can be constructed based upon the various purposes of temporary systems. In general, three types exist: symbolic, intended, and actual. Symbolic types of temporary systems are generated as a gesture of support, but do not result in any definite plans or actions. Such temporary systems may be used only to diffuse political conflict or delay action-taking.

Intended types of temporary systems are used to process and collate information which, in turn, will be used by a larger policy group in policy formulation. Actual types of temporary systems attempt to develop policy actions which are to be implemented and which will require change on the part of the permanent system.

Hopkirk (1977:12-18 passim) states that temporary systems can be used to "maintain a person, group, or organization in the surrounding social system," accomplish particular tasks, and induce change. The maintenance function appears to be a symbolic type of temporary system, intended mainly as a gesture of support, but not resulting in any

Table 2.4
 Typology of Temporary Systems

Types	Purposes
1. Symbolic	1. a) ritualistic purpose--designed to provide moral support, diffuse a political conflict. b) maintain a person, group, or organization in the surrounding system.
2. Intended	2. information processing purpose with no intended actions.
3. Actual	3. a) accomplish particular tasks b) induce change.

particular action. Hopkirk (1977:256-257) further notes that, optimally, temporary systems will be used to bring about organizational change, and to develop new materials, policies, or procedures. These purposes fall into the actual type of temporary system wherein tangible outcomes should be produced.

Lynton (1969) suggests that at least two other functions may be served by temporary systems, or "ad hoc committees" as he calls them.

Lynton (1969:406) suggests that the temporary systems can serve ritualistic purposes, or can act as "ill-constituted mechanisms for exchanging information." These functions would fit into the typology respectively as symbolic and intended types of temporary systems.

In order to pursue the concept of an adaptive system as outlined by Lynton's (1969) Hypothesis 2, only actual temporary systems were

examined. Only within actual temporary systems are action decisions purposely generated which are to have a direct effect upon the permanent suprasystem.

Characteristics of Temporary Systems

Hopkirk (1977) used a model developed by Steiner (1972) to organize the characteristics of temporary systems. The four categories of the Steiner (1972) model are task demands, resources, process, and productivity. For the purposes of this study, these characteristics were considered as criteria for identifying the most effective generation of action decisions by an actual temporary systems.

Task demands. Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. In general, temporary systems have high initial goal definition. In other words, the temporary systems usually deal with a sharply focused situation. This sharp goal focus generates high persistency and high expectations of success in temporary system members. As well, the goal focus can produce a "clean slate" effect wherein members are constantly starting something new. Hopkirk (1977:33) concludes that:

Definite goal focus allows members of a temporary system to succeed or fail at a well-defined task. This is not often possible under a permanent hierarchical structure.

The boundaries of a temporary system are usually clear and non-permeable. Membership in the temporary system is normally explicit and additions and deletions are rare. Boundary maintenance can be functional in several ways: further goal focus, reduce internal conflict and minimize socialization problems. However, boundary maintenance also

can be dysfunctional when it leads to "group think."

Members of a temporary system are frequently separated from the permanent system for specified periods of time. Such separation has several consequences: removal of barriers to change, reduction of role conflicts and increased task orientation, provision of a protective function, and development of group cohesiveness.

Temporary system sizes appear to vary dramatically and there appears to be no definitive view within the literature regarding the optimal size of temporary system groups. Generally, large groups are considered less desirable simply because they require more efforts at coordination and differentiation within the groups, a requirement which detracts from the major task focus of the temporary system. Thus, while overmanning or large size appears to be dysfunctional in terms of the effective operation of a temporary system, Hopkirk (1977:35) also suggests that undermanning will have adverse effects on motivation. Thus, while size appears to affect the successful operation of a temporary system, no optimal size can be securely identified.

Resources. Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resources for a particular temporary system will be dependent upon the task of the temporary system. Little is known, at present, as to which types of persons operate effectively in temporary systems although Keith (1978) suggests that persons who can tolerate high role stress may be most effective.

Process. Steiner (1972:8) states that process:

. . . includes all those intrapersonal and interpersonal actions by which people transform their resources into a product, and all those non-productive actions that are prompted by frustration, competing motivations, or inadequate understanding.

Several processes operate in temporary systems as a result of the fore-shortened time perspective. One process is an increased output of energy for the limited time period of the temporary system. A second process is goal redefinition. Goal redefinition serves to gain commitment from members, and aid in the development of group social skills. A third process important to members of temporary systems involves well-defined procedures. The well-defined procedures provide some measure of certainty and predictability in an otherwise tentative existence. A fourth process is the development of equal-status relationships within the temporary system. Increased and intensified communication and interaction among the members of the temporary system leads to certain shared, unique sentiments: early defensiveness and formality, playfulness, interpersonal liking, esprit de corps and involvement. As well certain norms develop: equalitarianism, authenticity, inquiry, hypotheticality, novelty and effortfulness.

Productivity. Hopkirk (1977:40) states that:

. . . The products of temporary systems are of considerable variety. Such diverse products as a final report, member satisfaction, relationship changes, personality changes, learning outcomes, problem solution, and self renewal capacities are all outcomes of temporary systems of one form or another.

Hopkirk (1977:42) further notes that policy recommendations or structural changes for permanent organizations are other forms of output produced by temporary systems. More precisely stated, Hopkirk (1977:93) defines

productivity as "the actual outcomes which result from task demands, resources, and process."

Hopkirk's (1977) results suggest that temporary systems which have adequate resources, well-defined task demands, facilitative processes, and a specific product can be identified as more effective than temporary systems which do not have those factors operating. Thus Hopkirk's (1977) findings would suggest that effective temporary systems will generate what Miles (1964) would define as "action decisions."

Temporary Systems and the Conceptual Framework

For the purposes of this study, only actual, collateral temporary subsystems will be examined as the "working portions" of the temporary adaptive system. To the extent that the collateral temporary subsystems are strongly linked to the permanent suprasystem, and to the extent that the collateral temporary subsystems have adequate resources, well-defined task demands, facilitative processes and a specific product, the collateral temporary subsystems should be effective in generating action decisions. If the collateral temporary subsystems can generate action decisions, the temporary adaptive system may be conceived of as having been effective to the second level of effectiveness of the conceptual framework for this study (E_2 of Figure 2.1).

However, whether or not the action decisions will be implemented and thus, in Lynton's (1969) terms, have an effect on the systems, is a major question. As Bennis (1966:1975) comments:

. . . What we know least about--and what continually vexes those of us who are vitally concerned with the effective utilization of knowledge--is implementation.

What is known about implementation processes which may aid a researcher in determining whether or not the action decisions of a collateral temporary subsystem have had any effect on the permanent system?

IMPLEMENTATION PROCESSES

In a review of literature regarding the implementation of curriculum, Fullan and Pomfret (1977) examined 15 case studies in which attempts were made to measure implementation.

Briefly stated, Fullan and Pomfret (1977) suggest, as a result of their review, that the researcher probably will find that the use of more than one method of measurement in any given situation is most desirable. Also, the fidelity perspective towards the measurement of implementation likely will be most useful for examination of pre-packaged, relatively explicit innovations. The process or mutual adaptation perspective on the other hand likely will be most useful for the examination of innovations in the early stages of development and use. Lastly, the measurement of any implementation is a "snapshot." The implementation perspective, and the conclusions relative to a particular innovation potentially may change with the passing of time.

One of the 15 cases reviewed by Fullan and Pomfret (1977) has particular importance for the purposes of this study. The case of importance is the Rand study of federally funded change agent programs. In a summary of Volume 1 of the report of the study, Berman and McLaughlin (1974:4) state that:

. . . federal change agent policies . . . are temporary systems designed to work reform from within or through the existing educational system.

The Rand study, as reported by Berman and McLaughlin (1974; 1976), is the only study known to this author which has dealt specifically with the problem of implementation of temporary system policies or, in the terms of the preceding discussion regarding temporary subsystems, action decisions. As such, the approach and findings of the Rand study become particularly important to this study.

Rand Study of U.S. Change
Agent Programs

The Rand Corporation, under the sponsorship of the U.S. Office of Education, conducted a several-year study of four federally funded programs which were designed to introduce and spread innovative practices in public schools through the provision of temporary (three to five years) funds. The four programs analyzed were: the Elementary and Secondary Education Act, Title III, Innovative Projects; the Elementary and Secondary Education Act, Title VII, Bilingual Projects; Vocational Education, Part D, Exemplary Programs; and the Right-to-Read Program. The total annual funding for these four programs in terms of 1974 costs, was \$223 million. The Rand study's major question was: What is the usefulness of the federal efforts to promote innovation in schools and the prospects for reform? The Rand study surveyed 293 projects in 18 states, and conducted 1735 interviews at all levels in the school districts. The survey and interviews sought to identify factors which influence the outcomes of projects. The information derived from the survey and interviews was analyzed using factor analysis and multiple regression. The findings of the first year of the study are set forth in a five volume report and more concisely in an article by Berman and McLaughlin (1976a).

In the most general terms, "the change-agent study concluded that successful implementation is characterized by a process of mutual adaptation" (Berman and McLaughlin, 1976b:340). Mutual adaptation defines a process wherein the project design, the institutional setting and individual participants will all adapt or change mutually as the project progresses. Alternatively, less successfully implemented projects will be characterized by cooptation or non-implementation. Cooptation defines a process wherein the project design adapts, but no evident changes occur on the part of the institutional setting or participants. Non-implementation describes projects which were ignored by project participants or which broke down during implementation. One qualification must be made regarding the view that "successful implementation is characterized by a process of mutual adaptation." Berman and McLaughlin (1976a:353) state that where problem-solving attitudes and commitment existed, mutual adaptation occurred. Therefore, the possibility exists that problem-solving attitudes and commitment may be a necessary condition for mutual adaptation to occur.

The theoretical approach utilized by the Rand study as reported by Berman and McLaughlin (1976a) necessitated an identification of factors affecting implementation and the identification of measures of effectiveness of a project's implementation. The conceptual framework developed for the study can be refined and modified as a result of the findings of the study. The modified conceptual framework is outlined in Figure 2.4.

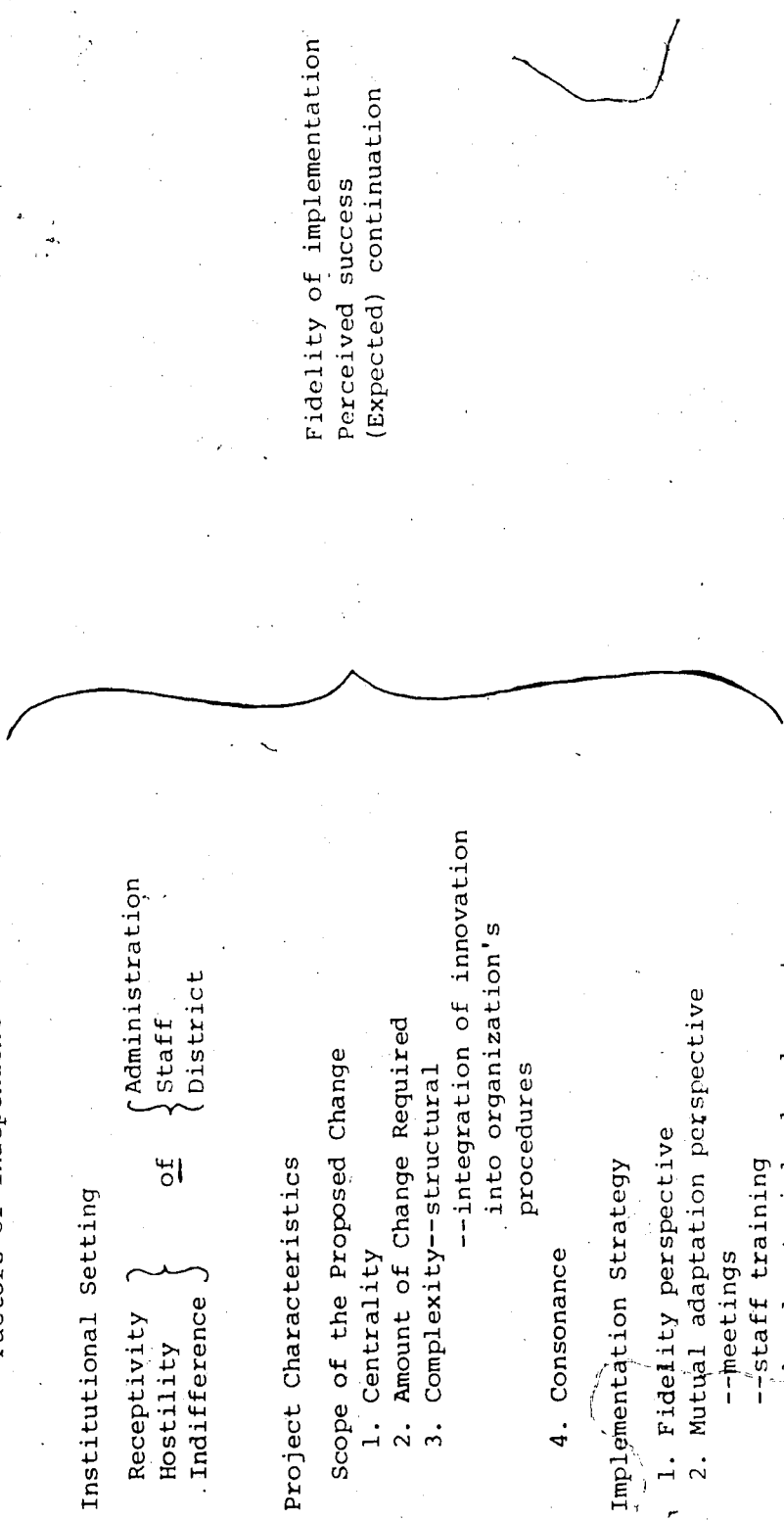


Figure 2.4

Factors That Can Affect Implementation

Source: Adapted from Berman and McLaughlin, 1976:335.

Factors Affecting Implementation

The outcomes of action decisions are largely determined by an interplay among the institutional setting, the characteristics of the project, and the implementation strategy.

Institutional setting. A receptive institutional setting is a necessary condition for effective implementation. Implementation will be difficult in a hostile or indifferent setting. An effective implementation strategy will take advantage of institutional support by engaging the support and commitment of staff and administrators through the implementation strategies.

Project characteristics. The substance and scope of the proposed change had a direct effect upon successful implementation. Projects which were central to the solution of a distinct problem were more likely to be implemented. Projects requiring extra effort on the part of participants were generally more difficult to implement and generally did not adhere to the initial project design. Projects which were structurally complex required extensive coordination and often broke down. Projects which were disruptive of existing organizational procedures and routine were less likely to be implemented unless active support of organization members existed. Projects with values and goals which were consonant with those of the participants were more likely to be implemented. The concept of "positive consensus" in the linkage section of this chapter encompasses this latter concept.

Implementation strategies. An implementation strategy refers to the choices made by decision makers about how to implement "action

decisions." In general, the Rand study (1974) concluded that successful implementation was characterized by mutual adaptation. Four key elements were identified in the Rand study which promoted mutual adaptation. These included frequent and regular meetings to plan adaptations to the project, extensive staff training, local development of materials to be used, and "critical mass." Critical mass means a mass of local support which establishes a "norm" of change rather than making project members seem to be deviant.

Measures of Implementation
Effectiveness

Berman and McLaughlin (1976a) identify four measures of effectiveness of a project's implementation which were used in the Rand study. The measures of effectiveness of implementation which Berman and McLaughlin (1976a:350-351) report are:

1. Perceived success: the relative extent to which project participants believed the goals were achieved.
2. Change in behavior: the type and extent of change in teacher and administrator as perceived by participants.
3. Fidelity of implementation: the extent to which the project was implemented as originally planned
4. Continuation: the extent to which the LEA (Local Education Authority) continued project activities after federal funds were withdrawn . . . continuation may represent in effect a local market test of the merit of the innovation.

Perceived success, fidelity of implementation and continuation were used in this study as measures of a project's implementation. The extent to which changes in the participants in the "project" were perceived to have been necessary was examined as an aspect of the Project Characteristics.

Implementation Processes and the Conceptual Framework

To the extent that action decisions of the collateral temporary subsystem are actually implemented, the temporary adaptive system achieves the third level of effectiveness (E_3 in Figure 2.1). As Fullan and Pomfret (1977:340) have noted:

. . . There are enormous definitional and methodological problems involved in considering which criteria to use to assess whether an innovation (action decision) has been implemented.

Nevertheless, the Rand study provides a useful approach to the implementation process through the mutual adaptation perspective of implementation. Three major factors which have an effect upon implementation are institutional setting, project characteristics, and implementation strategy. These factors were considered in this study as intervening variables relating action decisions to implementation.

Three variables from the Rand study were employed in this study to measure implementation. The three variables are perceived success, fidelity of implementation, and continuation.

CONCLUSION AND CONCEPTUAL FRAMEWORK

This chapter has identified the concepts and interrelationships of the concepts which are pertinent to this study and which have been schematically presented in Figure 2.1. Five areas of literature were reviewed in order to provide a background for the development of the conceptual framework. The five areas of literature reviewed were: organizational effectiveness; the systems perspective with particular emphasis upon adaptive subsystems; linkage systems; temporary systems; and implementation processes.

The adaptive capability of a permanent suprasystem, defined in terms of adaptive systems, is of critical importance for organizational effectiveness. However, little is known regarding the actual adaptive activities of an organization. This study was an attempt to conceptualize one type of adaptive activity of an organization--the temporary adaptive system. To the extent that a temporary adaptive system is capable of generating a strong temporary linkage subsystem, the temporary adaptive system can be considered to be effective to the first level of effectiveness (see E_1 of Figure 2.1). A strong temporary linkage subsystem will be characterized by high formalization, reciprocity, intensity, positive consensus, and functionality-over-time. To the extent that action decisions are generated by a collateral temporary subsystem, the temporary adaptive system can be conceived of as having achieved a second level of effectiveness (see E_2 of Figure 2.1). The effective development of action decisions by the collateral temporary subsystem can be assisted by well-defined task demands, adequate resources, facilitative processes, and a specific product. To the extent that action decisions are actually implemented, the temporary adaptive system achieves the third level of effectiveness (see E_3 of Figure 2.1). Implementation of action decisions is aided by a mutual adaptation perspective of implementation, project characteristics which are in sympathy with the suprasystem, and by receptivity in the suprasystem to the values expressed in the action decisions of the "project."

The following chapter details the study design, instrumentation, and methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This chapter, which outlines the design of the study, is divided into three sections: (1) research design, (2) instrumentation, and (3) research methodology.

RESEARCH DESIGN

Purpose of the Study

As stated in Chapter 1, the purpose of the study was to examine a limited number of temporary adaptive systems in three Alberta universities in order to explore the relationships between selected linkage, process and implementation variables and the effectiveness of the temporary adaptive systems.

To fulfil the study purpose it was necessary to complete the following tasks:

1. describe in detail the temporary adaptive systems with respect to the selected linkage, process, and implementation variables;
2. determine the effectiveness of each temporary adaptive system;
and
3. determine the relationships between the selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems.

Type of Study

As indicated in Chapter 1, the study was conceived to be descriptive and exploratory in nature. The study attempted to describe the characteristics of temporary adaptive systems as accurately as possible in order to achieve new insights into the composition and operation of temporary adaptive systems.

Generalizing Analysis

Lipset, Trow and Coleman (1970:169) state that:

When an empirical analysis of a single case (or, as in this instance, a series of cases) is to be carried out, it can be of either two general types, as follows:

- a) Description and explanation of the single case, to provide information concerning its present state, and the dynamics through which it continues as it does. This may be called a particularizing analysis.
- b) The development of empirical generalizations or theory through the analysis of the single case, using it not to discover anything about it as a system but as an empirical basis either for generalization or theory construction. This may be called a generalizing analysis

Both of these kinds of analysis have long and honorable traditions in the social sciences

In the present study the generalizing analysis has received the major emphasis. Although the emphasis has been on the extensive and more superficial examination of a number of cases, an attempt has been made by the researcher to retain as much as was feasible of the "rich" data which might have been obtained through the intensive analysis of a single case.

Research Variables

The major task of this study was to determine the relationship between selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems. From a review of the

literature a conceptualization of levels of effectiveness of a temporary adaptive system was developed and selected variables which would contribute to each level of effectiveness were identified. A summary of the levels of effectiveness and the contributory variables is presented in Figure 3.1.

Level 1 of temporary adaptive system effectiveness occurs if a strong temporary linkage subsystem is generated. Five linkage variables of formalization, intensity, reciprocity, positive consensus, and functionality-over-time constitute the linkage subsystem. Level 2 of temporary adaptive system effectiveness occurs if action decisions are developed by the actual, collateral temporary subsystem (Committee). The major intervening variables which may affect the development of action decisions by the actual, collateral temporary subsystem (Committee) are well-defined task demands, adequate resources, facilitative processes, and a specific product. Level 3 of temporary adaptive system effectiveness occurs if the action decisions of the actual, collateral temporary subsystem (Committee) are implemented. The major intervening variables which may affect the implementation of action decisions will be institutional setting, project characteristics, and implementation strategy. The major variables for the determination of implementation are perceived success, fidelity of implementation, and continuation.

Respondents

The respondents in the study primarily were those persons who were members of the seven Committees which were the focus of this study. Also included as respondents were any persons identified as "knowledgeable" regarding the Committee by a number of committee members. The total respondent population was 51 of whom 45 were Committee members.

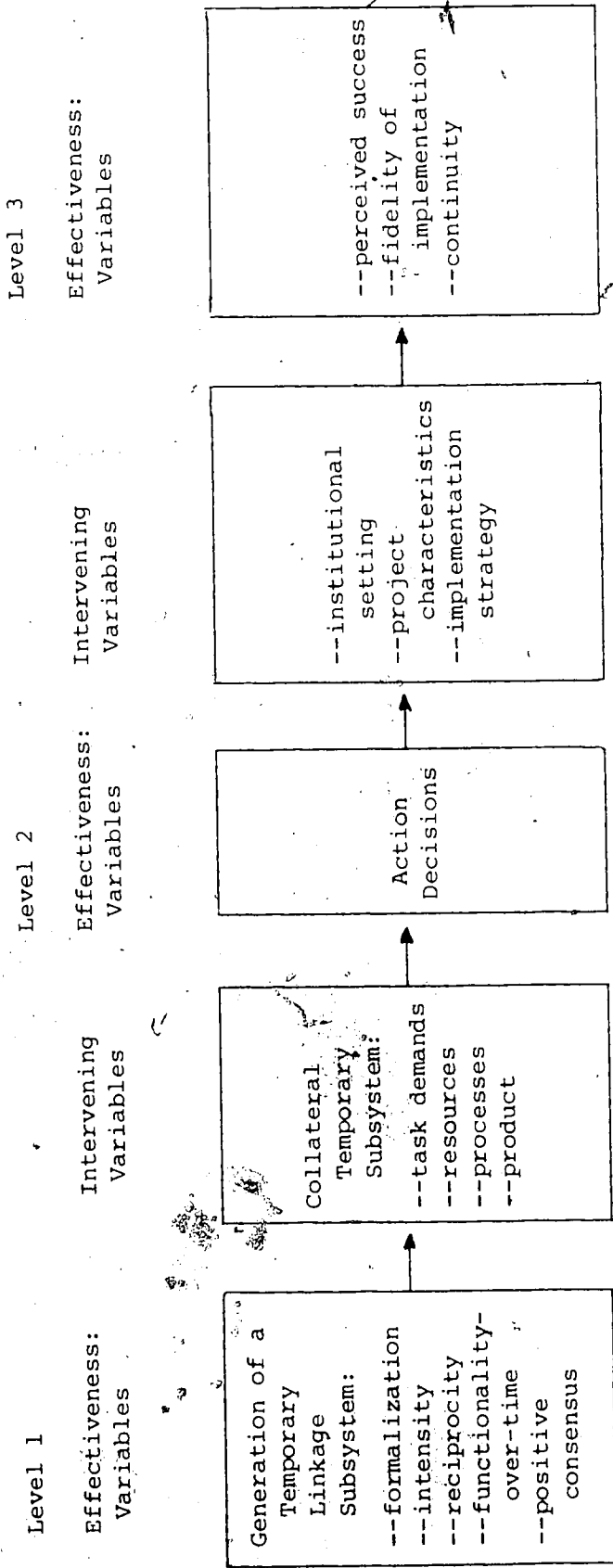


Figure 3.1
 Variables Identified as Potentially Critical to the
 Effectiveness of a Temporary Adaptive System

INSTRUMENTATION

Fullan and Pomfret (1977:365-367), in discussing the measurement of the effectiveness of implementation note that the major methodological techniques employed in the measurement of implementation effectiveness were observational techniques, focused interview, questionnaires and content analysis of documents. In this study, three methods were utilized. A questionnaire (Appendix A) was the primary data collection method. The questionnaire was used to gather quickly and easily the perceptions of respondents regarding the variables pertinent to the study. A secondary data collection method was the semi-structured interview (Appendix B). The semi-structured format was used by the researcher to validate, qualify and/or extend the data obtained through the questionnaire. The semi-structured format also permitted the researcher to ask open-ended questions which resulted in some serendipitous findings. Analysis of documents was accomplished to provide background materials for each Committee and to validate questionnaire and interview data.

Questionnaire

A questionnaire was utilized in this study to measure respondents' perceptions of the selected variables in the study. A search of available instrumentation revealed that some previously validated instruments were available. This search revealed that Andrews (1978) had developed and validated a questionnaire/interview approach regarding linkage dimensions. The Hopkirk (1977) study utilized a questionnaire/interview approach regarding the effectiveness of the temporary systems (Committees). The Rand Change Agent Study (1974) utilized a questionnaire/interview

approach regarding implementation of temporary system decisions. However, none of the instruments appeared appropriate for the purposes of this study although selected items were appropriate. Therefore, the researcher developed both a questionnaire and an interview schedule specifically for this study.

In the development of the questionnaire, the researcher identified an initial pool of items regarding linkages, Committee processes, implementation and effectiveness. Once the pool of items had been checked for content validity, a pilot questionnaire was developed. Based on the pilot study, a revised and final questionnaire was developed.

The questionnaire (Appendix A) was highly structured with respondents asked to select answers from a range of responses for each item. In the first of three sections of the questionnaire, entitled Linkage Activities, information was solicited regarding the nature of the relationships which existed between the Committee and the Faculty. In the second section, entitled Committee Processes, information was sought regarding the processes of the Committee. In the third section, entitled Implementation, respondents were invited to provide information regarding the actual use made within Faculty of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations.

The questionnaire required 44 responses. The questionnaire was administered to 54 respondents, all of whom returned the questionnaire. Of the 54 questionnaire returns, 51 were usable.

Interview

As noted earlier in this chapter, the interview schedule (Appendix B) was semi-structured. In each interview, respondents were asked initially to criticize or clarify items of the questionnaire. Then each respondent was asked a series of questions which were intended to verify and extend information provided in the questionnaire. Attempts were made by the interviewer to elicit in-depth responses for each of the interview questions by pursuing the lines of thought which were stimulated by the questions. In order to permit this, the order of questioning differed slightly from interview to interview.

Pilot Studies

The instrumentation for the study was subjected to two pilot tests utilizing members of Committees other than those in the actual study. The first pilot study included members of a Committee in one of the Faculties of Education in the study. Questionnaires and interviews were used with this sample and the data reviewed with the intention of determining areas where the instrumentation and data collection techniques might be improved. The following outcomes resulted from the first pilot study:

1. The period of time on which the study was focused was revised to cover January, 1975 to December, 1976 rather than the time period originally selected which was January, 1973 to December, 1975. This was done because members of the pilot study seemed to have a great deal of difficulty recalling events associated with their Committee, which had been active during the former time period. During the pilot run interviews, a number of respondents stated, "it happened so long ago."

2. The method of Committee selection was revised since the first pilot study failed to identify successfully the Committees which were intended to produce action decisions.
3. Changes were made in the questionnaire and in the interview schedule to improve clarity, to delete redundant items, and to modify the format.
4. The questionnaire/interview format was confirmed as an appropriate and manageable strategy.

The second pilot study was believed to be necessary to determine further the areas where instrumentation and data collection techniques might be improved. The second pilot study was conducted in the same Faculty of Education in which the first pilot study was conducted and included nine members of Committees which were functioning between January, 1975 and December, 1976. The following outcomes resulted from the second pilot study:

1. The problem of "memory fade" was reduced.
2. The method of Committee selection was successful.
3. The instruments were clearer and less redundant than the instruments used in the first pilot.
4. The method of administering the instruments was reconfirmed as appropriate and manageable.

Validity

Fox (1969:367) defines validity as ". . . the extent to which the procedure . . . measures what it seeks to measure." Isaac and Michael (1978:82) identify three types of validity: content, criterion-related, and construct.

Content validity. Isaac and Michael (1978:82) claim that content validity asks the question: "How well does the content of the test sample the kinds of things about which conclusions are to be drawn?" Thus, as Kerlinger (1973:458) notes, content validation is essentially judgments.

All the questions and items included in the questionnaire and interview schedule were developed directly from the literature pertinent to the study. Thus the source of the questions and items should have established a preliminary level of content validity prior to the examination by the three judges.

In order to obtain further content validation, the researcher submitted a preliminary form of the proposed questionnaire to a panel of three judges who were Faculty members of one of the Faculties of Education in the study. Each judge was familiar with the intent of the study. On the proposed questionnaire, the variables that each item was supposed to measure were identified. The judges were directed, in a covering letter,

. . . to examine each item in detail in order to judge whether or not the items actually will attract relevant and useful data pertinent to this study. In essence, I am asking you to assist me in validating the content of the questionnaire. Please identify items which are unclear or ambiguous, irrelevant or redundant, do not have appropriate response categories, or exhibit bias. If there are items which you believe should be added, please state them.

On the basis of the comments of panel members, revisions to the instruments were undertaken in preparation for further content validation through the use of the pilot studies.

The research methodology encouraged further content validation. The researcher encouraged respondents at the time of the interviews to clarify the intent of difficult questions. This procedure was intended

to improve the content validity of the instruments. Content validity was enhanced further by collecting data from all members of the Committees in the study.

Criterion-related validity. Isaac and Michael (1978:82) claim that criterion-related validity asks the question, "Does the test compare well with external variables considered to be direct measures of the characteristic or behavior in question?" To some extent, criterion-related validity was established by comparing the results of the questionnaires and interviews with available documents and other evidences of the Committees' work. Attempts to establish criterion-related validity were limited primarily to implementation aspects of the study although some evidence was gathered with reference to linkage and Committee processes.

Construct validity. Isaac and Michael (1978:82) claim that construct validity asks the question, "To what extent do certain explanatory concepts or qualities account for performance on the test?" Kerlinger (1973:466) states that "In a sense, any type of validation is construct validation" so that all of the foregoing methods of establishing content and criterion-related validity also are efforts to establish the validity of the total construct. In essence, this total study should be considered as an effort at construct validation.

Reliability

Kerlinger (1973:443) defines reliability as ". . . the accuracy or precision of a measuring instrument." Popham (1975:117-120) identifies four general procedures used to supply estimates of test reliability.

One procedure is to test and retest an examined person's or group's performance over a period of time using a test on two separate occasions, and then calculating a correlation coefficient. This procedure is labelled the test-retest estimate of reliability. A second procedure is an equivalent method which "involves giving two forms of a test . . . to the same group of persons on the same day, then correlating the results" (Popham, 1975:118). A third procedure joins the equivalence and test-retest methods by administering equivalent forms of a test to the same group with a period of time between administrations. All of the preceding methods of establishing reliability require two testing sessions. The fourth method of establishing reliability is to use one of a number of internal consistency techniques.

Two tests of reliability were used in this study: a test-retest method and an internal consistency method known as the odd-even split-half coefficient technique. As part of the second pilot study, nine members of Committees which existed between January, 1975 and December, 1976 in one of the Faculties of Education in this study were asked to answer the questionnaires. One week later, each respondent was asked to fill in the questionnaire again with regards to the same committee. All respondents filled in and returned the questionnaire on the second occasion. A two-tailed "t" test was used for comparing the results of the first and second administrations of the test. At the .05 level of significance, three items were significantly unreliable.

The second reliability test performed was that of assessing internal consistency. The odd-even split-half coefficient technique was used. The split-half technique (Popham, 1975:118):

. . . involves dividing a test into two equal halves, ordinarily by treating the odd then the even items as though they constituted separate tests. The total test is administered to a group of individuals, then their two subscores . . . are correlated. The resulting correlation coefficient is considered an estimate of the degree to which the two halves of the test are performing their functions consistently.

Using this approach and the Spearman-Brown prophecy formula, an estimate of the reliability of the full length test was made. Each section of the instrument was tested separately. All three sections of the questionnaire had a reliability coefficient of .79 or better. The overall reliability of the instrument, using the KR-20 formula, was .85.

Items which were weak were revised in line with comments and suggestions made by the respondents at the time of the pre-test. The revised questionnaire was then used in the main study.

RESEARCH METHODOLOGY

General Research Approach

Permission to conduct the study was secured through contact with the Deans of the Faculties of Education in Alberta. Dean W.H. Worth, of the Faculty of Education at the University of Alberta, provided a preliminary explanation of the study to the other two Alberta Deans of Education at a meeting of Alberta Deans of Education held in late September, 1978. All three Deans granted permission for the study to be conducted in their Faculties. A follow-up telephone call to each Dean was made to confirm the granting of permission and to outline briefly the needs of the researcher pertaining to the study and to request the name of a person within the Faculty who would be responsible for assisting with the identification of two to three suitable Committees in each Faculty. Contact persons were identified within each Faculty.

In October, 1978, the researcher made a preliminary visit to the three Faculties to examine the Faculty of Education Council Minutes spanning the time period from January, 1973 to December, 1977. The purpose for the examination of Faculty of Education Council minutes was to identify ad hoc committees, task forces or projects which might possibly be used as the foci for the study. Although the study was delimited only to the time period of January, 1975 to December, 1976, the examination of Faculty of Education Council minutes before and after was needed in order to provide a context for the formation, activities and termination of the Committees. From this perusal of Faculty Council minutes, three Committees were identified at the University of Alberta's Faculty of Education, 11 Committees at the University of Calgary's Faculty of Education, and three at the University of Lethbridge's Faculty of Education.

A letter (Appendix C) then was written to each Dean or his designate. The letter was a request for each Dean or his designate to select from the above-mentioned list of Committees within his Faculty of Education those Committees which were deemed to have been struck to provide "action recommendations" for the respective Faculties, and which they viewed were "important" and "effective" committees. Two such committees were identified for the University of Alberta's Faculty of Education; two committees were identified for the University of Calgary's Faculty of Education; and three committees were identified for the University of Lethbridge's Faculty of Education.

Once the Committees were selected, the researcher obtained copies of minutes, documents and reports pertinent to each committee. Members

of each committee were identified as the preparatory step to data collection which was the next stage of the study.

Data Collection

During late November and December, 1978, a questionnaire was personally delivered to each respondent. Respondents were asked to have the questionnaire completed prior to the interview. In most instances, a time for questionnaire pick-up and the follow-up interview was specified at the time of questionnaire delivery. Interviews were usually 30 minutes in duration although some varied by ten minutes in either direction. All interviews were conducted privately and in person by the researcher. Interviews were tape recorded and subsequently transcribed. Analysis of the interviews was done using the transcribed version.

Interview and questionnaire data were treated confidentially and anonymously. Additional data were extracted from appropriate documentation pertinent to each Committee. These data related mainly to the historical setting of the Committee and to the action decisions taken by the Committee. Concrete evidence of implementation of Committee "action decisions" was sought and, if present, was noted.

Data Analysis

Each item of the questionnaire used to gather data for the study had five response categories. Mean scores and standard deviations were computed for each item. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

The standard deviation was used in this study to indicate the level of agreement among respondents regarding any particular item. Based upon a cursory examination of the data prior to extensive analysis, a standard deviation of 1.0 or less was selected as indicative of a reasonable level of agreement since it represents a clustering of responses within three response categories on the scale. Nevertheless, some cautionary remarks are necessary regarding the use of standard deviations in this study. First, the standard deviations have been used to provide "indications" of agreement. However, they also have been treated with circumspection and liberal interpretation. As Kerlinger (1973:107) notes:

. . . Calculate statistics and act as though they were "true", but always maintain a certain reserve toward them, a willingness to disbelieve them if the evidence indicates such disbelief.

Secondly, in any one Committee the level of disagreement among respondents regarding particular items or blocks of items may appear important enough to modify the impact of or even disqualify the findings for particular

items. Whether or not the data were treated as unreliable was dependent upon the discretion of the researcher in light of other evidence. However, when these same data were aggregated across the Committees, the less reliable responses were assumed to be balanced by more reliable responses on the same item in another Committee. Kerlinger (1973:311), in a discussion of error variance, indicates that such an assumption can be made since random, uncontrolled fluctuations tend to be self-compensating. Thus the aggregated values tend to be more reliable than the values found in the separate Committees.

The complexity of the interrelationships among the variables in the study necessitated an aggregation and comparative technique. Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores for the items and dividing by the number of respondents to achieve a score for the variable. The scores for the variables were then aggregated, with the exception of the aggregated effectiveness score, to form a composite variable score. The response category range in which the composite variable score fell was then compared to the response category range in which the aggregated effectiveness score fell. If the two scores fell within the same range, there was a positive relationship and the construct of the study was substantiated; if the scores did not fall within the same range, the construct of the study was unsubstantiated.

In order to further confirm or reject the findings developed using the aggregation and comparative technique, the data were subjected to further analysis. Techniques employed in further analysis were rank-ordering, F-test for significant differences, correlations, and exploratory factor analysis.

Data Presentation

Data are presented in the following chapters using the conceptual framework developed in Chapter 2 and outlined in brief form in Figure 2.1. Each of seven committees is described in the following seven chapters according to the selected linkage, process and implementation variables. As well, each Committee's effectiveness is identified. For each Committee a discussion of the relationships of the selected variables to effectiveness of the Committee is provided. In the final chapter, the seven Committees are compared and a generalizing analysis is used to summarize the relationships of the selected variables to the effectiveness of Committees.

SUMMARY

The research design and methodology of the study were presented in this chapter. The purpose of the research was to examine seven "ad hoc committees" in three Faculties of Education in Alberta in order to explore the relationships between selected linkage, process and implementation variables and the effectiveness of the "ad hoc committees."

Data were collected using a questionnaire designed for the study. A semi-structured interview was used to follow-up the questionnaire and to verify and extend information obtained from the questionnaire. Document analysis was used to provide background data and validate questionnaire and interview data. Respondents were members of the Committees and other "knowledgeables" identified by a number of Committee members.

Techniques employed in the analysis of data were an aggregation

and comparative technique, rank-ordering, significant differences, correlations, and exploratory factor analysis.

CHAPTER 4

EARLY CHILDHOOD COMMITTEE

This and the following six chapters present the findings for each of the Committees in the study. The Committees are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Early Childhood Committee of the Faculty of Education at the University of Calgary. The chapter is divided into six major sections: background information on the Early Childhood Committee, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from the Faculty of Education Council minutes and by means of questionnaires and interviews with the five members of the Early Childhood Committee. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five response categories. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";

- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.2 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a score for the variable.

BACKGROUND

The Early Childhood (EC) Committee was composed of three members, plus one other person who was a member of the report writing team. One additional member joined the EC Committee part way through the term of the Committee.

The EC Committee was established by the Faculty of Education Council (FEC) in October, 1974 to review, refine and update an earlier proposal for an Early Childhood Program at the University of Calgary. All members of the EC Committee perceived the Committee to have been struck to provide action recommendations for FEC. In carrying out its purpose, the EC Committee completed a number of tasks as outlined in its Report (April 28, 1975:6):

The Curriculum Planning Committee of the Faculty of Education established a sub-committee to prepare a proposal for a new programme in the fall of 1974. This committee prepared an outline for developing courses which would prepare students for the new programmes. Each department in the Faculty of Education was asked to react to the general proposal.

Meetings were held with departmental representatives from other Faculties to discuss the kinds of contributions they might make in designing new courses or cooperating with other departments in offering integrated courses. Suggestions were considered and, where possible, were incorporated into a revised proposal. A draft of a brief was prepared and returned to each department for consideration with a request to prepare a topical outline of each new course to be offered. After further discussion, a final draft of the brief (was) prepared for submission to the Curriculum Planning Committee who, in turn, prepared recommendations for Faculty of Education Council, General Faculties Council and the Department of Advanced Education.

The first draft of the EC Committee Report was presented to FEC in May, 1975. The Report was accepted by FEC in October, 1975 and forwarded to General Faculties Council (GFC). The Report was tabled by GFC pending the March, 1976 Report of the Presidential Task Force to Assess and Evaluate the Faculty of Education. Subsequently, the EC Committee Report was returned from GFC to the FEC for further examination by another FEC Committee. A report by the second Committee was forwarded to GFC and was awaiting review by the GFC at the time that data for the present study were being collected.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the EC Committee and the Senior Administration, as well as between the EC Committee and the Faculty-at-large. The effectiveness of the linkage activities of the EC Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity,

positive consensus, and functionality-over-time. Table 4.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The means of the two items then were averaged to provide an aggregate score for the variable.

As indicated by the mean of 2.8 for the first item in Table 4.1, detailed written terms of reference were perceived on the average to exist for the Committee "to some extent." However, the perceptions of respondents differed considerably in relation to this item as evidenced by the responses which ranged from "to a great extent" to "to a very small extent or not at all." Other evidence obtained from an appendix of the Report of the Curriculum Planning Committee for Faculty of Education Council (FEC Meeting No. 31, March 11, 1975) entitled "Existing Committees and Sub-committees of the Curriculum Planning Committee" outlined the written terms of reference of the EC Committee as follows:

Focus: C.P.C. (Curriculum Planning Committee) was of the opinion that the previous proposal entitled ". . ." required review, refinement, and updating. This task will be attempted by the following ad hoc committee: (three Faculty members were identified).

Table 4.1

Respondents' Perceptions Regarding Linkages of the EC Committee

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
<u>Formalization</u>											
-formal agreements	1	1	1	2	0	1		2.8	1.5	2.1	
-coordination	3	3	2	0	0	0		1.4	0.5		
<u>Reciprocity</u>											
-definitional	2	0	2	1	0	2		3.4	1.5	3.4	
<u>Intensity</u>											
-meetings	4	0	5	0	0	0		2.0	0.0		2.7
-with Senior Administration or FEC	5	0	0	2	0	2	1	4.0	1.2	3.2	
-with Faculty	7	0	3	1	0	0	1	2.3	0.5		
-resource commitment	9	0	0	1	1	2	1	4.3	1.0		
Positive Consensus	10	0	3	1	0	0	1	2.3	0.5	2.3	
<u>Functionality-over-time</u>											
General Effectiveness of Linkages	11	0	2	2	0	0	1	2.5	0.6	2.5	
<u>General Effectiveness of Linkages</u>											
-with Senior Administration or FEC	6	0	1	2	0	1	1	3.3	1.3	3.1	
-with Faculty	8	0	1	3	0	0	1	2.8	0.5		

For the items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Thus, the task of the EC Committee was identified formally and the method of accomplishing the task was defined simply by its designation as an "ad hoc committee." Some of the resources, in terms of personnel, were mentioned. No other resources were specified. The expected product could be inferred from the above quotation; namely, the Committee was to produce a revised, refined and updated version of an earlier proposal. As one respondent noted: "The terms of reference were specified for the tasks, but not for resources, processes or expected product." Another member was totally unaware of any terms of reference. This second respondent stated: "There were no written terms of reference . . . (and) none were necessary."

As evident from the mean of 1.4 for Item 3 in Table 4.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the aggregate score of 2.1, was perceived by respondents to have existed "to a great extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 3.4 for Item 2 of Table 4.1, the terms of reference for the Committee were perceived "to some extent" to have been arrived at cooperatively by the Committee members and Senior Administration. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a great extent" to "to a very small extent or not at all."

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 assessed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 2.0 and the standard deviation of 0 for Item 4 in Table 4.1, all members of the Committee agreed that they met "to a great extent" from the time the Committee was founded until it was dissolved. Although the variance was great in the members' responses for Item 5, concerning the extent to which the Committee met with Senior Administration, on the average the members reported that they had met with Senior Administration (or FEC) "to a small extent." There was somewhat more agreement among members and a "higher" average rating given in relation to the communication with the Faculty-at-large; the mean of 2.3 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to a great extent." As evidenced by the mean of 4.3 for Item 9 in Table 4.1, the material resources to carry out the Committee tasks were perceived to have been

sufficient "to a very small extent or not at all." However, the standard deviation of 1.0 on this item indicates a wide variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 3.2 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to some extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.3 and standard deviation of 0.5 for Item 10 in Table 4.1, the Committee members appeared to agree strongly that the Faculty-at-large considered the task of the Committee to be worthwhile "to a great extent." As one respondent commented: "To pass through Faculty successfully, it (any recommendation or report) needs to have the support of Faculty." As mentioned earlier, the Report did pass through FEC and was forwarded to GFC. However, interviews with respondents qualified these perceptions. One respondent noted:

There was a great deal of involvement inside and outside of Faculty, but the involvement was limited to selected, representative persons who were interested in the task. People are prepared to listen, but the leadership and advancement of the program had to come from a few.

A second, in reference to an announcement of government funding for such programs which occurred about the time the EC Committee was meeting, stated that "It was important to Faculty because of the stimulus from

government." A third respondent further qualified the perception that there was positive consensus of Faculty-at-large and Committee by stating that "Some Faculty members thought other matters should be given priority. This is true of any issue." Thus the findings from the questionnaire are qualified somewhat by interview responses.

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 2.5 and standard deviation of 0.6 for Item 11 in Table 4.1, the Committee members appeared to agree strongly that the relationships between the Faculty and Committee remained active and functional "to a great extent" throughout the life of the Committee.

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large,

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then combined to provide an aggregate score for this variable.

As indicated by the mean of 3.3 for Item 6 in Table 4.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to some extent." However, as the standard deviation of 1.3 would indicate, the perceptions of respondents varied considerably regarding this item.

As evidenced by the mean of 2.8 for Item 8 in Table 4.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to some extent." The standard deviation of 0.5 would seem to indicate strong agreement among the respondents' perceptions. However, in later interviews, three of the five respondents qualified their views somewhat by noting that the linkages were primarily with concerned or committed persons and that there was a substantial "silent majority" of others with whom the linkages were virtually non-existent.

In the aggregate, effectiveness of linkages, as represented by the aggregate score of 3.1, was perceived by respondents to exist "to some extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was a mean of 2.1 which indicates that formalization existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the perceived score for formalization. The linkages between Senior Administration and the Committee were accomplished, at

least in part, by having one person serve in three roles: Associate Dean (Senior Administrator), chairman of the Committee, and chairman of the Curriculum Planning Committee (to which the Committee reported). Two members confirmed that this combined role facilitated the linkage relationship between the Committee and the Senior Administration. Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, the respondents held widely differing perceptions regarding the extent to which terms of reference existed. One respondent, as mentioned earlier, even went so far as to suggest that "There were no written terms of reference . . . (and) none were necessary." Thus, in summary, formalization existed "to a great extent" and the moderately high formalization score apparently was dependent, in large measure, on a very extensive (very high) relationship between the Senior Administration and the Committee rather than on any written terms of reference.

Reciprocity. The score for the reciprocity variable was a mean of 3.4 which indicates that reciprocity existed "to some extent." This means that "to some extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. Interviews which were held with Committee members subsequent to their completion of the questionnaire indicated that the terms of reference of the Committee were established primarily by the Associate Dean who later acted as Chairman of the Committee. In effect, the terms of reference were established prior to the official appointment of the Committee members and, as such, Committee members had

no formal input to the initial definition of the Committee's terms of reference. There may have been informal discussion between the Associate Dean and potential Committee members prior to the formal establishment of the Committee; however, none of the data provided verification of such an occurrence.

Intensity. The aggregate score for the intensity variable was a mean of 3.2 which indicates that intensity existed "to some extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of the human investment, a considerable investment of staff time was committed to the development of the Report. The Committee itself met once or twice a week for a period of one or two hours. The meetings were as short as they were because, as two respondents noted, one or two people did a great deal of work prior to the meetings. In addition, a number of meetings were held with departments within the Faculty and with some Faculties or departments outside the Faculty to discuss the Committee proposal. On the other hand, there was little material investment in the Committee's activities beyond the indirect costs which can be inferred for the cost of human labor. Thus, in summary, intensity existed "to some extent" and the modest intensity score probably was dependent, in large part, on an intensive investment of time by participating staff members.

Positive consensus. The score for the positive consensus variable was a mean of 2.3 which indicates that positive consensus existed "to a great extent."

Interview data, as noted previously, qualified this score somewhat

but did not contradict it. In general, positive consensus existed although there was not whole-hearted or unanimous support for the work the Committee was doing.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 2.5 which indicates that functionality-over-time existed "to a great extent." The explanation for this moderately high score may be related, in the judgment of the researcher, to the intensity variable and particularly to the level of human investment in the Committee.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 3.1 which indicates that linkage effectiveness existed "to some extent." Although respondents felt that Committee-Senior Administration linkages were effective "to some extent," subsequent interview data indicated that the respondents perceived less than total support for the Report from all of the Senior Administration, even though one of the Senior Administrators had served as Chairman of the Committee. One respondent suggested that the process of changing Deans had damaged the Committee-Senior Administration liaison because an outgoing Dean either cannot or will not force a program onto an incoming Dean; any interim or acting Dean will not promote a particular program; and a new administration may be initially cautious. The respondents, in general, believed that Committee-Senior Administration linkage effectiveness appeared to have resulted from the efforts of selected individuals, and from the dual roles of the Chairman-Associate Dean. The effectiveness of the linkages between the Committee and the Faculty-at-large was perceived by respondents,

in interviews, to have resulted mainly from the many meetings which were held by the Committee and the Faculty-at-large regarding the task of the Committee. Thus, in summary, linkage effectiveness existed "to some extent" and this moderate linkage effectiveness was dependent, in large measure, on the roles of selected individuals and on frequent meetings of the Committee with other involved parties.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus, and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.7 as noted in Table 4.1 is achieved. The linkage effectiveness score is 3.1. These two scores fall within the same range on the general response scale used in this study. Both scores would be considered to be moderate; the scores indicate that "to some extent" the linkage variables existed and that "to some extent" the linkage effectiveness existed. The concepts developed within the review of the literature regarding linkage activities would appear to be substantiated in this Committee: moderate levels for the aggregated linkage variables compare to a moderate level of linkage effectiveness.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 4.2 contains data pertaining to these variables. A further sub-section discusses the committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to be detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 1.6 for Item 12 in Table 4.2, the respondents perceived the task of the Committee to be complex "to a very great extent." As indicated by the mean of 2.0 for Item 13 in Table 4.2, the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." The mean of 2.0 for Item 14 in Table 4.2 indicates that the respondents perceived themselves to have been committed "to a great extent" to task completion within the designated timelines. The mean of 3.4 for Item 16 in Table 4.2 indicates that

Table 4.2
 Respondents' Perceptions Regarding Processes of the EC Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=5)					Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5				
<u>Task Demand</u>										
-goal definition	12	2	3	0	0	0	1.6	0.5		
-goal redefinition	13	0	4	0	0	1	2.0	0.0	2.3	
-time	14	1	3	1	0	0	2.0	0.7		
-separation	16	0	0	3	2	0	3.4	0.5		
<u>Processes</u>										
-high energy	15	3	2	0	0	0	1.4	0.5		
-procedures	17	0	4	1	0	0	2.2	0.4	2.0	
-equality: leadership	18	1	2	1	1	0	2.4	1.1		2.5
-equality:decision-making	19	2	2	1	0	0	1.8	0.8		
<u>Resources: Personnel</u>										
-previous experience	22a ²	1	1	0	1	1	3.0	1.8		
-expertise	22b	1	4	0	0	0	1.8	0.4		
-availability	22c	1	0	0	0	2	3.7	2.3	2.9	
-expressed interest	22d	1	1	0	1	1	3.0	1.8		
-representativeness	22e	1	1	0	2	0	2.8	1.5		
<u>Product</u>										
-report	20 ²	3	1	1	0	0	1.6	0.9	2.6	
-satisfactory recognition	23	1	0	0	3	1	3.6	1.5		
General Effectiveness of Processes	21	1	3	1	0	0	2.0	0.7	2.0	

¹ For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

Committee members perceived themselves to have been separated or detached "to some extent" from other members of the Faculty to accomplish the assigned task.

In the aggregate, task demands, as represented by the aggregate score of 2.3, were perceived by respondents to have existed "to a great extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 1.4 for Item 15 in Table 4.2 indicates that the members of the Committee were perceived to have exerted themselves "to a very great extent" to accomplish the assigned task. As evidenced by the mean of 2.2 for Item 17 in Table 4.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to a great extent." The mean of 2.4 for Item 18 in Table 4.2 indicates that, even though formal leadership in the Committee was created, "to a great extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. However, the perception of respondents seemed to differ considerably on this

item as evidenced in their responses which ranged from "to a very great extent" to "to a small extent." As indicated by the mean of 1.8 for Item 19 in Table 4.2, the respondents perceived that "to a very great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.0 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to a great extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using an item which had five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

As evidenced by the mean of 3.0 for Item 22a in Table 4.2, the respondents indicated that "about half" of the Committee members were selected for their previous Committee experience. However, the perceptions of respondents differed considerably on this item. The

mean of 1.8 for Item 22b in Table 4.2 indicates that "all" of the members were perceived to have been selected for their expertise in the designated task area. The mean of 3.7 for Item 22c in Table 4.2 indicates that "some" of the members were perceived by respondents to have been selected for their availability. However, the perceptions of respondents differed widely on this item. The mean of 3.0 for Item 22d in Table 4.2 indicates that "about half" of the members were perceived to have been selected for their expressed interest in the designated task area. Once again, however, the perceptions of the respondents differed widely. The mean of 2.8 for Item 22e in Table 4.2 indicates that "about half" of the members were perceived by respondents to have been selected for their representativeness of particular groups. The perceptions of respondents once again differed widely.

Physical resources such as funds, materials, equipment, release time, and/or facilities were previously described (Item 9) as having existed "to a very small extent or not at all" as part of the intensity linkage variable.

The aggregate score of 2.9 on this variable indicates that the resources of the Committee as perceived by Committee members might be described as being adequate.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the

extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 1.6 for Item 20 in Table 4.2, the respondents perceived that recommendations were produced by the Committee "to a very great extent." The mean of 3.6 for Item 23 in Table 4.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work. However, the perceptions of respondents differed considerably on this item.

In the aggregate, productivity, as represented by the aggregate score of 2.6, was perceived by respondents to have existed "to a great extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 2.0 for Item 21 in Table 4.2, the processes of the Committee were perceived to have been effective "to a great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.3 which indicates that the task demands existed "to a great extent." The task demands could be said to have been well-defined. The respondents, who were members of the Committee, deviated little from one another in their perception of the task demands. In particular, the respondents achieved consensus that they had been involved in a goal

redefinition. The unanimity of viewpoint among the respondents on this one item would suggest that it may have particular importance in terms of the task demands of this Committee. The nature of the importance of this item is unclear.

Processes. The aggregate score for the processes variable was a mean of 2.0 which indicates that processes were perceived to have existed and been facilitative "to a great extent." In the interviews, two respondents noted that one person "... simply did so much work that facilitated everything else for the Committee." Another respondent considered that "... getting people to work together successfully--to compromise and synthesize" was a significant success of the Committee. These two comments illustrate the facilitative nature of the processes which were perceived to have occurred within the Committee.

Resources. The aggregate score for the resources variable was a mean of 2.9 which indicates that the resources of the Committee as perceived by respondents might be described as being adequate. "All" of the members of the Committee were selected for their expertise in the designated task area. Other than this major reason for personnel selection "about half" of the members were perceived to have been selected because of their "previous Committee experience," their "expressed interest in the designated task area," and their "representativeness of particular groups." For some, "availability" was also a selection criteria. Thus, reasons for selection of personnel for a Committee can be viewed as the result of a combination of skills and circumstances attributable to those personnel. However, the key reason for selection is expertise in the designated task area.

Productivity. The aggregate score for the productivity variable was a mean of 2.6 which indicates that productivity was perceived to have existed "to a great extent." There was a major division between the two measures of productivity. As one respondent noted in an interview, the major success of the Committee was the production of "a program which was quite novel." There was reasonably strong agreement among respondents that they had been productive in terms of report producing. However, the production of satisfaction for members as a result of participation on the Committee was viewed very differently among members. One respondent went so far as to say there was "no visibility or recognition--no sense of satisfaction for a job well done." Thus, in summary, although the Committee was productive, its major productivity success was in the production of a report, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 2.0 which indicates that the process effectiveness existed "to a great extent." There was little deviation among respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes,

resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.5 as noted in Table 4.2 is achieved. The composite Committee Process Effectiveness score is 2.0 as noted in Table 4.2. Both the Committee Process Effectiveness score of 2.0 and the process variables composite score of 2.5 would be considered above average; the scores indicate that both the effectiveness score and the processes variables existed "to a great extent." The concept developed within the review of the literature regarding Committee processes would appear to be substantiated in this Committee: above average levels for the composite process variables compare to above average levels of Committee Process Effectiveness.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting and implementation effectiveness. Table 4.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Table 4.3

Respondents' Perceptions Regarding Implementation of
EC Committee "Action Decisions"

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=5)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5				
<u>Implementation Strategy</u>										
-political feasibility	24	0	3	2	0	0	2.4	0.5		
-economic feasibility	25	3	1	1	0	0	1.6	0.9		
-alternative implementation methods	26	0	2	1	1	1	3.2	1.3	3.0	
-adaptation	27	1	2	1	1	0	2.4	1.1		
-staff training	28	0	1	0	0	4	4.4	1.3		
-local development of materials	29	0	0	2	1	2	4.0	1.0		
<u>Project Characteristics</u>										
-coordination	30	0	3	0	0	2	3.2	1.6		2.9
-change regulations or procedures	31	0	1	3	0	1	3.2	1.1	3.6	
-amount of behavior change	36 ²	0	0	0	3	2	4.4	0.5		
<u>Institutional Setting</u>										
-Senior Administration	35a ³	0	3	1	1	0	2.6	0.9		
-academic staff	35b	0	3	2	0	0	2.4	0.5		
-students	35c	3	2	0	0	0	1.4	0.5	2.1	
-Teachers' Association	35d	0	5	0	0	0	2.0	0.0		
-Trustees' Association	35e	0	3	1	0	0	2.3	0.5		
-Depts. of Education	35f	0	5	0	0	0	2.0	0.0		

Table 4.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=5)					Mean Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5			
<u>Measure of Implementation Effectiveness</u>									
-mutual adaptation	32	0	3	1	0	1	2.8	1.3	
-perceived success	33	0	0	0	2	3	4.6	0.5	4.1
-continuation	34	0	0	0	0	4	5.0	0.0	

¹For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very Hostile.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

As evidenced by the mean of 2.4 for Item 24 in Table 4.3, the respondents perceived the Committee as having assessed the political feasibility of implementing recommendations "to a great extent." The mean of 1.6 for Item 25 in Table 4.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to a very great extent." As indicated by the mean of 3.2 for Item 26 in Table 4.3, the respondents perceived the Committee as having developed alternative methods for implementing its recommendations. However, the perceptions of the respondents ranged widely from "to a great extent" to "to a very small extent or not at all" on this item. The mean of 2.4 for Item 27 in Table 4.3 indicates that the Committee members perceived that the members of Faculty met "to a

great extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. However, as the standard deviation of 1.1 would indicate, the perceptions of respondents varied considerably regarding this item. As evidenced by the mean of 4.4 for Item 28 of Table 4.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means to acquaint themselves with Committee recommendations "to a very small extent or not at all." However, as the standard deviation of 1.3 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 4.0 for Item 29 of Table 4.3 indicates that the members of the Faculty-at-large were perceived as having been provided the means to develop materials or aids "to a small extent" to carry out some aspects of the recommendations of the Committee. However, the perceptions of the respondents varied considerably from "to some extent" to "to a very small extent or not at all" on this item.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregate score of 3.0, was perceived by respondents to have existed "to some extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or

procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 3.2 for Item 30 in Table 4.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large. However, as the standard deviation of 1.6 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 3.2 for Item 31 of Table 4.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to some extent." However, the perceptions of respondents varied from "to a great extent" to "to a very small extent or not at all" regarding this item. As indicated by the mean of 4.4 for Item 35 of Table 4.3, the respondents perceived that changes in Faculty occurred for "none."

In the aggregate, the project characteristics, as represented by the aggregate score of 3.6, were perceived by respondents to have affected the implementation of EC Committee action decisions "to a small extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item which had six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured

receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the means of 2.6 for Item 35a in Table 4.3, the respondents indicated that Senior Administration was "receptive" to the recommendations of the Committee. The mean of 2.4 for Item 35b in Table 4.3 indicates that the academic staff were perceived by the respondents to be "receptive" to the Committee recommendations. As indicated by the mean of 1.4 for Item 35c in Table 4.3, the students were thought to be "very receptive" to the recommendations of the Committee. The mean of 2.0 for Item 35d in Table 4.3 indicates that the Teachers' Association was viewed by the respondents to be "receptive" to the recommendations of the Committee. As evidenced by the mean of 2.3 for Item 35e in Table 4.3, the Trustees' Association was seen by respondents to be "receptive" to the recommendations of the Committee. The mean of 2.0 for Item 35f indicates that the respondents believed the Departments of Education and Advanced Education and Manpower to be "receptive" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the averaged means of the foregoing items, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness

variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 2.8 for Item 32 in Table 4.3, the Committee recommendations were perceived by respondents to have been modified "to some extent" during the time of implementation. However, as the standard deviation of 1.3 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 4.6 for Item 33 in Table 4.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to a very small extent or not at all." The mean of 5.0 for Item 34 in Table 4.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to a very small extent or not at all."

In the aggregate, implementation effectiveness, as represented by the aggregate score of 4.1, was perceived by respondents to have existed "to a small extent."

Discussion of Implementation Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 3.0 which indicates that "to some extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that, in general,

the members agreed on the extent to which the Committee had considered political and economic factors in implementing the Committee recommendations. The wide variety of meetings with Faculty-at-large in the developmental stages of the program proposal was a "political" move intended to coopt or forestall any potential Faculty resistance. The Report itself contained a Provisional Budget which defined the various stages of planning, course implementation, practicum, and final evaluation.

However, respondents differed considerably in their perceptions regarding other aspects of implementation strategies. In the interviews, two respondents noted that items relating to implementation strategy were answered in reference to what occurred before the report was presented to FEC. The ratings of these respondents regarding implementation strategies were higher than the ratings by the three other respondents since members of Faculty were provided ample opportunities to modify and adapt the prepared program and to acquaint themselves with the proposal before it went to FEC. These two respondents perceived the mutual adaptations to have occurred prior to implementation. As such, the prior mutual adaptation may be more appropriately considered as part of the Committee processes rather than of the implementation activities. The other three respondents reacted to questionnaire items as they were stated, which means they referred to implementation strategies after the presentation of the Report. The ratings of these three respondents regarding implementation strategies were lower than the ratings by the previously mentioned two respondents since the Report findings have not been implemented.

A clearer perception of the implementation strategies can be obtained by considering as less reliable all items where the standard deviation is greater than 1.0. A rationale for choosing a standard deviation of 1.0 was presented in Chapter 3. By this standard, only Items 24 and 25 can be treated as highly reliable. As evidenced by the mean of 2.4 for Item 24 in Table 4.3, the Committee assessed the political feasibility of implementing its recommendations as having occurred "to a great extent." The mean of 1.6 for Item 25 in Table 4.3 indicates that the Committee assessed the economic feasibility of implementing its recommendations as having occurred "to a very great extent." Less agreement occurred among respondents regarding the extent to which the Committee considered such things as alternative implementation methods (Item 26), Faculty adaptation and modification of materials (Item 27), staff training regarding the EC recommendations (Item 28), or local development of materials by Faculty (Item 29). In general, the Committee assessed the political and economic feasibility of implementing its recommendations but considered no other variables in terms of implementation strategies.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 3.6 which indicates that "to a small extent" the implementation was viewed as having been affected by the substance and scope of the changes proposed by the Committee action decisions. However, about half of the respondents reacted to the questionnaire in terms of what might have happened if the recommendations of the Report had been implemented. Thus the differences in response to the project characteristics items may be attributed to differences between

those who responded to what would have been necessary if the Report had been implemented, and those who responded in the realization that the Report was not accepted.

A clearer perception of the project characteristics can be obtained by considering as less reliable all items where the standard deviation is greater than 1.0. By this standard only, Item 36 can be treated as highly reliable. As indicated by the mean of 4.4 for Item 36 in Table 4.3, respondents noted that changes in Faculty behavior occurred for "none" as a result of the action decisions generated by the Committee's Report. Any changes in Faculty behavior likely occurred before the Report was presented and were more a result of the interactive processes of the Committee rather than of effects from implementation. Less agreement occurred among respondents regarding the extent to which increased coordination was required (Item 30) or the extent to which changes in regulations or procedures were required.

Institutional setting. The aggregate score for the institutional setting variable was a mean of 2.1 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the EC Committee. All parties that may have been affected by the Committee's recommendations were receptive to the Committee recommendations except for Senior Administration. No reason for the perceived indifference of the Senior Administration could be identified. However, the process of changing Deans, which happened about the same time, may have had some effect.

Implementation effectiveness. The aggregate score for implementation effectiveness was a mean of 4.1 which indicates that implementation

effectiveness existed "to a small extent." However, some wide differences in perception can be discerned regarding the effectiveness of the implementation. As discussed in earlier portions of the discussions of the findings in this chapter, the differences in perceptions may be attributable to differences between those responding to items with reference to what might have been and those responding to what actually did happen.

A clearer perception of implementation effectiveness can be obtained by considering as less reliable all items where the standard deviation is greater than 1.0. By this standard, only Items 33 and 34 can be treated as highly reliable while Item 32 cannot. As evidenced by the mean of 4.6 for Item 33 in Table 4.3, the recommendations of the Committee were perceived by respondents to have been implemented "to a very small extent or not at all." The mean of 5.0 for Item 34 in Table 4.3 indicates a consensus by respondents that none of the changes proposed by the Committee have been continued within the Faculty. Less agreement occurred among respondents regarding the extent to which modifications were made to Committee recommendations during implementation (Item 32). In general, implementation did not occur. Why has non-implementation occurred?

Non-implementation was perceived by respondents to have resulted from what one respondent called "politics and timing." The "politics" appears to have involved forces which were external to the Faculty. One respondent stated that "there was blocking outside Faculty; inside Faculty there was no great arm waving, but it was passed." The same respondent claimed that:

. . . A couple of Faculties took exception with (the EC Report) at GFC because they felt their involvement in this area should have been greater They felt that the impetus for the development of a _____ program should not be the exclusive right of the Faculty of Education. Although they had nothing specific to offer, they took it upon themselves to thwart the advancement of this particular program Instead of saying "let's give it a try," they bounced it back.

Another respondent felt that the program proposed in the Report had not been supported strongly enough by Senior Administration, that the Dean "didn't politically want to push it through . . . because of the general sensitivity of Faculty-University relations at that time." The "general" sensitivity was related to the events at, and shortly after, the Report was sent to GFC and relates to what another respondent called "timing":

. . . We sorted out the issues and devised what we felt was a fairly sound program This was then taken to FEC and approved. Unfortunately the timing was off. It hit GFC just one to two months before (The Report of the Presidential Task Force to Assess and Evaluate the Faculty of Education.) GFC was reluctant to allow Faculty to proceed on anything because they expected big answers from (The Presidential Task Force) with respect to what the problems were and how they might be resolved. Therefore, the Report was tabled with the notation that it be brought back as soon as possible. Once (The Presidential Task Force Report) hit, the Faculty was charged with all kinds of other responsibilities and responding to that report. (The EC Report) was set aside--and it became a political football on campus. Other units decided they wanted more resources to mount the program The Faculty has been required to "buy" cooperation of other Faculties through some tradeoffs.

The suggestion was that the EC Report and its proposed program, because of the political context and the timing of its submission to GFC, was used as a "tradeoff" to other Faculties to "buy" their cooperation in other matters.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will

be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspective to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 2.9 as noted in Table 4.3 is achieved. The measures of Implementation Effectiveness score is 4.1 as noted in Table 4.3. These two scores do not fall within the same range on the general response scale used in the study. The composite score would be considered moderate, but the implementation effectiveness score would be considered to be low. Therefore, the concept developed within the review of the literature would appear not to be substantiated in this Committee. A review of the literature suggested that implementation effectiveness was more likely to be high if the composite score was high. In this instance, since implementation effectiveness was low, there should have been a corresponding low composite score if the concept developed within the literature was to have been substantiated.

Even though the composite score and effectiveness score did not fall within the same range, the anticipated directions of variables within the composite score were substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting scores should be higher than the project characteristics score. These directions were confirmed in this Committee: implementation strategies were characterized "to some extent" by the

mutual adaptation perspective; the project characteristics were viewed as somewhat lower than average; and the institutional setting was seen as having provided above average receptivity.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the EC Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 4.4 contains data relating to this variable.

As indicated by the linkage effectiveness score of 3.1 in Table 4.4, the linkage activities of the EC Committee were perceived to be effective "to some extent." The Committee processes effectiveness score of 2.0 in Table 4.4 indicates that the processes of the Committee were perceived to have been effective "to a great extent." The implementation effectiveness score of 4.1 in Table 4.4 is evidence that implementation was perceived to have been effective "to a small extent." As evidenced by the score of 3.7 in Table 4.4, the overall effectiveness of the EC Committee was perceived to exist "to a small extent."

SUMMARY

The mission of the EC Committee was to review, refine and update an earlier proposal. A summary of the findings regarding the effectiveness of the Committee in accomplishing its task is displayed in Table 4.5 and presented descriptively in the following paragraphs.

A number of linkages between the Committee and Senior Administration, and the Committee and the Faculty-at-large were examined in order

Table 4.4

Respondents' Perceptions Regarding EC Committee Effectiveness

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=5)					Mean	Standard Deviation	Aggregate Effectiveness Scores	
		1	2	3	4	5				NR
<u>Linkages to:</u>										
-Senior Administration	6	0	1	2	0	1	1	3.3	1.3	3.1
-Faculty-at-large	8	0	1	3	0	0	1	2.8	0.5	
<u>Processes</u>										
	21	1	3	1	0	0		2.0	0.7	2.0
<u>Implementation:</u>										
-mutual adaptation	32	0	3	1	0	1		2.8	1.3	
-perceived success	33	0	0	0	2	3		4.6	0.5	4.1
-continuation	34	0	0	0	0	4	1	5.0	0.0	
								OVERALL COMMITTEE EFFECTIVENESS = 9.2/3 = 3.1		

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Table 4.5
Summary of the Findings Regarding the EC Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated, or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.1	2.7	Substantiated
Reciprocity	3.4		
Intensity	3.2		
Positive Consensus	2.3		
Functionality-over-time	2.5		
General Linkage Effectiveness		3.1	Within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.3	2.5	Substantiated
Processes	2.0		
Resources: Personnel	2.9		
Product	2.6		
General Process Effectiveness		2.0	Within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	3.0	2.9	Not Unsubstantiated
Project Characteristics	3.6		
Institutional Setting	2.1		
General Implementation Effectiveness		4.1	Within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	3.1 = to some extent	}	3.1 = to some extent
Process Effectiveness	2.0 = to a great extent		
Implementation Effectiveness	4.1 = to a small extent		

*Scores: 1.0 to 1.8 = to a very great extent
 1.9 to 2.6 = to a great extent
 2.7 to 3.4 = to some extent
 3.5 to 4.2 = to a small extent
 4.3 to 5.0 = to a very small extent or not at all.

to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to a great extent." Reciprocity existed "to some extent." Intensity existed "to some extent." Positive consensus existed "to a great extent." Functionality-over-time existed "to a great extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to some extent." In general, the concept regarding the linkage activities pertinent to the effectiveness of temporary adaptive systems would appear to be substantiated in this Committee: moderate levels for the aggregated linkage variables compare to a moderate level of linkage effectiveness.

Four variables were examined in the next section of the chapter in order to determine the extent to which Committee Processes had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Well-defined task demands, facilitative processes, and productivity were perceived by respondents to have existed "to a great extent." In general, the Committee Processes were perceived by respondents as the EC Committee's greatest success. As one member noted, ". . . we came up with a report which, given the restraints, was a good one." Another stated, ". . . we got people to work together successfully." In the aggregate, processes of the Committee were perceived to have been effective "to a great extent." In general, the concept regarding the Committee processes pertinent to the effectiveness of temporary adaptive

systems would appear to be substantiated in this Committee: above average levels for the composite process variables compare to above average levels of Committee Process Effectiveness.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The findings of this section of the chapter are difficult to interpret since some respondents reacted to the questionnaire either with reference to what happened prior to the Report, or what might have happened if the recommendations of the Report had been implemented. Other respondents completed the questionnaire with reference to what actually occurred. In fact, the recommendations of the Report have not been implemented. Respondents considered the non-implementation to be the major failure of the Committee. Non-implementation was perceived to have resulted from poor "timing" and from "politics." In general, the concept regarding implementation pertinent to the effectiveness of temporary adaptive systems would appear not to be substantiated in this Committee: average levels for the composite implementation variables failed to fall within the same average range regarding implementation effectiveness. Nevertheless, other than the implementation effectiveness variable, relationships among the implementation variables as conceived from a review of the literature were substantiated: in relative terms, the implementation strategy score and institutional setting scores were higher than the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the EC Committee achieved

effectiveness primarily on two of three possible levels, namely linkage activities effectiveness, and committee processes effectiveness, but not implementation effectiveness.

CHAPTER 5

FACULTY REVIEW COMMITTEE

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Faculty Review Committee of the Faculty of Education at the University of Calgary. The chapter is divided into six major sections: background information on the Faculty Review Committee, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from the Faculty of Education Council minutes and by means of questionnaires and interviews. Questionnaires were distributed to and returned by 13 of the 15 Committee members. Two student members of the Committee were not included in the study. Two additional respondents, who chaired subcommittees of the Faculty Review Committee and who were mentioned by a number of Faculty Review Committee members as being "knowledgeable" regarding the Committee were included in the study. Of 15 respondents, 15 returned the questionnaires and 14 were interviewed. Mean scores and standard deviations were computed for each item in the questionnaire.

Each item had five response categories. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Faculty Review (FR) Committee was composed of 15 people who were specified in FEC minutes (May 4, 1976) as:

- a) those persons designated as heads of the four Departments of the Faculty for the 1976-77 academic year,
- b) four other members of the Faculty elected from and by each of the Departments,
- c) the Director of the Practicum,
- d) a representative of The Alberta Teachers' Association,
- e) a representative from the Education Undergraduate Society,
- f) the Dean or his designate who shall be chairman,
- g) one representative from each appropriate (as defined by the Dean) faculty to be invited by FEC,
- h) one representative from the Graduate Students Association, such student to be named by the Association and be a graduate student in one of the departments in the Faculty of Education.

The purpose of the FR Committee, as stated in FEC minutes (May 4, 1976), was to:

- a) identify from relevant sources of information, including the Presidential Task Force Report, those problems which warrant priority treatment, and
- b) develop a comprehensive plan of action by which the Faculty might achieve an expeditious resolution of those problems accorded highest priority.

In carrying out its purpose, the FR Committee completed a number of tasks. In August, 1976 a more specific set of guidelines than had been set out in the FEC minutes was outlined which detailed the areas within Faculty where "initiatives for development" would be undertaken. Working sub-committees of the FR Committee were established to draft reports and recommendations which were to be sequenced and synthesized by the FR Committee for presentation to FEC by October 30, 1976. An interim report was presented by that date with succeeding reports presented by May, 1977. One additional item was deferred for reporting at a later and unspecified date. Twelve of the 15 respondents perceived the FR Committee to have been an "action" Committee; two respondents saw the FR Committee as a blend of the symbolic and action types of Committees; and one respondent saw the Committee as purely symbolic. This mixture of perception is best summarized by one respondent who stated that "... It was primarily action (oriented) as a result of a political milieu (the Presidential Task Force Report):" The FR Committee was formed, in the main, in response to the Report of the Presidential Task Force to Assess and Evaluate the Faculty of Education (Presidential Task Force) which had been highly critical of the Faculty.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the FR Committee and the Senior Administration, as well as between the FR Committee and the Faculty-at-large. The effectiveness of the linkage activities of the FR Committee was also examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 5.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The means of the two items then were averaged to provide an aggregate score for the variable.

As indicated by the mean of 2.7 for the first item in Table 5.1, detailed written terms of reference were perceived on the average to exist for the Committee "to some extent." However, the perceptions of respondents differed considerably in relation to this item as evidenced by the responses which ranged from "to a very great extent" to "to a very small extent or not at all." Nevertheless, the task of the Committee

Table 5.1

Respondents' Perceptions Regarding Linkages of the FR Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=15)					Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
		1	2	3	4	5				
<u>Formalization</u>										
-formal agreements	1	1	6	6	1	1	2.7	1.0	2.1	
-coordination	3	10	3	2	0	0	1.5	0.7		
<u>Reciprocity</u>										
-definitional	2	3	7	1	2	2	2.5	1.4	2.5	
<u>Intensity</u>										
-meetings	4	8	6	1	0	0	1.5	0.6		2.5
-with Senior Administration or FEC	5	8	2	1	2	2	2.2	1.6	2.3	
-with Faculty	7	1	5	3	3	2	3.0	1.2		
-resource commitment	9	2	7	3	2	1	2.5	1.1		
Positive Consensus	10	1	5	8	0	1	2.7	0.9	2.7	
<u>Functionality-over-time</u>										
Functionality-over-time	11	0	4	5	5	0	3.1	0.8	3.1	
<u>General Effectiveness of Linkages</u>										
-with Senior Administration or FEC	6	3	2	8	2	0	2.6	1.0	3.0	
-with Faculty	8	0	2	7	4	2	3.4	0.9		

¹For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

had been set forth. Resources in the form of personnel were identified. Additional resources were later added in the form of executive secretarial aid and release time for a Faculty member to organize and write-up the discussions of a Committee retreat. The only procedure identified was that of the Committee and subsequent sub-committees. The product, a report, was inferred when a deadline of October 30, 1976 was established for presentation of the Committee findings to FEC.

As evident from the mean of 1.5 for Item 3 in Table 5.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the aggregate score of 2.1, was perceived by respondents to have existed "to a great extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 2.5 for Item 2 of Table 5.1, the terms of reference for the Committee were perceived "to a great extent" to have been arrived at cooperatively by the Committee members and Senior Administration. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a very great extent" to "to a very small extent or not at all."

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 assessed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 1.5 and the standard deviation of 0.6 for Item 4 in Table 5.1, members of the Committee agreed that they met "to a very great extent" from the time the Committee was founded until it was dissolved. Although the standard deviation was 1.6 for the members' response for Item 5, concerning the extent to which the Committee met with Senior Administration, on the average the members reported that they had met with Senior Administration (or FEC) "to a great extent." There was somewhat more agreement among members and a "lower" average rating given in relation to the communication with the Faculty-at-large; the mean of 3.0 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to some extent." As evidenced by the mean of 2.5 for Item 9 in Table 5.1, the material resources to carry out the Committee tasks were perceived

to have been sufficient "to a great extent." However, the standard deviation of 1.1 on this item indicates a variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 2.3 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to a great extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.7 and standard deviation of 0.9 for Item 10 in Table 5.1, the Committee members appeared to agree that the Faculty-at-large considered the task of the Committee to be worthwhile "to some extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 3.1 and standard deviation of 0.6 for Item 11 in Table 5.1, the Committee members appeared to agree strongly that the relationship between the Faculty and Committee remained active and functional "to some extent" throughout the life of the Committee.

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then combined to provide an aggregate score for this variable.

As indicated by the mean of 2.6 for Item 6 in Table 5.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to a great extent." However, as the standard deviation of 1.0 would indicate, the perceptions of respondents varied somewhat regarding this item.

As evidenced by the mean of 3.4 for Item 8 in Table 5.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to some extent." The standard deviation of 0.9 indicates agreement among the respondents' perceptions.

In the aggregate, effectiveness of linkages, as represented by the aggregated score of 3.0, was perceived by respondents to exist "to some extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was a mean of 2.1 which indicates that formalization existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the formalization score. The linkages between Senior Administration and the Committee were accomplished, at least in part, by having a number of Senior Administrators as members of the Committee. The Dean was the chairman of the Committee, and four department heads and a Director of the Practicum were members of the Committee. Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, the respondents held differing perceptions regarding the extent to which terms of reference existed. As one respondent explained:

. . . There was never a debate in Council (FEC) over whether there should be a Committee, but over its exact terms of reference. There were two points of view. One was that the . . . Committee should examine only the recommendations of the external (Presidential Task Force Report). These people saw the Committee as a rebuttal--a Committee to defend the Faculty. A second view was that the Committee terms of reference should be broader--should take a complete look at everything, including the (Presidential Task Force Report)--to look at things from outside and inside.

In April, 1976 when the (Presidential Task Force Report) came out, the defensive conception of the Committee dominated. By Fall, 1976, some of that defensiveness had subsided. Things were in the middle.

When questioned as to why the Faculty viewpoint shifted from a defensive to a more moderate stance, the respondent identified two reasons:

. . . First of all, the emotionalism was dying out--the passage of time. Secondly, because of the attitude the Dean took. The Deans had changed. Even though (the new Dean) did not take office 'til July, 1976, his appointment was made public about one week before the external review was made public. From the beginning (the new Dean) refused to take the completely defensive, completely negative attitude. He saw a chance to move the Faculty forward. The (Presidential Task Force Report) was a terrible prod, like an electric cattle prod, but maybe something would come out of it. His leadership, perhaps, had some effect on moderating the initial defensive reaction of a large number of Faculty members.

Thus the variation in respondents' perceptions regarding the extent to which terms of reference existed may be a reflection of the varied views within Faculty as to what the terms of reference should have been and how specifically the Faculty should respond to the Presidential Task Force Report.

Thus, in summary, formalization existed "to a great extent" and the moderately high formalization score apparently was dependent, in large measure, on a very extensive (very high) relationship between the Senior Administration and the Committee rather than on any written terms of reference.

Reciprocity. The score for the reciprocity variable was a mean of 2.5 which indicates that reciprocity existed "to a great extent."

This means that "to a great extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. However, the perception of respondents differed considerably on this item. In fact, the members of the Committee may not have participated directly and cooperatively in the formation of the terms of reference. However, debate in FEC permitted the contribution of Faculty members to the formation of the terms of reference. Thus, indirectly, every Faculty member, including

those who eventually became Committee members, would have had an opportunity to assist in the formation of the terms of reference. Thus a confusion as to where the cooperative action took place may have affected the perceptions of respondents differently. Primarily, however, terms of reference were forwarded to FEC from the Executive Council for discussion in FEC. Thus, Committee members were likely to have had only indirect influence on the formation of the terms of reference unless they were members of the Executive Council. A number of the Committee members actually did sit on the Executive Council. Thus some of the Committee members may have had direct, cooperative input to formation of the terms of reference while other Committee members did not. This would also help to explain the variance in the responses.

Intensity. The aggregate score for the intensity variable was a mean of 2.3 which indicates that intensity existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of the human investment, a considerable investment of time was committed to the development of the Report. The Committee itself met two to four times a month over a period of one year. Each meeting was at least one half day in length (two and one half hours) with some full day meetings. On one occasion near the beginning of the Committee's tenure, a two day retreat was held in Banff, Alberta to refine the Committee's terms of reference and to establish procedures for handling the task. Each meeting was described by one respondent as "fairly intensive." As well, there was considerable time investment by the Senior Administration towards the task of the Committee. This was largely a function of having the Dean, four department

heads and the Director of Practicum as members of the Committee. In addition, the Committee members kept the Faculty-at-large reasonably well informed of Committee activities. This was accomplished primarily through reports from the Committee to FEC, through a reporting system wherein departmental representatives reported FR Committee happenings at departmental meetings, and through a fairly active informal "grapevine." As well as the extensive human investment in the Committee's task, the material resources to carry out the Committee task were perceived to have been extensive, although respondents differed somewhat regarding their perceptions of the available material resources. Some of the differences of perception among respondents regarding the adequacy of the material resources may derive from differences between what the Committee requested and obtained. As part of the founding motion for the FR Committee, the FEC requested of officials of the University specified personnel, which it obtained; "sufficient resources to enable the Committee to complete its task not later than October 30, 1976," which it obtained to some degree, depending on the perception of the respondents; "an acknowledged international expert in educational programme evaluation, unaffiliated with the University of Calgary" to review the procedures of the Task Force evaluation, which it did not receive; and open access to background information gathered by the Task Force, which it obtained to some degree.

Thus, in summary, intensity existed "to a great extent" and the high intensity score probably was dependent, in large part, on an intensive investment of time by participating staff members.

Positive consensus. The score for the positive consensus variable was a mean of 2.7 which indicates that positive consensus existed "to some extent." In reality, the view of the Faculty regarding the value of the Committee task appears to have ebbed and flowed throughout the life of the Committee. As one respondent stated, the contextual factors of the Committee's formation are important:

. . . (The Presidential) Task Force Report comes out; then Faculty debates it. It took Faculty a year to recover from the bludgeoning. As time passed, people began to feel more stabilized and comfortable The initial importance of the . . . Committee, as a result, became modified, became less important to the Faculty as time passed.

Nevertheless, Faculty interest peaked again and again, particularly on the occasion of Committee reports going to FEC. The last FEC meeting was very well attended and the exact date on which it was to be held was discussed heatedly at the prior meeting. Generally, as one respondent noted, there was a heterogeneity of views regarding the Committee task:

. . . in any Faculty, you are going to have a spread of opinions and attitudes there were a number of people that were quite perturbed about various policies and methods of operation and so on within the Faculty and felt that they needed to be changed. There were those that were obviously quite indifferent and were happy to go along with things as they were and then . . . there were those that were very strongly opposed.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 3.1 which indicates that functionality-over-time existed "to some extent." The explanation for this score may be related, in the judgment of the researcher, to the intensity variable and particularly to the level of human investment in the Committee.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 3.0 which indicates that linkage effectiveness existed "to some extent." The linkage effectiveness of the Committee to Senior Administration and Committee to Faculty was perceived to be roughly similar and balanced. The relationships between Committee and Senior Administration was slightly more effective than of Committee to Faculty, but the differences were not sufficiently strong as to be able to propose any directions or trends for the purposes of the study.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus, and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.5 as noted in Table 5.1 is achieved. The linkage effectiveness score is 3.0. These two scores fall within adjacent ranges on the general response scale used in the study. The composite variable score could be considered to be high while the linkage effectiveness score would be average. Thus the concept developed from the review of the literature

regarding linkage activities, that above average levels for the composite linkage activities variables should compare to above average levels of linkage effectiveness, would appear not to be substantiated.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 5.2 contains data pertaining to these variables. A further subsection discusses the committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 1.4 for Item 12 in Table 5.2, the respondents perceived the task of the Committee to be complex "to a very great extent." As indicated by the mean of 2.1 for Item 13 in Table 5.2,

Table 5.2
 Respondents' Perceptions Regarding Processes of the FR Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=15)					Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5				
Task Demand:										
-goal definition	12	10	3	1	0	0	1	1.4	0.6	
-goal redefinition	13	3	8	2	1	0	1	2.1	0.8	2.3
-time	14	3	7	4	0	0	1	2.1	0.7	
-separation	16	1	1	5	3	3	2	3.5	1.2	
Processes										
-high energy	15	4	5	4	1	0	1	2.1	0.9	
-procedures	17	2	6	6	0	0	1	2.3	0.7	2.2
-equality: leadership	18	1	5	6	2	0	1	2.6	0.8	
-equality: decision-making	19	3	10	0	1	0	1	1.9	0.7	2.5
Resources: Personnel										
-previous experience	22a ²	1	4	1	7	1	1	3.2	1.2	
-expertise	22b	2	3	2	5	2	1	3.1	1.4	
-availability	22c	1	1	1	4	5	3	3.9	1.3	3.0
-expressed interest	22d	0	5	2	5	1	2	3.2	1.1	
-representativeness	22e	7	5	2	1	0		1.8	0.9	
Product										
-report	20	10	4	1	0	0		1.4	0.6	
-satisfactory recognition	23 ²	0	1	2	12	0		3.7	0.6	2.6
General Effectiveness of Processes										
	21	0	6	5	4	0		2.9	0.8	2.9

¹For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." The mean of 2.1 for Item 14 in Table 5.2 indicates that the respondents perceived themselves to have been committed "to a great extent" to task completion within the designated timelines. The mean of 3.5 for Item 16 in Table 5.2 indicates that Committee members perceived themselves to have been separated or detached "to a small extent" from other members of the Faculty to accomplish the assigned task. However, the perceptions of respondents varied considerably on this item as indicated by the standard deviation of 1.2.

In the aggregate, task demands, as represented by the aggregate score of 2.3, were perceived by respondents to have existed "to a great extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 2.1 for Item 15 in Table 5.2 indicates that the members of the Committee were perceived to have exerted themselves "to a great extent" to accomplish the assigned task. As evidenced by the mean of 2.3 for Item 17 in Table 5.2, the respondents perceived well-defined

procedures to have been established for the operation of the Committee "to a great extent." The mean of 2.6 for Item 18 in Table 5.2 indicates that, even though formal leadership in the Committee was created, "to a great extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. As indicated by the mean of 1.9 for Item 19 in Table 5.2, the respondents perceived that "to a great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.2 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to a great extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item which had five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

As evidenced by the mean of 3.2 for Item 22a in Table 5.2, the respondents indicated that "about half" of the Committee members were selected for their previous Committee experience. However, the perceptions of respondents differed considerably on this item. The mean of 3.1 for Item 22b in Table 5.2 indicates that "about half" of the members were perceived to have been selected for their expertise in the designated task area. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "all" to "none" or no response. The mean of 3.9 for Item 22c in Table 5.2 indicates that "some" of the members were perceived by respondents to have been selected for their availability. However, the perceptions of respondents differed widely on this item as indicated by the standard deviation of 1.3. The mean of 3.2 for Item 22d in Table 5.2 indicates that "about half" of the members were perceived to have been selected for their expressed interest in the designated task area. Once again, however, the perceptions of the respondents differed widely. The mean of 1.8 for Item 22e in Table 5.2 indicates that "all" of the members were perceived by respondents to have been selected for their representativeness of particular groups.

Physical resources such as funds, materials, equipment, release time, and/or facilities were previously described (Item 9) as having existed "to a great extent" as part of the intensity linkage variable.

The aggregate score of 3.0 on this variable indicates that the resources of the Committee as perceived by Committee members might be described as being adequate.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 1.4 for Item 20 in Table 5.2, the respondents perceived that recommendations were produced by the Committee "to a very great extent." The mean of 3.7 for Item 23 in Table 5.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work.

In the aggregate, productivity, as represented by the aggregate score of 2.6, was perceived by respondents to have existed "to a great extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 2.9 for Item 21 in Table 5.2, the processes of the Committee were perceived to have been effective "to some extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.3 which indicates that the task demands existed "to a great extent."

The respondents deviated little from one another in their perception of the task demands which could be said to have been well-defined. The task was perceived as complex since, as one respondent noted, the Committee:

. . . touched upon just about every aspect about the Faculty . . . the structures, the policies, modes of operation--just about everything--the programs. It was quite a formidable task really.

As a result, the respondents found that they were involved very extensively in clarifying Committee guidelines. In fact, the Committee produced a fairly comprehensive set of guidelines for the Committee in August, 1976. The Proposed Guidelines for the Committee are presented here as an example of the extent to which goal redefinition may occur as a result of Committee actions.

Proposed Guidelines for the Committee

- a) The objective of the Committee shall be to produce a planning and policy document for the Faculty of Education, to include:
 1. Premises of modern education and society as they apply to the southern Alberta community and to the institutional structure of the University of Calgary.
 2. Objectives of the Faculty of Education.
 3. Planning priorities within foreseeable resources.
 4. Initiatives for development in the areas of:
 - Undergraduate programs
 - Student services and relations
 - Screening and counseling
 - Graduate programs
 - Research
 - Evaluation
 - Professional, community, university relations.
 - Financing
 - Information and communication
 - Organizational structure of academic units
 - Space and facilities
 - Conduct of FEC
 - Committee structure.

- b) 1. Identify valid criticisms, purposeful recommendations from the Task Force Report on the Faculty of Education.
- 2. Identify present strengths and accomplishments of the Faculty.
- 3. Identify biased, meaningless or inaccurate conclusions of the Task Force.
- 4. Issue interim report (for GFC) recording 1 and 2 above and actions in progress.
- 5. Utilize information at hand to specify planning or action recommendations.
- 6. Refer complex items to subcommittees or existing faculty bodies.
- 7. Refer recommendations to: Administration for action, Faculty committee(s) for long-range development, and/or Faculty Council for adoption.
- 8. Issue Planning-Policy Report.

Further detailed redefinition occurred in November, 1976 with reference to the guidelines for the interim report.

Although the respondents were committed to task completion within the designated timelines, as one respondent noted, "the task was more important than the deadlines." Thus, the original timeline was violated. Part of the reason for this violation of the timeline resulted from the goal redefinition. The members of the FR Committee realized that only a portion of the task could be accomplished by October, 1976. Other and later timelines were established for other portions of the task and, in turn, became targets for further interim reports by the FR Committee to FEC. These new target dates were met.

In summary, although task demands were complex, they were precisely redefined and timetabled so as to be manageable. They were well-defined.

Processes. The aggregate score for the processes variable was a mean of 2.2 which indicates that processes were perceived to have existed and been facilitative "to a great extent." In the interviews,

one respondent noted that ". . . everyone did a hell of a lot of homework to get it (the task) done" In addition to the amount of work and energy expended, the respondents noted that "to a great extent" the leadership alternated among Committee members, depending on conditions, and that there was a great deal of participative decision-making within the Committee. Thus, the involvement of participants in the task appears to be a major feature of the processual successes of this Committee. In addition, the well-defined procedures such as the use of sub-committees to pursue "complex items" were perceived to have been an aid to the processes of the Committee.

Resources. The aggregate score for the resources variable was a mean of 3.0 which indicates that the resources of the Committee as perceived by respondents might be described as being adequate. "All" the members of the Committee were selected for their representativeness of particular groups. Other than this major reason for personnel selection, "about half" were viewed as having been selected for a variety of reasons: "previous Committee experience," "expertise in the designated area," "availability," and "expressed interest in the designated task area." However, perceptions of respondents differed considerably on these latter items.

Two additional points surfaced in interviews which might be classified as resources. One respondent noted that "there was a great deal of confidence in that Committee." The response of a second respondent may explain this confidence:

. . . the Faculty designated who should sit on this Committee. That in itself should give it some credibility . . . the clout of a member, the person's prestige in Faculty, the support they can engender--almost on an informal grapevine--is what counts. I would choose my members with great care for ad hoc committee work because they each come with their own little band of followers.

The second point which surfaced in more than one instance was the role of a new Dean. As one respondent summarized this point:

. . . the Faculty needed to know where he (the Dean) stood with reference to that Task Force Report--and the Committee itself. Because he was new, they weren't too sure and it was very important how he functioned as chairman in letting them know if he was going to push his views or whether he wanted their views.

Thus, the confidence in the Committee and the views of the new Dean may be considered as potential resources for a committee. These two new resources may be synthesized as a new variable which Patton et al. (1977) term "the personal factor."

Productivity. The aggregate score for the productivity variable was a mean of 2.6 which indicates that productivity was perceived to have existed "to a great extent." However, there was a major division between the two measures of productivity. There was strong agreement among respondents that they had been productive in terms of report producing. In fact, 51 recommendations were generated, of which 35 were accepted by FEC. On the other hand, the production of satisfaction for members as a result of participation on the Committee was viewed differently. Only "some" of the Committee members received recognition and visibility for their work. One respondent questioned whether or not members received visibility for their work or were selected for the work because of their previous visibility. In addition, other products suggested by respondents included "therapy" and "raised awareness in Faculty."

As well, in conjunction with other factors such as governmental funding, previous Faculty directions, and the Presidential Task Force Report, the initiation of "institutional renewal" was considered a product by some respondents. Thus, in summary, although the Committee was somewhat productive, its major productivity success was in the production of a report and other "therapeutic" products, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 2.9 which indicates that the process effectiveness existed "to some extent." There was little deviation among respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.5 as noted in Table 5.2¹ is achieved. The Committee Process Effectiveness score is 2.9 as noted in Table 5.2. These two scores do not fall within the same ranges on the general response scale used in

the study. The composite score would be considered high, but the Committee Process Effectiveness score would be considered to be moderate. Therefore, the concept developed within the review of the literature, that above average levels for the composite process variables should compare to above average levels of Committee Process Effectiveness, would appear to be unsubstantiated in this Committee.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting and implementation effectiveness. Table 5.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to

Table 5.3

Respondents' Perceptions Regarding Implementation of FR Committee "Action Decisions"

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=15)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5	NR			
<u>Implementation Strategy</u>										
-political feasibility	26	1	3	6	4	1		3.1	1.0	
-economic feasibility	26	0	3	8	1	3		3.3	1.0	
-alternative implementation methods	26 ^{ns}	0	0	5	4	6		4.1	0.9	3.8
-adaptation	27	1	2	5	3	4		3.5	1.2	
-staff training	28	0	0	4	2	9		4.3	0.9	
-local development of materials	29	0	0	4	3	8		4.3	0.9	
<u>Project Characteristics</u>										
-coordination	30	3	4	4	4	0		2.6	1.0	3.1
-change regulations or procedures	31	2	5	5	3	0		2.6	1.0	2.9
-amount of behavior change	36 ²	1	2	2	5	3	2	3.5	1.3	
<u>Institutional Setting</u>										
-Senior Administration	35a ³	4	9	0	0	0		1.7	0.5	
-academic staff	35b	0	4	4	5	0	2	3.1	0.9	
-students	35c	1	6	7	0	0	1	2.4	0.6	2.5
-Teachers' Association	35d	2	8	4	0	0	1	2.1	0.7	
-Trustees' Association	35e	0	1	11	0	0	3	2.9	0.3	
-Depts. of Education	35f	0	1	9	0	0	4	2.9	0.3	

Table 5.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=15)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5				
<u>Measure of Implementation Effectiveness</u>										
-mutual adaptation	32	5	3	5	0	1	1	2.2	1.2	
-perceived success	33	0	1	8	6	0		3.3	0.6	2.9
-continuation	34	1	2	4	8	0		3.3	1.0	

¹ For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³ For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

As evidenced by the mean of 3.1 for Item 24 of Table 5.3, the respondents perceived the Committee as having assessed the political feasibility of implementing recommendations "to some extent." However, as indicated by the standard deviation of 1.0, the perceptions of respondents differed somewhat on this item. The mean of 3.3 for Item 25 of Table 5.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to some extent." Once again however, the perceptions of respondents differed somewhat with responses spread from "to a great extent" to "to a very small extent or not at all." As indicated by the mean of 4.1 for Item 26 of Table 5.3, the respondents perceived the Committee as having developed alternative methods "to a small extent" for implementing its recommendations. The mean of 3.5 for Item 27 of Table 5.3 indicates that the Committee members perceived that the members of Faculty met "to a small extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. However, as the standard deviation of 1.2 would indicate, the perceptions of respondents varied considerably regarding this item. As evidenced by the mean of 4.3 for Item 28 of Table 5.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means

to acquaint themselves with Committee recommendations "to a very small extent or not at all." The mean of 4.3 for Item 29 of Table 5.3 indicates that the members of the Faculty-at-large were perceived as having been provided the means to develop materials or aids "to a very small extent or not at all" to carry out some aspects of the recommendations of the Committee.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregate variable score of 3.8, was perceived by respondents to have existed "to a small extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 2.6 for Item 30 in Table 5.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large "to a great extent." However, as the standard deviation of 1.1 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 2.6 for Item 31 of Table 5.3 indicates that

Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to a great extent." However, the perceptions of respondents varied from "to a very great extent" to "to a small extent" regarding this item. As indicated by the mean of 3.5 for Item 36 of Table 5.3 the respondents perceived that changes in Faculty behavior occurred for "some."

In the aggregate, the project characteristics, as represented by the aggregate variable score of 2.9, were perceived by respondents to have affected the implementation of FR Committee action decisions "to some extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item which had six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 1.7 for Item 35a in Table 5.3, the respondents indicated that the Senior Administration were "very receptive" to the recommendations of the Committee. The mean of 3.1 for Item 35b in Table 5.3 indicates that the academic staff were perceived by the

respondents to be "indifferent" to the Committee recommendations. As indicated by the mean of 2.4 for Item 35c in Table 5.3, the students were thought to be "receptive" to the recommendations of the Committee. The mean of 2.1 for Item 35d in Table 5.3 indicates that the Teachers' Association was viewed by the respondents to be "receptive" to the recommendations of the Committee. As evidenced by the mean of 2.9 for Item 35e in Table 5.3, the Trustees' Association was seen by respondents to be "indifferent" to the recommendations of the Committee. The mean of 2.9 for Item 35f indicates that the respondents believed the Departments of Education and Advanced Education and Manpower to be "indifferent" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the aggregate variable score of 2.5, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 2.2 for Item 32 in Table 5.3, the Committee recommendations were perceived by respondents to have been

modified "to a great extent" during the time of implementation. However, as the standard deviation of 1.2 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 3.3 for Item 33 in Table 5.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to some extent." The mean of 3.3 for Item 34 in Table 5.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to some extent." However, the perceptions of the respondents varied from "to a very great extent" to "to a small extent."

In the aggregate, implementation effectiveness, as represented by the aggregate score of 2.9, was perceived by respondents to have existed "to some extent."

Discussion of Implementation Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 3.8 which indicates that "to a small extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that "to some extent" the Committee assessed the political and economic feasibility of implementing its recommendations. However, the perceptions of respondents differed somewhat on these items. Perceptions may have differed because the acceptance of the report can be divided into two portions. One portion were those recommendations which were accepted by FEC, and another were those defeated. The first block of recommendations were accepted. Then a time period of approximately three weeks

passed during which time a "tremendous amount of lobbying (against the undergraduate structural reorganization) took place." As a result of the effects of the lobbying a notice of motion to refer the problem for further study was developed by a Faculty member:

. . . in an attempt to quiet my concern over what I perceive to be the potentially destructive polarization of faculty
 The proposal is a compromise between, on the one hand the changes proposed by the (FR) Committee, and, on the other hand, the maintenance of the status quo.

The notice of motion was placed first on the agenda of the meeting to deal with the FR Committee's reorganization recommendations. The motion was carried and obviated all the reorganization recommendations. As one respondent noted:

. . . The Dean's handling of it had to do with the timing and the sequencing--when to call the motion, which motion goes first. To begin with I don't think he thought it mattered because I think he misread the ethos of the Faculty. When he realized this might be important, the issue became reactive and the Faculty said, "No! we'll take (the agenda) the way it has been presented."

In essence, the FR Committee failed to check fully the feasibility of their recommendations and to consider the personal emotions and welfare of individual Faculty members.

The Committee developed alternative methods for implementing its recommendations only "to a small extent" in spite of the fact that a concern was expressed in FEC (FEC Minutes, November 9, 1976) that "strategies or means for the implementation of the recommendations approved by the Council" be developed. However, in the ensuing discussion, the view was expressed by some Faculty members that implementation questions were beyond the terms of reference for the FR Committee. Implementation became the "responsibility of existing Committees of

Council (and) . . . the Dean's office." This latter attitude prevailed and confirmed the redefined "guidelines" of the Committee which had previously outlined these same "referral options." In essence, the FR Committee was not to be the implementing body.

The members of the Faculty became involved to a limited extent in tailoring the recommendations of the Committee to the specific needs of portions of the Faculty through such things as inservice training sessions or activities to develop materials or aids to carry out some aspects of the recommendations of the Committee. Whatever implementation is occurring would appear to be largely the result of administrative action and further sub-committee action. In general, the Committee assessed the political and economic feasibility of implementing its recommendations but viewed any further activity to ensure implementation as being outside its mandate.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 2.9 which indicates that "to some extent" the implementation was viewed as having been affected by the substance and scope of the changes proposed by the Committee action decisions. The recommendations of the Committee generated a need for increased coordination within the Faculty-at-large "to a great extent." Some new concepts such as the Faculty's involvement in the University College, the extended Practicum and its related Practicum Department, and the Office for Evaluation increased the need for additional coordination. In turn, as one respondent noted, the necessity for increased coordination and its implied problems as well as the need for changes in Faculty procedures "explains why the really important ones (referring to

the reorganization (recommendations) weren't implemented." As well, the implementation of the recommendations required changes of Faculty regulations or procedures and changes in Faculty behaviors for "some" of the Faculty. However, the perceptions of respondents differed considerably regarding ~~and~~ these items. In general, the implementation of Committee action decisions was affected "to some extent" by the substance and scope of the changes proposed by the Committee action decisions.

Institutional setting. The aggregate score for the institutional setting variable was a mean of 2.5 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the FR Committee. Senior Administration were perceived to be "very receptive" to the decisions of the Committee. Students and the Teachers' Association were perceived to be "receptive" to the recommendations of the Committee. Academic staff, the Trustees' Association, and the Departments of Education were perceived to be "indifferent" to the recommendations of the Committee. The academic staff, though identified as "indifferent" to the recommendations of the Committee, more likely should be perceived to have been split in their views. For example, the academic staff were the only group to register actual "hostility" on the response scale, but they also registered "receptivity."

In the aggregate, the recommendations of the FR Committee were introduced into a "receptive" institutional setting.

Implementation effectiveness. The aggregate score for implementation effectiveness was a mean of 2.9 which indicates that implementation

effectiveness existed "to some extent." Recommendations achieved or not achieved were perceived to represent the major successes or failures of the Committee. For the successful recommendations, mutual adaptation was perceived to have occurred "to a great extent" although this perception varied considerably from person to person. As well, two respondents noted that "defeated" recommendations which entailed questions of structural reorganization are beginning to come up in other ways. But how can these recommendations come up in other ways without violating the Faculty's decision not to reorganize, not to dispense with departments in favor of program oriented organization? An attempt was made through a subsequent Faculty Organization Committee which failed to recommend any moves too radically different from the existing situation. Nevertheless, as one Senior Administrator commented, that report can be used as a focus for further discussion of the reorganization question in Executive Council. Also, "over loading" may develop when an increasing number of program matters which affect a number of departments will be forwarded to the Curriculum Planning Committee of Faculty. The result likely will be a requirement for increased liaison activity which may be a forerunner of some "new" organizational components and a resultant structural reorganization. As well, a field inservice program soon may be developed, placed under the office of the Practicum--and an interdisciplinary department is founded. The interdisciplinary department concept was rejected along with the rejection of the reorganizational model. In addition, the Program Evaluation Office has potential for creating changes in organizational structure over time as a result of the evaluative process of programs.

The perception of success and continuation of implemented recommendations exists "to some extent." The qualification on success may be attributed to non-implementation of some major recommendations, and cooptation of others. In the aggregate, implementation has been effective "to some extent."

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspectives to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 3.1 as noted in Table 5.3 is achieved. The measures of Implementation Effectiveness score is 2.9 as noted in Table 5.3. The composite score and the effectiveness score fall within the same range on the general response scale used in this study. Therefore, the concept developed within the review of the literature would appear to be substantiated in this Committee: average levels for the composite implementation variables score compare to average levels of implementation effectiveness.

Even though the composite scores and effectiveness score fell within the same range, the anticipated directions of variables within the composite score were not substantiated. A review of the literature

suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed in this Committee. The institutional setting score was higher than the project characteristics score; however, the implementation strategy score was lower instead of higher than the project characteristics score.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the FR Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 5.4 contains data relating to this variable.

As indicated by the linkage effectiveness score of 3.0 in Table 5.4, the linkage activities of the FR Committee were perceived to be effective "to some extent." The Committee process effectiveness score of 2.9 in Table 5.4 indicates that the processes of the Committee were perceived to have been effective "to some extent." The implementation effectiveness score of 2.9 in Table 5.4 is evidence that implementation was perceived to have been effective "to some extent." As evidenced by the score of 2.9 in Table 5.4, the overall effectiveness of the FR Committee was perceived to exist "to some extent."

SUMMARY

The mission of the FR Committee was to identify Faculty problems, prioritize them, and develop a comprehensive plan of action to resolve the problems accorded highest priority. A summary of the findings regarding

Table 5.4
 Respondents' Perceptions Regarding FR Committee Effectiveness

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=15)					Mean	Standard Deviation	Aggregate Effectiveness Scores
		1	2	3	4	5			
<u>Linkages to:</u>									
-Senior Administration	6	3	2	8	2	0	2.6	1.0	3.0
-Faculty-at-large	8	0	2	7	4	2	3.4	0.9	
<u>Processes</u>									
	21	0	6	5	4	4	2.9	0.8	2.9
<u>Implementation:</u>									
-mutual adaptation	32	5	3	5	0	1	2.2	1.2	
-perceived success	33	0	1	8	6	0	3.3	0.6	2.9
-continuation	34	1	2	4	8	0	3.3	1.0	

OVERALL COMMITTEE EFFECTIVENESS = $8.8/3 = 2.9$

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

the effectiveness of the Committee in accomplishing its task is displayed in Table 5.5 and presented descriptively in the following paragraphs.

A number of linkages between the Committee and Senior Administration, and the Committee and the Faculty-at-large were examined in order to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to a great extent." Reciprocity existed "to a great extent." Intensity existed "to a great extent." Positive consensus existed "to some extent." Functionality-over-time existed "to some extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to some extent." In general, the concept regarding the linkage activities pertinent to the effectiveness of temporary adaptive systems, namely that high levels for the aggregated linkage variables should compare to high levels of linkage effectiveness, would appear to be unsubstantiated.

Four variables were examined in the next section of the chapter in order to determine the extent to which Committee Processes had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Well-defined task demands, facilitative processes and productivity were perceived by respondents to have existed "to a great extent." Adequate resources were perceived by respondents to have existed "to some extent." In addition, when the researcher asked respondents if there were other matters not identified or covered through the questionnaire or interview

Table 5.5

Summary of the Findings Regarding the FR Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.1	2.5	Unsubstantiated
Reciprocity	2.5		
Intensity	2.3		
Positive Consensus	2.7		
Functionality-over-time	3.1		
General Linkage Effectiveness		3.1	Not within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.3	2.5	Not Unsubstantiated within same range
Processes	2.2		
Resources: Personnel	3.0		
Product	2.6		
General Process Effectiveness		2.9	
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	3.8	3.1	Substantiated Within same range
Project Characteristics	2.9		
Institutional Setting	2.5		
General Implementation Effectiveness		2.9	
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	3.0 = to some extent	}	2.9 = to some extent
Process Effectiveness	2.9 = to some extent		
Implementation Effectiveness	2.9 = to some extent		

*Scores: 1.0 to 1.8 = to a very great extent
1.9 to 2.6 = to a great extent
2.7 to 3.4 = to some extent
3.5 to 4.2 = to a small extent
4.3 to 5.0 = to a very small extent or not at all.

which were important or critical to the operation of the Committee, a new variable labelled "the personal factor" by Patton et al. (1977) was identified. In this instance it was made up of the "clout" of individual Committee members, and questions by Faculty concerning the views of the new Dean regarding the Committee task. In the aggregate, processes of the Committee were perceived to be effective "to some extent." In general, the concept developed within the review of the literature, namely that above average levels for the composite process variables score should compare to above average levels of Committee Process effectiveness, would appear not to be substantiated.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation existed "to a small extent"; the project characteristics affected the implementation of FR Committee recommendations "to some extent"; and the institutional setting was "receptive." In the aggregate, effective implementation was perceived to exist "to some extent." In general, the concept developed within the literature regarding implementation would appear to be substantiated in this Committee: average levels for the composite implementation variables score compare to average levels of implementation effectiveness. However, the anticipated directions within the composite scores were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed. The implementation strategy score was lower instead of higher than the

project characteristics score; the institutional setting score was higher than the project characteristics score as anticipated.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the FR Committee achieved effectiveness "to some extent" on three of three possible levels, namely linkage activities effectiveness, committee process effectiveness and implementation effectiveness.

CHAPTER 6

DISTINCTION/GREAT DISTINCTION COMMITTEE

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Distinction/Great Distinction Committee of the Faculty of Education at the University of Lethbridge. The chapter is divided into six major sections: background information on the Distinction/Great Distinction Committee, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from the Faculty of Education Council minutes and by means of questionnaires and interviews with the two members of the Distinction/Great Distinction Committee. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five response categories. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";

- c), 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Distinction/Great Distinction (DGD) Committee was composed of two members. The Committee was established by the Faculty of Education Council (FEC) in March, 1975 as a result of FEC discussions regarding the removal or retention of Distinction/Great Distinction designations on the degrees of graduating students. Both respondents perceived the DGD Committee to have been an "action" committee.

The purpose of the DGD Committee, as outlined in FEC minutes (March, 1975) was to recommend procedures regarding the designation of Distinction/Great Distinction on the degrees of graduate students. Earlier in the year the FEC had moved to excise any designation of Distinction/Great Distinction on the degrees of graduating students because there were problems of how to measure Distinction. The motion was carried after much discussion. However, some members of FEC felt that in spite of reasons presented, the designations should remain.

So a motion was put forward that an ad hoc committee be established to collect pertinent information as a basis for presenting a report to FEC to accept or reject any Distinction/Great Distinction designation on the degrees of graduating students. This new motion was carried.

In order to fulfil its task, the DGD Committee met once or twice. One member wrote a set of guidelines, and the written guidelines were presented to FEC in April, 1975. As one of the two DGD Committee members noted:

. . . . This was a very short-lived committee, with a small, specific task, assigned by Ed. Council, to whom the committee submitted its recommendations.

The duration of the Committee and the specificity of its task made it unique among the Committees in this study.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the DGD Committee and the Senior Administration, as well as between the DGD Committee and the Faculty-at-large. The effectiveness of the linkage activities of the DGD Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 6.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the

Table 6.1
 Respondents' Perceptions Regarding Linkages of the DGD Committee*

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
<u>Formalization</u>											
-formal agreements	1	0	0	1	1	0		3.5	0.7	3.8	
-coordination	3	0	0	1	0			4.0	1.4		
<u>Reciprocity</u>											
-definitional	2	0	1	0	0	1		3.5	2.1	3.5	
<u>Intensity</u>											
-meetings	4	0	1	0	1	0		3.0	1.4	4.0	3.5
-with Senior Administration or FEC	5	0	0	0	0	2		5.0	0.0		
-with Faculty	7	0	0	0	1	1		4.5	0.7		
-resource commitment	9	0	1	0	0	1		3.5	2.1		
Positive Consensus	10	0	1	1	0	0		2.5	0.7		
<u>Functionality-over-time</u>											
	11	0	0	0	0	2		5.0	0.0	5.0	
<u>General Effectiveness of Linkages</u>											
-with Senior Administration or FEC	6	0	0	1	0	1		4.0	1.4	4.5	
-with Faculty	8	0	0	0	0	2		5.0	0.0		

*In view of the n(2), these statistics should be interpreted cautiously.
 For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The scores of the two items then were aggregated to provide an aggregate variable score.

As indicated by the mean of 3.5 for the first item in Table 6.1, detailed written terms of reference were perceived on the average to exist for the Committee "to a small extent." In FEC minutes (March, 1975) the terms of reference for the DGD Committee simply identified two Faculty members to recommend procedures regarding Distinction/Great Distinction. The task was specified; the resources entailed two Faculty members and any data they felt necessary; the only procedures to be followed were those of the Committee; and a report was to be presented to FEC at the next FEC meeting.

As evident from the mean of 4.0 for Item 3 in Table 6.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a small extent." However, the perceptions of the respondents differed markedly on this item: one responded "to some extent" and the other responded "to a very small extent or not at all."

As one respondent noted:

. . . continuous liaison with (Senior Administration) didn't seem appropriate . . . because the Director of Student Services was a member (of the Committee).

In the aggregate, formalization of linkages among the parties involved, as represented by the aggregate variable score of 3.8, was perceived by respondents to have existed "to a small extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 3.5 for Item 2 of Table 6.1, the terms of reference for the Committee were perceived "to a small extent" to have been arrived at cooperatively by the Committee members and Senior Administration. However, the perceptions of respondents differed notably on this item as evidenced in their responses: one respondent indicated "to a great extent" and the other respondent indicated "to a very small extent or not at all."

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 addressed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 3.0 for Item 4 in Table 6.1, the members of the Committee perceived themselves as having met "to some extent" from the time the Committee was founded until it was dissolved.

However, the perceptions of respondents differed considerably on this item. One respondent noted that the Committee met "to a great extent" while the other respondent stated that it met "to a small extent." However, for Item 5 in Table 6.1 the mean of 5.0 indicates that the Committee members perceived themselves as having met with Senior Administration (or FEC) "to a very small extent or not at all" and both members concurred in this view. The mean of 4.9 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to a very small extent or not at all." As evidenced by the mean of 3.5 for Item 9 in Table 6.1, the material resources to carry out the Committee tasks were perceived to have been sufficient "to a small extent." However, the standard deviation of 2.1 on this item indicates a wide variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 4.0 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to a small extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.5 and standard deviation of 0.7 for Item 10 in Table 6.1, the Committee members appeared to agree that the Faculty-at-large considered the task of the Committee to be worthwhile "to a great extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 5.0 and standard deviation of 0.0 for Item 11 in Table 6.1, the Committee members appeared to concur strongly that the relationships between the Faculty and Committee remained active and functional "to a very small extent or not at all" throughout the life of the Committee.

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then aggregated to provide an aggregate variable score.

As indicated by the mean of 4.0 for Item 6 in Table 6.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to a small extent." However, as the standard deviation of 1.4 would indicate, the perceptions of respondents varied considerably regarding this item.

As evidenced by the mean of 5.0 for Item 8 in Table 6.1, the

liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to a very small extent or not at all." The standard deviation of 0.0 indicates strong agreement among the respondents' perceptions.

In the aggregate, effectiveness of linkages, as represented by the aggregate score of 4.5, was perceived by respondents to exist "to a very small extent or not at all."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was a mean of 3.8 which indicates that formalization existed "to a small extent." The need for formalization through terms of reference or coordinating mechanisms for a very small committee with a highly specific task may be unnecessary in the view of one respondent who stated that ". . . a small committee with a highly specific task may mean that the need for terms of reference is inappropriate." Data from the interviews would suggest that instead of formalized procedures to provide official support for the Committee task, there was a highly informal network of support provided by Faculty to members of the Committee for the accomplishment of their task. As well, as mentioned previously, the Director of Student Services was a member of the Committee and may be considered as providing sufficient official support to the Committee in consequence of the size of the Committee's task. Thus, in summary, formalization existed "to a small extent" and formalization apparently was unnecessary, in large measure because of the extensive informal relationships between the Faculty and the Committee.

Reciprocity. The score for the reciprocity variable was a mean of 3.5 which indicates that reciprocity existed "to a small extent." This means that "to a small extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. Interviews which were held with Committee members subsequent to their completion of the questionnaire indicated that the terms of reference of the Committee were established primarily through the debate in FEC regarding the topic and the participation in the debate by the Faculty members who eventually were appointed to the Committee. In effect, the terms of reference were established prior to the official appointment of the Committee members and, as such, Committee members had no formal input to the initial definition of the Committee's terms of reference.

Intensity. The aggregate score for the intensity variable was a mean of 4.0 which indicates that intensity existed "to a small extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of the human investment, a minimal investment of staff time was committed to the development of the Report. In fact, members of the Committee could not recall specifically whether they had had one, two or any meetings. As one respondent noted: "Since _____ and I think alike on a lot of these things, it was fairly easy to work out some kind of report."

The Committee members met with various members of the Faculty "to a very small extent or not at all." As one respondent noted:

. . . There was a fair amount of informal discussion with the Dean, Associate Dean and other Faculty members before it (the Report) was brought to Council at the next meeting

(As well), we didn't touch base too much with Faculty members because recent discussion in Council was still fresh in our memories and anyone who had an opinion on the matter had expressed the opinion.

The material resources to carry out the Committee task were perceived to have been sufficient "to a small extent." As one respondent noted: "Resources--funds, etc.--were not relevant." Thus, in summary, intensity existed "to a small extent" and the very low intensity score probably was dependent, in large part, on a minimal investment of human time and other resources into the task of the Committee.

Positive consensus. The score for the positive consensus variable was a mean of 2.5 which indicates that positive consensus existed "to a great extent." The informal network is sufficiently strong as to bear mentioning once again in this section as a circumstance of some importance to the tasks undertaken by committees in this Faculty. In this instance, the informal network was in positive consensus regarding the Committee and its task and thus facilitated the Committee efforts.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 5.0 which indicates that functionality-over-time existed "to a very small extent or not at all." The short life span of the Committee may not have necessitated any extended coordination to preserve the functionality of the Committee over time.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 4.5 which indicates that linkage effectiveness existed "to a very small extent or not at all." The respondents, in general, believed that whatever linkage effectiveness

existed appeared to have resulted from largely informal contacts and relationships which existed between Committee members and other Faculty members rather than through any formalized mechanisms. As well, there was some question as to whether linkages were even necessary for a small committee with a short life span and a highly specific task. Thus, in summary, linkage effectiveness existed "to a very small extent or not at all" and this low linkage effectiveness was a result of what respondents perceived as a lack of need for linkages or at least a lack of need for formalized linkages.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus, and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 3.5, as noted in Table 6.1 is achieved. The linkage effectiveness score is 4.5. These two scores fell within adjacent ranges on the general response scale used in the study. The composite variable score could be considered to be average while the linkage effectiveness score would be considered to be below average. Thus the concept developed

from the review of the literature regarding the linkage activities, that above average levels for the composite linkage activities variables should compare to above average levels of linkage effectiveness, would appear not to be substantiated.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 6.2 contains data pertaining to these variables. A further sub-section discusses the committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire measured the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 3.5 for Item 12 in Table 6.2, the respondents perceived the task of the Committee to be complex "to a

Table 6.2

Respondents' Perceptions Regarding Processes of the DGD Committee*

Variable	Item Number	Number of Respondents for Each Response Category (N=2)					Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5				
<u>Task Demand</u>										
-goal definition	12	0	0	1	1	0	3.5	0.7	2.9	
-goal redefinition	13	0	1	0	1	0	3.0	1.4		
-time	14	1	1	0	0	0	1.5	0.7		
-separation	16	0	1	0	0	1	3.5	2.1		
<u>Processes</u>										
-high energy	15	0	1	1	0	0	2.5	0.7	3.6	
-procedures	17	0	0	0	0	2	5.0	0.0		
-equality: leadership	18	0	0	0	0	2	5.0	0.0		
-equality: decision-making	19	0	2	0	0	0	2.0	0.0		
<u>Resources: Personnel</u>										
-previous experience	22a ²	0	1	0	0	0	2.0	-	2.3	
-expertise	22b	1	0	0	1	0	2.5	2.1		
-availability	22c	0	0	0	0	1	5.0	-		
-expressed interest	22d	2	0	0	0	0	1.0	0.0		
-representativeness	22e	1	0	0	0	0	1.0	-		
<u>Product</u>										
-report	20	1	0	0	0	1	3.0	2.8	3.3	
-satisfactory recognition	23	0	0	1	1	0	3.5	0.7		
<u>General Effectiveness of Processes</u>										
	21	1	1	0	0	0	1.5	0.7	1.5	

*In view of the n(2), these statistics should be interpreted cautiously.
 1For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.
 2For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

small extent." As indicated by the mean of 3.0 for Item 13 in Table 6.2, the respondents reported that they were involved in clarifying Committee guidelines "to some extent" although as the standard deviation of 1.4 indicates, their perceptions differed on this item. The mean of 1.5 for Item 14 in Table 6.2 indicates that the respondents perceived themselves to have been committed "to a very great extent" to task completion within the designated timelines. The mean of 3.5 for Item 16 in Table 6.2 indicates that Committee members perceived themselves to have been separated or detached "to a small extent" from other members of the Faculty to accomplish the assigned task. However, respondents differed markedly in their answers to this item: one respondent indicated "to a great extent" while the other indicated "to a very small extent or not at all."

In the aggregate, task demands, as represented by the aggregate variable score of 2.9, were perceived by respondents to have existed "to some extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 2.5 for Item 15 in Table 6.2 indicates that the members of the Committee were perceived to have exerted themselves "to a great extent" to accomplish the assigned task. As evidenced by the mean of 5.0 for Item 17 in Table 6.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to a very small extent or not at all." The mean of 5.0 for Item 18 in Table 6.2 indicates that, even though formal leadership in the Committee was created, "to a very small extent or not at all" different leaders were perceived to have emerged, depending upon the conditions within the Committee. As indicated by the mean of 2.0 for Item 19 in Table 6.2, the respondents perceived that "to a great extent" decision-making within the Committee was participative in nature.

The aggregate score of 3.6 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to a small extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item which had five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for

their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

As evidenced by the mean of 2.0 for Item 22a in Table 6.2, one respondent indicated that "most" of the Committee members were selected for their previous Committee experience. However, the other respondent failed to respond to this item. The mean of 2.5 for Item 22b in Table 6.2 indicates that "most" of the members were perceived to have been selected for their expertise in the designated task area. However, as the standard deviation of 2.1 would indicate the respondents did not agree regarding this item. The mean of 5.0 for Item 22c in Table 6.2 indicates that "none" of the members were perceived by one of the respondents to have been selected for their availability. However, the other respondent failed to respond to this item. The mean of 1.0 for Item 22d in Table 6.2 indicates that "all" of the members were perceived to have been selected for their expressed interest in the designated task area. This is the only item regarding resources where the perceptions of the respondents concurred completely. The mean of 1.0 for Item 22e in Table 6.2 indicates that "all" of the members were perceived by one respondent to have been selected for their representativeness of particular groups. The second respondent once again did not respond.

Physical resources such as funds, materials, equipment, release time, and/or facilities were previously described (Item 9) as having existed "to a small extent" as part of the intensity linkage variable although there were differing views between respondents on this item.

The aggregate score of 2.3 on this variable indicates that the

resources of the Committee as perceived by Committee members might be described as being above average.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 3.0 for Item 20 in Table 6.2, the respondents perceived that recommendations were produced by the Committee "to some extent." However, as indicated by the standard deviation of 2.8, the respondents differed dramatically regarding their perceptions of this item. The mean of 3.5 for Item 23 in Table 6.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work.

At the aggregate, productivity, as represented by the aggregate variable score of 3.3, was perceived by respondents to have existed "to some extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 1.5 for Item 21 in Table 6.2, the processes of the Committee were perceived to have been effective "to a very great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.9 which indicates that the task demands existed "to some extent." The respondents agreed that the task demands were complex "to a small extent" and that they were committed "to a very great extent" to task completion within the designated timelines. There was no agreement on the respondents' involvement in clarifying Committee guidelines or the extent to which they had been detached from the Faculty to accomplish their task. In summary, task demands, on the average, were perceived to be defined "to some extent."

Processes. The aggregate score for the processes variable was a mean of 3.6 which indicates that processes were perceived to have existed and been facilitative "to a small extent." In the interviews, the two respondents concurred that there was no need for well-defined procedures within Committee because of its highly specific task and short time span. As well, the respondents concurred that the question of leadership was not a factor of importance since the task was treated more as a collegial exercise where both members contributed equally to the decision-making. As well, the brief life of the Committee may not have allowed time for any perceived shifts in leadership or even the definition of precise leadership within the Committee. Both respondents considered that they had expended a good amount of energy to accomplish their task.

Another variable appeared in terms of the Committee Processes which can be labelled "size." The variable appeared in response to the researcher's interview question regarding "any other matters not identified and covered through the questionnaire or interview which were important

or critical to the operation of the Committee." Size of the task and size of the Committee were suggested as influencing the effectiveness of a Committee. No specific suggestions were made as to how size would affect either task or Committee. However, an inference was made that the small size of the institution, and the resulting close interpersonal knowledge that Faculty members have of one another, may facilitate implementation because members subliminally test the feasibility of their proposals against the Faculty milieu. And, as mentioned under formalization, one respondent believed that in a small Committee with a specific task, the need for terms of reference may be inappropriate.

Thus, in summary, the processes of the Committee were facilitative "to a small extent." The major contributions to Committee Process results were derived from the energetic, collegial efforts of the members.

Resources. The aggregate score for the resources variable was a mean of 2.3 which indicates that the resources of the Committee as perceived by respondents might be described as being above average.

The respondents agreed that the major reason for their selection to the Committee was their expressed interest in the designated task area. As one respondent stated:

. . . If you want a task done, appoint people who want to do the task, who are motivated. This "loads" the Committee, of course. This is not necessarily undesirable.

A secondary reason, about which the respondents differed considerably, was possibly their expertise in the designated task area. All other responses were judged by the researcher to be unreliable since only one of the two respondents responded to the remaining items.

Productivity. The aggregate score for the productivity variable was a mean of 3.3 which indicates that productivity was perceived to have existed "to some extent." There was a major division between the two measures of productivity. Both respondents agreed that the members of the Committee received recognition for their work on the Committee "to some extent." However, their perceptions differed widely regarding their views of the extent to which a report was produced. No reason can be provided for this discrepancy. In fact, a one-page statement outlining Committee recommendations was presented to and accepted by FEC in April, 1975.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 1.5 which indicates that the process effectiveness existed "to a very great extent." There was little deviation between respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 3.0 as noted in Table 6.2 is achieved. The Committee Process

Effectiveness score is 1.5 as noted in Table 6.2. The composite variable score could be considered as very much above average while the Committee Process Effectiveness score could be considered as average. Thus the concept developed from the review of the literature regarding Committee processes would appear to be unsubstantiated: above average levels for the composite process variables do not compare to above average levels of Committee Process Effectiveness.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting and implementation effectiveness. Table 6.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its

Table 6.3

Respondents' Perceptions Regarding Implementation of DGD Committee "Action Decisions" *

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
<u>Implementation Strategy</u>											
-political feasibility	24	0	0	1	0	1		4.0	1.4		
-economic feasibility	25	0	0	0	0	2		5.0	0.0		
-alternative implementation methods	26	0	0	0	0	2		5.0	0.0	4.8	
-adaptation	27	0	0	0	0	2		5.0	0.0		
-staff training	28	0	0	0	0	2		5.0	0.0		
-local development of materials	29	0	0	0	0	2		5.0	0.0		
<u>Project Characteristics</u>											
-coordination	30	0	0	0	0	2		5.0	0.0		
-change regulations or procedures	31	0	0	1	1	0		3.5	0.7	4.3	3.8
-amount of behavior change	36 ²	0	0	0	1	1		4.5	0.7		
<u>Institutional Setting</u>											
-Senior Administration	35a ³	1	1	0	0	0		1.5	0.7		
-academic staff	35b	0	2	0	0	0		2.0	0.0		
-students	35c	0	2	0	0	0		2.0	0.0		
-Teachers' Association	35d	0	0	1	0	0	1	3.0	-	2.4	
-Trustees' Association	35e	0	0	1	0	0	1	3.0	-		
-Depts. of Education	35f	0	0	1	0	0	1	3.0	-		

Table 6.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=2)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5				
<u>Measure of Implementation Effectiveness</u>										
-mutual adaptation	32	0	0	0	0	2	5.0	0.0		
-perceived success	33	1	1	0	0	0	1.5	0.7	2.7	
-continuation	34	1	1	0	0	0	1.5	0.7		

*In view of the n(2), these statistics should be interpreted cautiously.

¹For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

As evidenced by the mean of 4.0 for Item 24 of Table 6.3, the respondents perceived the Committee as having assessed the political feasibility of implementing recommendations "to a small extent." However, as the standard deviation of 1.4 would indicate, the respondents did not agree on this item. The mean of 5.0 for Item 25 of Table 6.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to a very small extent or not at all." As indicated by the mean of 5.0 for Item 26 of Table 6.3, the Committee did not develop alternative means for implementing its recommendations. The mean of 5.0 for Item 27 of Table 6.3 indicates that the Committee members perceived that the members of Faculty met "to a very small extent or not at all" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. As evidenced by the mean of 5.0 for Item 28 of Table 6.3, members of the Faculty-at-large were perceived by Committee members not to have been provided with the means to acquaint themselves with Committee recommendations. The mean of 5.0 for Item 29 of Table 6.3 indicates that the members of the Faculty-at-large were not perceived as having been provided the means to develop materials or aids to carry out some aspects of the recommendations of the Committee.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregate score of 4.8 for the foregoing items, was perceived by respondents not to have existed.

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 5.0 for Item 30 in Table 6.3, the recommendations of the Committee were perceived by Committee members not to have generated a need for increased coordination within the Faculty-at-large. The mean of 3.5 for Item 31 of Table 6.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to a small extent." As indicated by the mean of 4.5 for Item 36 of Table 6.3, the respondents perceived that no changes in Faculty behavior occurred.

In the aggregate, the project characteristics, as represented by the aggregated score of 4.3 for the foregoing items, were perceived by respondents to have affected the implementation of DGD Committee action decisions "to a very small extent or not at all."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item which had six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 1.5 for Item 35a in Table 6.3, the respondents indicated that the Senior Administration were "very receptive" to the recommendations of the Committee. The mean of 2.0 for Item 35b in Table 6.3 indicates that the academic staff were perceived by the respondents to be "receptive" to the Committee recommendations. As indicated by the mean of 2.0 for Item 35c in Table 6.3, the students were thought to be "receptive" to the recommendations of the Committee. The means of 3.0 for Items 35d, 35e and 35f in Table 6.3 indicate that the Teachers' Association, Trustees' Association and Departments of Education were believed to be "indifferent" to the recommendations of the Committee. However, only one of the two members of the Committee actually responded to these latter items.

In the aggregate, the institutional setting, as represented by the aggregate score of 2.4 for the foregoing items, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 5.0 for Item 32 in Table 6.3, the Committee recommendations were perceived by respondents not to have been modified during the time of implementation. The mean of 1.5 for Item 33 in Table 6.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to a very great extent." The mean of 1.5 for Item 34 in Table 6.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to a very great extent."

In the aggregate, implementation effectiveness, as represented by the 2.7 aggregate score of the implementation effectiveness items, was perceived by respondents to have existed "to some extent."

Discussion of Implementation

Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 4.8 which indicates that the implementation was perceived not to have been characterized by a mutual adaptation

perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that the members agreed that there had been no consideration of alternative implementation methods, economic feasibility, adaptation of the recommendations, staff training, or staff development of materials related to the recommendations. The members did indicate that there had been consideration of political feasibility, although respondents disagreed on this item. The disagreement may arise from a perception of what constitutes considering political feasibility.

As one respondent noted:

. . . When you are thinking of recommendations for a change of some sort, if you've been around in a small institution of this sort, you can almost tag in your mind those people who will be for and against such a recommendation and why. So if its something really important to you, you can think of arguments in advance--much like a debater--and can concentrate on the arguments that will convince him while I'm in the process of preparing this recommendation for change.

In general, the Committee did not consider any form of implementation strategy with the possible exception of some informal, almost subliminal testing of political feasibility.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 4.3 which indicates that "to a very small extent or not at all" the implementation was viewed as having been affected by the substance and scope of the changes proposed by the Committee action decisions. Largely, the respondents could perceive changes in procedures "to a small extent" and little impact other than that. In general, the project characteristics had an effect "to a very small extent or not at all" on the implementation of the Committee recommendations. The specificity of the task and the largely administrative

activity which resulted from Committee was unlikely to require any great behavioral changes of staff or coordination. The only requirement was for a small administrative procedure to be implemented.

Institutional setting. The aggregate score for the Institutional setting variable was a mean of 2.4 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the DGD Committee. In spite of earlier discussions against having a Distinction/Great Distinction designation on the degrees, the recommendations of the DGD Committee to reinstate the Distinction/Great Distinction designation was passed in FEC, but with specific standards. The receptivity of the DGD Committee's recommendations by FEC was evidenced by the favorable vote in FEC.

Implementation effectiveness. The aggregate score for implementation effectiveness was a mean of 2.7 which indicates that implementation effectiveness existed "to some extent." The recommendations of the Committee were accepted and implemented with little fanfare. There was no adaptation of any kind, yet respondents concurred that implementation of recommendations was successful and the actions recommended by the Committee have been continued. Both respondents considered "continuation" as the major success of the Committee. Continuation was simplified because carrying out the recommendations was "primarily an administrative activity that was turned over to . . . (one person who) carries it out."

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will

be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspectives to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 3.8 as noted in Table 6.3 is achieved. The measures of Implementation Effectiveness score is 2.7 as noted in Table 6.3. The two scores fall within adjacent ranges on the general response scale used in the study. The composite score could be considered to be below average while the implementation effectiveness score could be considered to be average. Thus the concept developed from the review of the literature regarding implementation, namely that average levels for the composite implementation variable scores would compare to average levels of implementation effectiveness would appear not to be substantiated.

As well, the anticipated directions of variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed in this Committee. The institutional setting score was higher than the project characteristics score; however, the implementation strategy score was lower instead of higher than the project characteristics score.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the DGD Committee. The overall effectiveness rating was computed from the averaged aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 6.2 contains data relating to this variable:

As indicated by the linkage effectiveness score of 4.5 in Table 6.4, the linkage activities of the DGD Committee were perceived to be effective "to a very small extent or not at all." The Committee processes effectiveness score of 1.5 in Table 6.4 indicates that the processes of the Committee were perceived to have been effective "to a very great extent." The implementation effectiveness score of 2.7 in Table 6.4 is evidence that implementation was perceived to have been effective "to some extent." As evidenced by the score of 2.9 in Table 6.4, the overall effectiveness of the DGD Committee was perceived to exist "to some extent."

SUMMARY

The mission of the DGD Committee was to recommend procedures to FEC regarding the designation of Distinction/Great Distinction on the degrees of graduating students. A summary of the findings regarding the effectiveness of the Committee in accomplishing its task is displayed in Table 6.5 and presented descriptively in the following paragraphs.

A number of linkages between the Committee and Senior Administration, and the Committee and the Faculty-at-large were examined in order to

Table 6.4
 Respondents' Perceptions Regarding DGD Committee Effectiveness*

Variable	Item Number	Number of Respondents for Each Response Category (N=2)					Mean	Standard Deviation	Aggregate Effectiveness Scores
		1	2	3	4	5			
<u>Linkages to:</u>									
-Senior Administration	6	0	0	1	0	1	4.0	1.4	4.5
-Faculty-at-large	8	0	0	0	0	2	5.0	0.0	
Processes	21	1	1	0	0	0	1.5	0.7	1.5
<u>Implementation:</u>									
-mutual adaptation	32	0	0	0	0	2	5.0	0.0	2.7
-perceived success	33	1	1	0	0	0	1.5	0.7	
-continuation	34	1	1	0	0	0	1.5	0.7	
								OVERALL COMMITTEE EFFECTIVENESS = 8.7/3 = 2.9	

*In view of the n(2), these statistics should be interpreted cautiously.
 The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Table 6.5

Summary of the Findings Regarding the DGD Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	3.8	3.5	Unsubstantiated
Reciprocity	3.5		
Intensity	4.0		
Positive Consensus	2.5		
Functionality-over-time	5.0		
General Linkage Effectiveness		4.5	Not within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.9	3.0	Unsubstantiated
Processes	3.6		
Resources: Personnel	2.3		
Product	3.3		
General Process Effectiveness		1.5	Not within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	4.8	3.8	Unsubstantiated
Project Characteristics	4.3		
Institutional Setting	2.4		
General Implementation Effectiveness		2.7	Not within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	4.5 = to a very small extent or not at all		2.9 = to some extent
Process Effectiveness	1.5 = to a very great extent		
Implementation Effectiveness	2.7 = to some extent		

*Scores: 1.0 to 1.8 = to a very great extent
1.9 to 2.6 = to a great extent
2.7 to 3.4 = to some extent
3.5 to 4.2 = to a small extent
4.3 to 5.0 = to a very small extent or not at all.

In view of the n(2), these statistics should be interpreted cautiously.

determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to a small extent." Reciprocity existed "to a small extent." Intensity existed "to a small extent." Positive consensus existed "to a great extent." Functional over-time existed "to a very small extent or not at all." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to a small extent." In general, the concept regarding the linkage activities pertinent to the effectiveness of temporary adaptive systems, namely that high levels for the aggregated linkage variables should compare to high levels of linkage effectiveness, would appear to be unsubstantiated.

Four variables were examined in the next section of the chapter in order to determine the extent to which Committee Processes had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Well-defined task demands were perceived by respondents to have existed "to some extent"; facilitative processes existed "to a small extent"; more than adequate resources existed; and productivity existed "to some extent." In the aggregate, processes of the Committee were perceived to be effective "to a great extent." Another variable was identified and labelled "size" by the researcher. The variable of size may have possible effects upon Committee task, processes, terms of reference,

and implementation feasibility. In general, the concept developed within the review of the literature, namely that above average levels for the composite process variables score should compare to above average levels of Committee Process Effectiveness, were unsubstantiated.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation did not exist; the project characteristics affected implementation "to a very small extent or not at all"; and the institutional setting was "receptive." In the aggregate, effective implementation was perceived to exist "to a small extent." In general, the concept developed within the literature regarding implementation, namely that average levels for the composite implementation variable score would compare to average levels of implementation effectiveness, was not substantiated.

As well, the anticipated directions of variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed. The institutional setting score was higher than the project characteristics score; however, the implementation strategy score was lower instead of higher than the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the DGD Committee achieved effectiveness on the three possible levels: linkage effectiveness "to

a very small extent or not at all"; process effectiveness "to a very great extent"; and implementation effectiveness "to some extent."

CHAPTER 7

COOPERATIVE STUDIES COMMITTEE

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Cooperative Studies Committee of the Faculty of Education at the University of Lethbridge. The chapter is divided into six major sections: background information on the Cooperative Studies Committee, linkage activities, Committee processes, implementation, effectiveness and a summary of the findings.

Data contained in this chapter were collected from Faculty of Education Council Minutes, minutes and documents of the Cooperative Studies Committee, and by means of questionnaires and interviews. Questionnaires were distributed to and returned by the five members of the Cooperative Studies Committee. Two additional respondents who were mentioned frequently by Cooperative Studies Committee members as being "knowledgeable" regarding the Committee were included in the study. One of these was the researcher who is considered a participant observer in this instance. The other was a Faculty representative to the University Cooperative Studies Advisory Council. Of the seven

respondents, seven returned the questionnaires and four were interviewed. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five response categories. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Cooperative Studies (CS) Committee was composed of five Faculty members. In addition, the researcher was the administrative officer for the Committee and should be considered as a participant observer for the purpose of this study.

The CS Committee was established within the Faculty of Education in the Fall, 1975 as the result of an administrative reorganization

of a previously centralized University Project. The purposes of the CS Committee, as stated in The Progress Report (January, 1976:1) to FEC, were "to provide directions and guidelines for the development of the Project within Education, and to evaluate student field learning experiences." All four interviewees perceived the Committee to have been an "action" Committee.

In carrying out its purposes, the CS Committee completed a number of tasks. The CS Committee presented three reports in Spring, 1976: one to the FEC Planning Committee, one to FEC, and one to the CS Advisory Council. Each of these reports described the student evaluations done by the CS Committee and outlined the directions which were being pursued in the development of the Project. A Cooperative Studies Handbook of Policies and Procedures was written by September, 1976. A final Review of Cooperative Studies in the Faculty of Education: 1973:1977 was undertaken by the CS Committee in April, 1977. Recommendations in the Review were presented to the FEC Planning Committee in Spring, 1977 for action.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the CS Committee and the Senior Administration, as well as between the CS Committee and the Faculty-at-large. The effectiveness of the linkage activities of the CS Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 7.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Table 7.1

Respondents' Perceptions Regarding Linkages of the CS Committee

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
<u>Formalization</u>											
-formal agreements	1	0	1	4	2	0		3.1	0.7	2.7	
-coordination	3	6	1	0	0	0		1.1	0.4	2.4	
<u>Reciprocity</u>											
-definitional	2	0	2	5	0	0		2.7	0.5	2.7	
<u>Intensity</u>											
-meetings with Senior Administration or FEC	4	1	4	2	0	0		2.1	0.7		2.6
-with Faculty	5	0	3	1	1	0		3.3	1.4	2.6	
-resource commitment	7	0	2	4	0	1		3.0	1.0		
	9	2	3	1	1	0		2.1	1.0		
Positive Consensus	10	0	3	3	1	0		2.7	0.8	2.7	
Functionality-over-time	11	0	4	1	1	1		2.9	1.2	2.9	
<u>General Effectiveness of Linkages</u>											
-with Senior Administration or FEC	6	2	4	1	0	0		1.9	0.7	2.3	
-with Faculty	8	1	3	1	1	1		2.7	1.4		

For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The scores of the two items then were aggregated to provide an aggregate variable score.

As indicated by the mean of 3.1 for the first item in Table 7.1, detailed written terms of reference were perceived on the average to exist for the Committee "to some extent." The FEC minutes which record the striking of the first CS Committee in 1973 state: "That the formation of an ad hoc committee on Cooperative Studies be approved consisting of (six Faculty members)." The Faculty Handbook further outlines the terms of reference of ad hoc committees within the Faculty:

. . . Unless otherwise stated in terms of reference all Ad Hoc Committees should be disbanded at the end of each academic year. Further committees should be established as necessary for the performance of specific tasks

Ad Hoc Committees may be voted into existence by the Faculty of Education Council. They may be either elected or appointed. They are formed, as their name implies, for a specific temporary purpose. When an Ad Hoc Committee has completed the assignment for which it was formed--submitted its final report--it is automatically dissolved without further action by the Faculty of Education. An Ad Hoc Committee has no mandate beyond the purpose for which it was originally formed, unless the mandate is changed by the action of the Faculty of Education Council. When an Ad Hoc Committee has not reported on its assignment within a year of its formation, it will be dissolved.

In each succeeding year since 1973 a new ad hoc committee was struck to oversee the CS Project. By the 1978-79 academic year, the ad hoc committee had been converted to a standing committee.

In a January, 1976 Progress Report to FEC, a statement was presented which appeared to summarize the terms of reference and purpose of the CS Committee. The CS Committee was "to provide directions and guidelines for the development of the Project within Education, and to evaluate student field learning experiences."

Thus the task of the CS Committee and its terms of reference were outlined loosely by FEC. Resources in the form of personnel were specified each year. The only procedure identified was the Committee. Through the terms of reference of Ad Hoc Committees, a final report was expected. A series of such reports were presented in Spring, 1976.

As evident from the mean of 1.1 for Item 3 in Table 7.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the 2.1 aggregate score of the foregoing items, was perceived by respondents to have existed "to a great extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 2.7 for Item 2 of Table 7.1, the terms of reference for the Committee were perceived "to some extent" to have been arrived at cooperatively by the Committee members and Senior Administration.

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 addressed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time, and/or facilities.

As indicated by the mean of 2.1 for Item 4 in Table 7.1, the members of the Committee agreed that they met "to a great extent" from the time the Committee was founded until it was dissolved. The mean of 3.3 for Item 5 in Table 7.1 suggests that, on the average, the members of the Committee were perceived as having met with Senior Administration (or FEC) "to some extent." However, the standard deviation of 1.4 indicates that the perceptions of respondents differed on this item. The mean of 3.0 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to some extent" although the perceptions of respondents differed on this item as suggested by the standard deviation of 1.0. As evidenced by the mean of 2.1 for Item 9 in Table 7.1, the material resources to carry out the Committee tasks were perceived to have been sufficient "to a great extent." However,

the standard deviation of 1.0 on this item indicates a variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score for the intensity of linkages among the parties involved was obtained by aggregating the scores of the foregoing items. The aggregated score of 2.6 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to a great extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.7 and standard deviation of 0.8 for Item 10 in Table 7.1, the Committee members appeared to agree that the Faculty-at-large considered the task of the Committee to be worthwhile "to some extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 2.9 for Item 11 in Table 7.1, the Committee members perceived the relationships between the Faculty and Committee to have remained active and functional "to some extent" throughout the life of the Committee. However, the responses to this item varied widely from "to a great extent" to "to a very small extent or not at all."

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then aggregated to provide an aggregate score for this variable.

As indicated by the mean of 1.9 for Item 6 in Table 7.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to a great extent."

As evidenced by the mean of 2.7 for Item 8 in Table 7.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to some extent." The standard deviation of 1.4 would seem to indicate lack of agreement among the respondents' perceptions.

In the aggregate, effectiveness of linkages, as represented by the 2.3 aggregated score, was perceived by respondents to exist "to a great extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was a mean of 2.1 which indicates that formalization existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the perceived score for formalization. The linkage between Senior Administration and the Committee was established, at least in part, by having one person serve in two roles: Associate Dean (Senior Administration), and chairman of the Committee. Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, one respondent noted that while written terms of reference existed "to some extent," the understood terms of reference also were clearly recognized. The suggestion was that a strong informal milieu existed which affected the Cooperative Studies Project's directions and "terms of reference." No further explanation of this comment could be obtained by the researcher. Thus, in summary, formalization existed "to a great extent" and was dependent, in large measure, on a very extensive (very high) relationship between the Senior Administration and the Committee rather than on any written terms of reference.

Reciprocity. The score for the reciprocity variable was a mean of 2.7 which indicates that reciprocity existed "to some extent." This indicates that "to some extent" the terms of reference of the Committee

were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. In part, the cooperative definition of terms of reference may derive from having the Associate Dean as chairman of the Committee. With the Associate Dean as chairman of the Committee, constant and cooperative definition and redefinition of the terms of reference was possible as part of the Committee process.

Intensity. The aggregate score for the intensity variable was a mean of 2.6 which indicates that intensity existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of human investment, a considerable investment of staff time was committed to the Committee's work. The Committee itself met two to four times a month for a period of one or two hours. The necessity of meeting with Senior Administration was not evident since the Associate Dean was chairman of the Committee. Some meetings were held with departments for the purpose of discussing various policy perspectives of the CS Committee. Other Faculty members were involved occasionally in the evaluation of student learning experiences. As well as the considerable investment of staff time, the material resources to carry out the Committee task were perceived to have been sufficient "to a great extent." One respondent qualified the nature of the material resources by stating that "There was no release time--but lots of money." Thus, in summary, intensity existed "to a great extent" and probably was derivative of an intensive investment of time by participating members, and extensive material resources--particularly money.

Positive consensus. The score for the positive consensus variable was a mean of 2.7 which indicates that positive consensus existed "to some extent." This means that "to some extent" the Faculty-at-large considered that what the Committee was trying to achieve was worthwhile. One respondent summarized the range of views by stating that:

. . . Some saw it (Cooperative Studies) as a vital ingredient in looking at alternative means of coping with teacher education. As such it was important to some. And it met with resistance from others . . . (who) say that there is already enough Field Experience.

In general, positive consensus existed although there was not wholehearted or unanimous support for the work the Committee was doing.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 2.9 which indicates that functionality-over-time existed "to some extent." The explanation for this moderate score may be related, in the judgment of the researcher, to the intensity variable and particularly to the level of human investment in the Committee.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 2.3 which indicates that linkage effectiveness existed "to a great extent." The linkages of the Committee with Senior Administration were viewed as most effective when compared to the linkages with Faculty. In fact, there was a wide variation of perception regarding the effectiveness of linkages with the Faculty. Thus, in summary, linkage effectiveness existed "to a great extent" and this linkage effectiveness score was dependent, in large measure, on the effectiveness of the Committee-Senior Administration linkages.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.6 as noted in Table 7.1 is achieved. The linkage effectiveness score is 2.3. These two scores fall within the same range on the general response scale used in this study. The composite variable score could be considered above average while the linkage effectiveness score also would be above average. Thus, the concept developed from the review of the literature regarding linkage activities, that above average levels for the composite linkage activities variables should compare to above average levels of linkage effectiveness, would appear to be substantiated.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings

of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 7.2 contains data pertaining to these variables. A further sub-section discusses the committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specific timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 1.9 for Item 12 in Table 7.2, the respondents perceived the task of the Committee to be complex "to a great extent." As indicated by the mean of 2.0 for Item 13 in Table 7.2, the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." The mean of 1.9 for Item 14 in Table 7.2 indicates that the respondents perceived themselves to have been committed "to a great extent" to task completion within the designated timelines. The mean of 4.1 for Item 16 in Table 7.2 indicates that Committee members perceived themselves to have been separated or detached "to a small extent" from other members of the Faculty to accomplish the assigned task. However, as the standard deviation of 1.2

Table 7.2
 Respondents' Perceptions Regarding Processes of the CS Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5				
Task Demand										
-goal definition	12	2	4	1	0	0	1.9	0.7		
-goal redefinition	13	1	5	1	0	0	2.0	0.6	2.5	
-time	14	2	4	1	0	0	1.9	0.7		
-separation	16	0	1	1	1	4	4.1	1.2		
Processes										
-high energy	15	1	5	0	1	0	2.1	0.9		
-procedures	17	1	3	3	0	0	2.9	0.8	2.2	
-equality: leadership	18	1	3	2	1	0	2.4	1.0		
-equality: decision-making	19	4	3	0	0	0	1.4	0.5		2.5
Resources: Personnel										
-previous experience	22a ²	1	2	2	0	1	2.7	1.4		
-expertise	22b	1	2	0	3	0	2.8	1.3		
-availability	22c	2	2	0	0	1	2.2	1.6	2.5	
-expressed interest	22d	3	4	0	0	0	1.6	0.5		
-representativeness	22e	2	0	0	4	1	3.3	1.6		
Product										
-report	20	4	3	0	0	0	1.4	0.5		
-satisfactory recognition	23	0	2	0	1	4	4.0	1.4	2.7	
General Effectiveness of Processes										
	21	4	2	2	0	0	1.6	0.8	1.6	

¹For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

indicates, the perceptions of respondents differed considerably on this item.

In the aggregate, task demands, as represented by the 2.5 aggregate variable score, were perceived by respondents to have existed "to a great extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 2.1 for Item 15 in Table 7.2 indicates that the members of the Committee were perceived to have exerted themselves "to a great extent" to accomplish the assigned task. As evidenced by the mean of 2.9 for Item 17 in Table 7.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to some extent." The mean of 2.4 for Item 18 in Table 7.2 indicates that, even though formal leadership in the Committee was created, "to a great extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a very great

extent" to "to a small extent." As indicated by the mean of 1.4 for Item 19 in Table 7.2, the respondents perceived that "to a very great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.2 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to a great extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item with five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

As evidenced by the mean of 2.7 for Item 22 a in Table 7.2, the respondents indicated that "about half" of the Committee members were selected for their previous Committee experience. However, the perceptions of respondents differed considerably on this item as indicated by the standard deviation of 1.4. The mean of 2.8 for Item 22b in Table 7.2 indicates that "about half" of the members were perceived to

have been selected for their expertise in the designated task area. Once again, perceptions of respondents varied widely from "all" to "some" and no response. The mean of 2.2 for Item 22c in Table 7.2 indicates that, "most" of the members were perceived by respondents to have been selected for their availability. However, as the 1.6 standard deviation would indicate, the perceptions of respondents differed widely on this item. The mean of 1.6 for Item 22d in Table 7.2 indicates that "all" of the members were perceived to have been selected for their expressed interest in the designated task area. The mean of 3.3 for Item 22e in Table 7.2 indicates that "about half" of the members were perceived by respondents to have been selected for their representativeness of particular groups. The perceptions of respondents once again differed widely from "all" to "none."

Physical resources such as funds, materials, equipment, release time and/or facilities were previously described (Item 9) as having existed "to a great extent" as part of the intensity linkage variable.

The aggregate score of 2.5 on this variable indicates that the resources of the Committee as perceived by Committee members might be described as being slightly more than adequate.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item

23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 1.4 for Item 20 in Table 7.2, the respondents perceived that recommendations were produced by the Committee "to a very great extent." The mean of 4.0 for Item 23 in Table 7.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work. However, the perceptions of respondents differed considerably on this item as the standard deviation of 1.4 would indicate.

In the aggregate, productivity, as represented by the 2.7 aggregate variable score of the two productivity items, was perceived by respondents to have existed "to some extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 1.6 for Item 21 in Table 7.2, the processes of the Committee were perceived to have been effective "to a very great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.5 which indicates that the task demands existed "to a great extent." The task demands could be said to have been well-defined. The respondents, who were members of the Committee, deviated little from one another in their perspective of the task demands with the exception of Item 16 which examined the extent to which Committee members were detached

from the Faculty to accomplish their task. The members of the Committee were involved in clarifying goals and redefining them in a complex task. They were committed to the timelines of the Committee.

Processes. The aggregate score for the processes variable was a mean of 2.2 which indicates that processes were perceived to have existed and been facilitative "to a great extent." In particular, the Committee members exhibited high levels of involvement in the Committee tasks, as exhibited by high energy levels, and participation in leadership and decision-making. Equality in decision-making was perceived to be particularly high. A number of respondents noted that the high degree of involvement of Committee members occasionally led to intense discussions within the Committee as a result of conflicting educational values and personal factors. To a lesser extent well-defined procedures existed and, in interviews, were determined to have been structured but also somewhat flexible.

Resources. The aggregate score for the resources variable was 2.5 which indicates that the resources of the Committee as perceived by respondents might be described as being slightly more than adequate. The respondents perceived that "all" members of the Committee were selected for their expressed interest in the designated task area. "Most" were selected for their availability, although the perceptions of respondents differed considerably on this latter item. "About half" were perceived to have been selected for "previous Committee experiences," "expertise in the designated task area," or "representativeness of particular groups." However, the perceptions of respondents differed

considerably on these latter items. In general, the major reason for selection to the Committee was expressed interest on the part of the staff member.

Productivity. The aggregate score for the productivity variable was 2.7 which indicates that productivity was perceived to have existed "to some extent." There was a major division between the two measures of productivity. The respondents perceived that "to a very great extent" action decisions were produced by the Committee. As one respondent noted, the major project of the Committee was:

. . . The students themselves and the fact that they were processed through an alternative mode, and the quality of the work the students produced for the credits granted.

The same respondent noted that a secondary product was "getting legislation through to and approved by FEC--of developing policy." As well, the respondents perceived that "some" of the Committee members received recognition and visibility for their work. However, as indicated from questionnaire responses, the perceptions of respondents varied considerably on this point. One respondent stated:

. . . If people are credible, a job will be done. The question arises as to whether people are visible first and get appointed to committees, or vice-versa--or both.

. . . No one knew how much time and work was entailed.

Thus, in summary, although the Committee was somewhat productive, its major productivity success was in the production of action decisions, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 1.6 which indicates that the process effectiveness existed "to a very great extent." There was little deviation among respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.5 as noted in Table 7.2 is achieved. The composite Committee Process Effectiveness score is 1.6 as noted in Table 7.2. The Committee Process Effectiveness score of 1.6 could be considered as much above average and the process variables composite score of 2.5 could be considered above average. Thus, the concept developed within the review of the literature regarding Committee processes would appear not to be substantiated in this Committee: above average levels for the composite process variables do not compare to above average levels of Committee Process Effectiveness.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting and implementation effectiveness. Table 7.2 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

Table 7.3

Respondents' Perceptions Regarding Implementation of CS Committee "Action Decisions"

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5	NR			
<u>Implementation Strategy</u>										
-political feasibility	24	3	2	0	2	0		2.1	1.3	
-economic feasibility	25	1	3	2	1	0		2.4	1.0	
-alternative implementation methods	26	1	1	1	3	1		3.3	1.4	3.3
-adaptation	27	0	2	3	0	2		3.3	1.3	
-staff training	28	0	0	0	2	5		4.7	0.5	
-local development of materials	29	0	0	3	0	4		4.1	1.1	
<u>Project Characteristics</u>										
-coordination	30	0	3	1	2	1		3.1	1.2	
-change regulations or procedures	31	0	1	4	2	0		3.1	0.7	3.5
-amount of behavior change	36 ²	0	0	0	4	2	1	4.3	0.5	2.9
<u>Institutional Setting</u>										
-Senior Administration	35a ³	5	2	0	0	0		1.3	0.5	
-academic staff	35b	2	4	1	0	0		1.9	0.7	
-students	35c	4	2	1	0	0		1.6	0.8	
-Teachers' Association	35d	0	2	3	0	0	2	2.6	0.5	2.1
-Trustees' Association	35e	0	0	5	0	0	2	3.0	0.0	
-Depts. of Education	35f	1	1	3	0	0	2	2.4	0.9	

Table 7.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5				
<u>Measure of Implementation Effectiveness</u>										
-mutual adaptation	32	0	2	2	3	0	3.1	0.9		
-perceived success	33	2	4	0	1	0	2.0	1.0	2.5	
-continuation	34	1	4	1	1	0	2.3	1.0		

¹ For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³ For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

As evidenced by the mean of 2.1 for Item 24 of Table 7.3, the respondents perceived the Committee as having assessed the political feasibility of implementing recommendations "to a great extent." However, as the standard deviation of 1.3 indicates, the perceptions of respondents varied considerably on this item. The mean of 2.4 for Item 25 of Table 7.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to a great extent." The perceptions of respondents varied on this item from "to a very great extent" to "to a small extent." As indicated by the mean of 3.3 for Item 26 of Table 7.3, the respondents perceived the Committee as having developed alternative methods for implementing its recommendations. The perceptions of the respondents regarding this item ranged widely from "to a very great extent" to "to a very small extent or not at all." The mean of 3.3 for Item 27 of Table 7.3 indicates that the Committee members perceived that the members of Faculty met "to some extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. However, as the standard deviation of 1.3 would indicate, the perceptions of respondents varied considerably regarding this item. As evidenced by the mean of 4.7 for Item 28 of Table 7.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means to acquaint themselves with Committee action decisions "to a very small extent or not at all." As the standard deviation of 0.5 indicates, this is the only item in this section where the perceptions of respondents basically were in agreement. The mean of 4.1 for Item 29 of Table 7.3 indicates that the members of the Faculty-at-large were provided the means to

develop materials or aids "to a small extent" to carry out some aspects of the recommendations of the Committee. However, the perceptions of the respondents varied considerably from "to some extent" to "to a very small extent, or not at all" on this item.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregated variable score of 3.3, was perceived by respondents to have existed "to some extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of the Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 3.1 for Item 30 in Table 7.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large. However, as the standard deviation of 1.2 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 3.1 for Item 31 of Table 7.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to some extent."

As indicated by the mean of 4.3 for Item 36 of Table 7.3, the respondents perceived that changes in Faculty occurred for "none."

In the aggregate, the project characteristics, as represented by the aggregate variable score of 3.5, were perceived by respondents to have affected the implementation of CS Committee action decisions "to a small extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item with six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 1.3 for Item 35a in Table 7.3, the respondents indicated that the Senior Administration were "very receptive" to the recommendations of the Committee. The mean of 1.9 for Item 35b in Table 7.3 indicates that the academic staff were perceived by the respondents to be "receptive" to the Committee recommendations. As indicated by the mean of 1.6 for Item 35c in Table 7.3, the students were thought to be "very receptive" to the recommendations of the Committee. The mean of 2.6 for Item 35d of Table 7.3 indicates that the

Teachers' Association was viewed by the respondents to be "receptive" to the recommendations of the Committee. As evidenced by the mean of 3.0 for Item 35e in Table 7.3, the Trustees' Association was seen by respondents to be "indifferent" to the recommendations of the Committee. The mean of 2.4 for Item 35f indicates that the respondents believed the Departments of Education to be "receptive" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the 2.1 aggregate variable score, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 3.1 for Item 32 in Table 7.3, the Committee recommendations were perceived by respondents to have been modified "to some extent" during the time of implementation. The mean of 2.0 for Item 33 in Table 7.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to a great extent." However, the perceptions of respondents ranged

from "to a very great extent" to "to a small extent." The mean of 2.3 for Item 34 in Table 7.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to a great extent." Once again, however, the perceptions of respondents varied somewhat, as indicated by the standard deviation of 1.0.

In the aggregate, implementation effectiveness, as represented by the 2.5 aggregate variable score for the implementation effectiveness items, was perceived by respondents to have existed "to a great extent."

Discussion of Implementation Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 3.3 which indicates that "to some extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. However, no clear cut picture of implementation strategy emerges from the data regarding this Committee. The only item in this section on which respondents agreed was regarding the extent to which Faculty received any inservicing to acquaint them with the Committee's action decisions. The Faculty received very little or no staff inservicing on the recommendations of the Committee. Respondents' perceptions varied somewhat with reference to the extent to which the Committee considered the political and economic feasibility of implementing its recommendations, the extent to which Committee members developed alternative methods for implementing its action decisions, and the extent to which the Faculty met to adapt Committee recommendations to needs of specific groups in the Faculty. These variations of perceptions may derive from two sources. First of

all, many respondents considered one of the dual tasks of the Committee to be paramount. Many respondents, in the interviews, noted that student evaluation was the primary task of the Committee. As such, some Committee members perceived little need to consider extensively such things as the political or economic ramifications of their decisions regarding student evaluation. Their responses on the items were low. Other respondents, who considered the implementation of the "directions and guidelines for the development of the Project within Education" as the paramount task of the Committee, responded with higher scores for the items. Secondly, one respondent suggested that some of the Faculty and Committee members had such a commitment to the mainstream program of the Faculty that there was no time for "marginal projects" and, as such, implementation strategies were not critical to either the Faculty or Committee members. The view of this respondent was stated as follows:

. . . The questionnaire doesn't deal with the hidden agendas, the ongoing commitment of the Faculty to the mainstream program and the fact that the Faculty is working flat out on that. There is no time for anything else--for marginal projects. Also we had money to spend--so spend it. Also, our executive officer was available for other chores in Faculty and thus relieve the members of Faculty.

In general, no clearcut picture of implementation strategy arises from this Committee. Part of the confusion arises from the dual task of the Committee wherein virtually no consideration of the impact of the Committee's action decisions was required for its perceived major task--the evaluation of Project students.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 3.5 which indicates that "to a small extent" the implementation was viewed as having been affected by

the substance and scope of the changes proposed by the Committee action decisions. The respondents agreed that "to some extent" the implementation of Committee actions required changes of Faculty regulations or procedures. They also agreed that only some of the Faculty members were required to change their behavior. However, respondents varied considerably in their views regarding the need for increased coordination within Faculty as a result of Committee action decisions. In general, the project characteristics affected implementation "to a small extent."

Institutional setting. The aggregate score for the institutional setting variable was a mean of 2.1 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the CS Committee. In particular, Senior Administration and students were viewed as "very receptive" and while the academic staff, Teachers' Association and Departments of Education were "receptive." The Trustees' Association was perceived as "indifferent." Thus, in general, a receptive institutional setting was perceived to exist.

Implementation effectiveness. The aggregate score for implementation effectiveness was 2.5 which indicates that implementation effectiveness existed "to a great extent." However, some differences in perception can be discerned regarding the effectiveness of the implementation. The respondents agreed that the mutual adaptation perspective implementation existed because the Project's action decisions, in terms of policies and directions, were adapted during the period of implementation. The CS Committee has become a standing committee, rather than an ad hoc committee, to oversee specified field learning experiences

of some students. FEC has approved a name change "to bring it more into line with Arts and Science policy." As one respondent stated:

. . . In effect there will be one (CS) center for the University, and the Education Committee reviews applications made to that center by persons seeking credit in Education. So the service function is taken care of by a central agency "as it was in the beginning." It has come full cycle. The Arts and Science program has become adapted to Education and vice-versa.

As well, in the view of the researcher who was a participant observer in the CS Committee and field officer for the Project supervised by the Committee, the organizational structures of the Project have been modified, as outlined above, but the basic contractual process between a student and the University remains the same. The CS Committee's action decisions have been modified, but continued. There have been "multiplier effects" which, in conjunction with other events at the University such as the development of a Department of Management Arts, have created some attitudinal changes, or capitalized on latent attitudes within the Faculties.

The action decisions of the Committee were perceived by respondents to have been implemented "to a great extent." However, the perceptions of respondents differed somewhat on this item. One respondent noted:

. . . Any failure of (the Project) was related to the "grand design"; (the Project) was reduced in magnitude . . . (and) has been put into the perspective of the total institutional concern.

The changes which were the results of the Committee action decisions were perceived to have been continued "to a great extent." Once again, however, the perceptions of respondents differed somewhat on this item. Differences in response on this item may reflect differences

of views as to what constitutes continuation--continued structure or continued process of the Project.

In general, the implementation of CS Committee action decisions has been successful "to a great extent."

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspectives to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 2.9 as noted in Table 7.3 is achieved. The measures of Implementation Effectiveness score is 2.5 as noted in Table 7.3. The two scores fall within adjacent ranges on the general response scale used in the study. The composite score could be considered to be average while the implementation effectiveness score would be considered to be slightly above average. Thus the concept developed from the review of the literature regarding implementation, that average levels for the composite implementation variable score would compare to average levels of implementation effectiveness, would appear not to be substantiated.

The anticipated directions of variables within the composite score were substantiated. A review of the literature suggested that, in

relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were confirmed.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the CS Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 7.4 contains data relating to this variable.

As indicated by the linkage effectiveness score of 2.3 in Table 7.4, the linkage activities of the CS Committee were perceived to be effective "to a great extent." The Committee processes effectiveness score of 1.6 in Table 7.4 indicates that the processes of the Committee were perceived to have been effective "to a very great extent." The implementation effectiveness score of 2.5 in Table 7.4 is evidence that implementation was perceived to have been effective "to a great extent." As evidenced by the score of 2.1 in Table 7.4, the overall effectiveness of the CS Committee was perceived to exist "to a great extent."

SUMMARY

The mission of the CS Committee was "to provide directions and guidelines for the development of the Project within Education, and to evaluate student field learning experiences." A summary of the findings regarding the effectiveness of the Committee in accomplishing its tasks is displayed in Table 7.5 and presented descriptively in the following paragraphs.

Table 7.4
 Respondents' Perceptions Regarding CS Committee Effectiveness

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Effectiveness Scores
<u>Linkages to:</u>										
-Senior Administration	6	2	4	1	0	0		1.9	0.9	2.3
-Faculty-at-large	8	1	3	1	1	1		2.7	1.4	
<u>Processes</u>										
	21	4	2	1	0	0		1.6	0.8	1.6
<u>Implementation:</u>										
-mutual adaptation	32	0	2	2	3	0		3.1	0.9	
-perceived success	33	2	4	0	1	0		2.0	1.0	2.5
-continuation	34	1	4	1	1	0		2.3	1.0	
OVERALL COMMITTEE EFFECTIVENESS = 6.4/3 = 2.1										

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Table 7.5

Summary of the Findings Regarding the CS Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.1	2.6	Substantiated
Reciprocity	2.7		
Intensity	2.6		
Positive Consensus	2.7		
Functionality-over-time	2.9		
General Linkage Effectiveness		2.3	Within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.5	2.5	Not Unsubstantiated
Processes	2.2		
Resources: Personnel	2.5		
Product	2.7		
General Process Effectiveness		1.6	within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	3.3	2.9	Not Unsubstantiated
Project Characteristics	3.5		
Institutional Setting	2.1		
General Implementation Effectiveness		2.5	within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	2.3 = to a great extent	}	2.1 = to a great extent
Process Effectiveness	1.6 = to a very great extent		
Implementation Effectiveness	2.5 = to a great extent		

*Scores: 1.0 to 1.8 = to a very great extent
1.9 to 2.6 = to a great extent
2.7 to 3.4 = to some extent
3.5 to 4.2 = to a small extent
4.3 to 5.0 = to a very small extent or not at all.

A number of linkages between the Committee and Senior Administration, and the Committee and Faculty-at-large were examined in order to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to a great extent." Reciprocity existed "to some extent." Intensity existed "to a great extent." Positive consensus existed "to some extent." Functionality-over-time existed "to some extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to a great extent." In general, the concept regarding the linkage activities pertinent to the effectiveness of temporary adaptive systems, namely that above average levels for the composite linkage activities variables should compare to above average levels of linkage effectiveness, would appear to be substantiated.

Four variables were examined in the next section of the chapter in order to determine the extent to which the Committee processes had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Well-defined task demands, facilitative processes, and adequate resources were perceived by respondents to have existed "to a great extent." Productivity was perceived by respondents to have existed "to some extent." In addition, one respondent stated that "If people are credible, a job will be done." This view may be included as part of a "personal

factor" variable as discussed in previous chapters. In the aggregate, processes of the Committee were perceived to be effective "to a very great extent." In general, the concept developed within the review of the literature regarding Committee processes would appear not to be substantiated in this Committee: above average levels for the composite process variables do not compare to above average levels of Committee Process Effectiveness.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation existed "to some extent"; the project characteristics affected the implementation of CS Committee recommendations "to a small extent"; and the institutional setting was "receptive." In the aggregate, effective implementation was perceived to exist "to a great extent." In general, the concept developed within the literature regarding implementation, that average levels for the composite implementation variable score would compare to average levels of implementation effectiveness, would appear to be unsubstantiated. However, the anticipated directions of variables within the composite score were substantiated. The implementation strategy score and institutional setting score were higher than the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the CS Committee achieved effectiveness on the three possible levels: linkage effectiveness "to a great extent"; process effectiveness "to a very great extent"; and implementation effectiveness "to a great extent."

CHAPTER 8

COMMUNICATIONS ASSESSMENT COMMITTEE

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Communications Assessment Committee of the Faculty of Education at the University of Lethbridge. The chapter is divided into six major sections: background information on the Communications Assessment Committee, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from FEC minutes, and by means of questionnaires and interviews. Of the seven questionnaires distributed, seven were returned, although only six were usable. One questionnaire was answered without proper attention to the written directions of the study and was judged unusable by the researcher. Of the seven respondents, five were interviewed. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five response categories. The mean scores for most items that fell within the range of:

- a) , 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";

- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Communications Assessment (CASS) Committee was a seven member committee established by the Faculty of Education Council (FEC) in the 1975/76 academic term as a result of the Faculty's concern regarding written and oral communication skills of entry students. The CASS Committee reported to FEC in September, 1976. The five members of the Committee who were interviewed perceived the Committee to have been an "action" Committee, with secondary characteristics related to information processing.

The purpose of the CASS Committee, as inferred from interview data, was to review and assess the University's actions in the assessment and remediation of student oral and written communication skills, and to provide guidelines to the Faculty of Education regarding programs and/or procedures to assess and, where necessary, remediate student oral

and written communications skills. In carrying out its purpose, the CASS Committee met a number of times and presented a set of recommendations to FEC in September, 1976. At that time, as one respondent stated ". . . part of the Committee continued to function as the people who applied (the recommendations) but, in addition . . . were acting in the role of the original Committee (on a continuous and simultaneous basis)."

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the CASS Committee and the Senior Administration, as well as between the CASS Committee and the Faculty-at-large. The effectiveness of the linkage activities of the CASS Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 8.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The scores of the two items then were aggregated to provide an aggregate variable score.

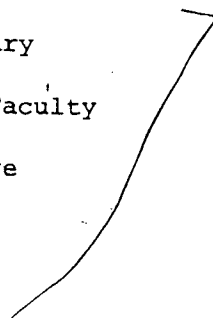


Table 8.1

Respondents' Perceptions Regarding Linkages of the CASS Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=6)					Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
		1	2	3	4	5				
<u>Formalization</u>										
-formal agreements	1	0	0	4	1	1	3.5	0.8	2.7	
-coordination	3	3	2	0	1	0	1.8	1.2		
<u>Reciprocity</u>										
-definitional	2	1	3	2	0	0	2.2	0.8	2.2	
<u>Intensity</u>										
-meetings	4	0	0	3	3	0	3.5	0.5		2.8
-with Senior Administration or FEC	5	0	0	1	0	5	4.7	0.8	3.8	
-with Faculty	7	0	1	3	2	0	3.2	0.8		
-resource commitment	9	0	0	3	1	2	3.8	1.0		
Positive Consensus	10	1	1	4	0	0	2.5	0.8	2.5	
<u>Functionality-over-time</u>										
	11	0	2	3	1	0	2.8	0.8	2.8	
<u>General Effectiveness of Linkages</u>										
-with Senior Administration or FEC	6	1	3	1	0	1	2.5	1.4	2.7	
-with Faculty	8	0	2	3	1	0	2.8	0.8		

¹ For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

As indicated by the mean of 3.5 for the first item in Table 8.1, detailed written terms of reference were perceived on the average to exist for the Committee "to a small extent." The task was very generally formulated. The primary resources involved a flexible number of persons who, as one respondent stated ". . . would float in and out as needed." The procedures were ". . . loosely structured, almost informally structured." A set of recommendations was to be presented to FEC and were presented in September, 1976.

As evident from the mean of 1.8 for Item 3 in Table 8.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent." However, the perceptions of respondents ranged from "to a very great extent" to "to a small extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the 2.7 aggregate score for the foregoing items, was perceived by respondents to have existed "to some extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 2.2 for Item 2 of Table 8.1, the terms of reference for the Committee were perceived "to a great extent" to have been arrived at cooperatively by the Committee members and Senior Administration.

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational

relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 assessed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 3.5 for Item 4 in Table 8.1, members of the Committee perceived that they met "to a small extent" from the time the Committee was founded until it was dissolved. The mean of 4.7 for Item 5 in Table 8.1, concerning the extent to which the Committee met with Senior Administration, indicates that the members perceived themselves as having met with Senior Administration (or FEC) "to a very small extent or not at all." There was a somewhat "higher" average rating given in relation to the communication with the Faculty-at-large; the mean of 3.2 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to some extent." As evidenced by the mean of 3.8 for Item 9 in Table 8.1, the material resources to carry out the Committee tasks were perceived to have been sufficient "to a small extent." However, the standard deviation of 1.0 on this item indicates a variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 3.8 on this variable indicates that the

intensity of resource investment was perceived by respondents to have existed "to a small extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.5 and standard deviation of 0.8 for Item 10 in Table 8.1, the Committee members appeared to agree that the Faculty-at-large considered the task of the Committee to be worthwhile "to a great extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 2.8 and standard deviation of 0.8 for Item 11 in Table 8.1, the Committee members appeared to agree that the relationships between the Faculty and the Committee remained active and functional "to some extent" throughout the life of the Committee.

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived

to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then aggregated to provide an aggregate variable score.

As indicated by the mean of 2.5 for Item in Table 8.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to a great extent." However, as the standard deviation of 1.4 would indicate, the perceptions of respondents varied considerably regarding this item.

As evidenced by the mean of 2.8 for Item 8 in Table 8.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to some extent." The standard deviation of 0.8 would seem to indicate agreement among the respondents' perceptions.

In the aggregate, effectiveness of linkages, as represented by the 2.7 aggregate score for the two linkage effectiveness items, was perceived by respondents to exist "to some extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was 2.7 which indicates that formalization existed "to some extent." The responses from the questionnaire suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the perceived score for formalization in spite of the fact that the perceptions of respondents differed considerably on this item. Some of the differences of perception may result from the loosely

structured nature of the Committee. As one respondent noted, "Formal communication was not extensive; the informal network was always favorable." Another respondent stated that on occasions the Dean or Associate Dean "sat in." Thus little "formal" linkage appears to have existed--or needed to exist. Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, no written terms of reference could be found yet those interviewed appeared to have a knowledge of what the Committee had tried to do. Thus, in summary, formalization existed "to some extent" and the average formalization score apparently was dependent, in large measure, on a very extensive (very high) relationship between the Senior Administration and the Committee on a largely informal basis, rather than on any written terms of reference.

Reciprocity. The score for the reciprocity variable was a mean of 2.2 which indicates that reciprocity existed "to a great extent." This means that "to a great extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. Interviews which were held with Committee members subsequent to their completion of the questionnaire indicated that the purpose of the Committee and its method of operation largely was inferred, and evolved with the passing of the time allocated for it to accomplish something. As well, the reciprocity variable appears to have evolved as the Committee evolved.

Intensity. The aggregate score for the intensity variable was a mean of 3.8 which indicates that intensity existed "to a small extent." The members met "to some extent" from the time the Committee was formed until it was dissolved. The Committee met about three times a year for one and one-half hours to two hours on each occasion. They met more frequently when the actual guidelines were being developed. The Committee members met with the Senior Administration (or FEC) "to a very small extent or not at all" and met with the Faculty-at-large "to some extent."

The material resources to carry out the Committee task were perceived to have been sufficient "to a small extent." However, the perceptions of respondents differed somewhat on this item. One respondent even noted that "they were not needed."

Thus, in summary, intensity existed "to a small extent" and the low intensity score was dependent, in large part, on a perceived lack of need for intensive involvements of human or material resources to accomplish the task.

Positive consensus. The score for the positive consensus variable was a mean of 2.5 which indicates that positive consensus existed "to a great extent." In the interviews, respondents noted that many Faculty members were perceived to be concerned about the declining standards of communication, both written and oral, of students at university level. Therefore, anything which the CASS Committee could recommend to improve the communication skills was bound to receive careful attention from Faculty. In other words, the Faculty agreed that the task of the Committee was valuable and they supported its activities. As one respondent

stated, "We were in a no-lose situation. The recommendations were in line with Faculty thinking."

Functionality-over-time. The score for the functionality-over-time variable was a mean of 2.8 which indicates that functionality-over-time existed "to some extent." Whatever explanation exists for this moderate score may be related, in the judgment of the researcher, to the loosely structured nature of the Committee and its largely informal operation. Functionality-over-time appears to be difficult to assess when the structures are loosely defined and operationalized.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 2.7 which indicates that linkage effectiveness existed "to some extent." Although respondents felt that Committee-Senior Administration linkages were effective "to a great extent," the variation of perception for this item would qualify this perception somewhat. The effectiveness of the linkages between the Committee and Faculty-at-large was perceived by respondents, in interviews, to have resulted from the informal nature of the Committee since Faculty members, other than Committee members, sat in on Committee meetings and provided input in those meetings and through informal contacts with Committee members throughout the year.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are high than if formalization, reciprocity,

intensity, positive consensus and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus, and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.8 as noted in Table 8.1 is achieved. The linkage effectiveness score is 2.7. These two scores fall within the same range on the general response scale used in this study. Both scores would be considered to be moderate; the scores indicate that "to some extent" the linkage variables existed and that "to some extent" the linkage effectiveness existed. The concepts developed within the review of the literature regarding linkage activities would appear to be substantiated in this Committee: moderate levels for the aggregated linkage variables compare to a moderate level of linkage effectiveness.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 8.2 contains data pertaining to these variables. A further sub-section discusses the committee processes.

Table 8.2
 Respondents' Perceptions Regarding Processes of the CASS Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=6)					Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5	NR			
<u>Task Demand</u>										
-goal definition	12	0	6	0	0	0		2.0	0.0	
-goal redefinition	13	0	3	3	0	0		2.5	0.5	
-time	14	0	3	3	0	0		2.5	0.5	
-separation	16	0	1	0	2	3		4.2	1.2	
<u>Processes</u>										
-high energy	15	0	5	1	0	0		2.2	0.4	
-procedures	17	0	1	3	1	1		3.3	1.0	
-equality: leadership	18	0	4	2	0	0		2.3	0.5	
-equality: decision-making	19	1	4	1	0	0		2.0	0.6	
<u>Resources: Personnel</u>										
-previous experience	22a ²	0	1	1	2	2		3.8	1.2	
-expertise	22b	0	5	0	1	0		2.3	0.8	
-availability	22c	1	1	2	0	2		3.2	1.6	
-expressed interest	22d	1	2	1	1	1		2.8	1.5	
-representativeness	22e	0	4	0	1	1		2.8	1.3	
<u>Product</u>										
-report	20	1	5	0	0	0		1.8	0.4	
-satisfactory recognition	23 ²	0	0	1	3	2		4.2	0.8	
<u>General Effectiveness of Processes</u>										
	21	0	5	1	0	0		2.2	0.5	
								2.2	2.2	

¹For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent. Or not at all. NR = No response.

²For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 2.0 for Item 12 in Table 8.2, the respondents perceived the task of the Committee to be complex "to a great extent." As indicated by the mean of 2.5 for Item 13 in Table 8.2, the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." The mean of 2.5 for Item 14 in Table 8.2 indicates that the respondents perceived themselves to have been committed "to a great extent" to task completion within the designated timelines. The mean of 4.2 for Item 16 in Table 8.2 indicates that Committee members perceived themselves to have been separated or detached "to a small extent" from other members of the Faculty to accomplish the assigned task.

In the aggregate, task demands, as represented by the 2.8 aggregate score of the foregoing items, was perceived by respondents to have existed "to some extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 2.2 for Item 15 in Table 8.2 indicates that the members of the Committee were perceived to have exerted themselves "to a great extent" to accomplish the assigned task. As evidenced by the mean of 3.3 for Item 17 in Table 8.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to some extent." However, as indicated by the standard deviation of 1.0, perceptions of respondents varied somewhat regarding this item. The mean of 2.3 for Item 18 in Table 8.2 indicates that, even though formal leadership in the Committee was created, "to a great extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. As indicated by the mean of 2.0 for Item 19 in Table 8.2, the respondents perceived that "to a great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.8 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to some extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item with five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

As evidenced by the mean of 3.8 for Item 22a in Table 8.2, the respondents indicated that "some" of the Committee members were selected for their previous Committee experience. However, the perceptions of respondents differed considerably on this item. The mean of 2.3 for Item 22b in Table 8.2 indicates that "most" of the members were perceived to have been selected for their expertise in the designated task area. The mean of 3.2 for Item 22c in Table 8.2 indicates that "about half" of the members were perceived by respondents to have been selected for their availability. However, as the standard deviation of 1.6 indicates, the perceptions of respondents differed widely on this item. The mean of 2.8 for Item 22d in Table 8.2 indicates that "about half" of the members were perceived to have been selected for their expressed interest

in the designated task area. Once again, however, the perceptions of the respondents differed widely. The mean of 2.8 for Item 22e in Table 8.2 indicates that "about half" of the members were perceived by respondents to have been selected for their representativeness of particular groups. The perceptions of respondents once again differed widely.

Physical resources such as funds, materials, equipment, release time and/or facilities were previously described (Item 9) as having existed "to a small extent" as part of the intensity linkage variable.

The aggregate score of 3.0 on this variable indicates that the resources of the Committee as perceived by Committee members might be described as being adequate.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 1.8 for Item 20 in Table 8.2, the respondents perceived that recommendations were produced by the Committee "to a very great extent." The mean of 4.2 for Item 23 in Table 8.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work.

In the aggregate, productivity, as represented by the 3.0

aggregate score for the two productivity items, was perceived by respondents to have existed "to some extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 2.2 for Item 21 in Table 8.2, the processes of the Committee were perceived to have been effective "to a great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.8 which indicates that the task demands existed "to some extent." The task demands could be said to have been reasonably well-defined. The respondents deviated little from one another in their view that the Committee members "to a great extent" had had a complex task, were involved in clarifying Committee guidelines, and were committed to task completion within the designated timelines. As one respondent noted, in reference to the clarification of Committee guidelines:

. . . The job of the Committee is to crystallize, to verbalize, to write down, to conceptualize the needs and wants of the larger Faculty in terms of student needs.

However, the respondents could not agree on the degree of detachment from the Faculty which existed for the Committee although the majority perceived very little detachment. The number of references to the informal, almost grass-roots operation of the Committee would also suggest that the Committee was never viewed as separated or detached from the Faculty to accomplish its work.

Processes. The aggregate score for the processes variable was 2.5 which indicates that processes were perceived to have existed and been facilitative "to a great extent." In the interviews, one respondent summarized the apparent reason for the facilitative processes: ". . . There was no preliminary jostling or scrimmaging. We just went to work on it. Some of this is because everyone knows everyone else."

Resources. The aggregate score for the resources variable was 3.0 which indicates that the resources of the Committee as perceived by respondents might be described as being adequate.

The major reason for the selection of "most" members to the Committee was perceived to be the expertise of the members in the designated task area. "About half" of the members were perceived to have been selected for "availability," "expressed interest in the designated task area," and the "representativeness of particular groups." "Some" were selected for their previous committee experience. However, the perceptions of respondents varied considerably on these items. In fact, one respondent's view suggests that the specific personnel selected for the Committee may have been irrelevant:

. . . It has been a longstanding philosophical stance of this Faculty that teachers should have a mastery of English. I think they (the Faculty) could have chosen another five or six persons from the Faculty and they would have said the same thing (as we did). Our particular expertise, etc. on the Committee was therefore of no special consequence.

On the other hand, the same respondent at another point in the interview stated:

. . . The questionnaire and interview does not take into account the question and problem of personalities that exist in Committees--ad hoc or otherwise. Trust for one person's view may be a function of the power of that person's personality, of charisma, or brilliance, or skills of manipulation, or of

argumentative skills that one has and the other doesn't. Also, antipathy of one person for another may cause blocking in a committee. Another intangible may be the "buddy" factor of two or three persons.

Thus, these seemingly contradictory views suggest that a number of variables such as personnel selection, positive consensus, and "personal factors" may be related in some sense, either conjunctively, antipathetically or possibly contrapuntally.

Productivity. The aggregate score for the productivity variable was a mean of 3.0 which indicates that productivity was perceived to have existed "to some extent." There was a major division between the two measures of productivity. As noted in an interview, the major success of the Committee was perceived to be the production of an actual set of recommendations. However, the production of satisfaction for members as a result of participation on the Committee was viewed very much less positively. Nevertheless, the procedures developed by the Committee are gaining attention from inside and outside the Province in other universities. At least one additional product of the Committee was identified:

. . . As other Committee work does, it allowed us to evaluate ourselves on how clear our own heads are and in the process take a look at the values, priorities and skills which our own colleagues might have--in an observing, not judgmental sense.

Thus, in summary, although the Committee was somewhat productive, its major productivity success was perceived to be in the production of a report, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The aggregate score for Committee Process Effectiveness was 2.2 which indicates that the process effectiveness existed "to a great extent." There was little deviation among respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.8 as noted in Table 8.2 is achieved. The composite Committee Process Effectiveness score is 2.2 as noted in Table 8.2. These two scores do not fall within the same range on the general response scale used in the study. The composite score would be considered average, while the Committee Process Effectiveness score would be considered to be above average. Therefore, the concept developed within the review of the literature, that above average levels for the composite process variables should compare to above average levels of Committee Process Effectiveness, would appear to be unsubstantiated in this Committee.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting and implementation effectiveness. Table 8.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

Table 8.3
 Respondents' Perceptions Regarding Implementation of CASS Committee "Action Decisions"

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
<u>Implementation Strategy</u>											
-political feasibility	24	0	2	4	0	0		2.7	0.5		
-economic feasibility	25	0	1	5	0	0		2.8	0.4		
-alternative implementation methods	26	0	1	2	2	1		3.5	1.0		
-adaptation	27	0	0	2	2	1	1	3.8	0.8	3.5	
-staff training	28	0	0	0	2	4		4.7	0.5		
-local development of materials	29	0	1	2	1	2		3.7	1.2		
<u>Project Characteristics</u>											
-coordination	30	0	3	2	1	0		2.7	0.8		
-change regulations or procedures	31	0	1	5	0	0		2.8	0.4	3.2	2.6
-amount of behavior change	36 ²	0	0	0	6	0		4.0	0.0		
<u>Institutional Setting</u>											
-Senior Administration	35a ³	3	2	0	0	0	1	1.4	0.5		
-academic staff	35b	1	4	1	0	0		2.0	0.6		
-students	35c	0	2	4	0	0		2.7	0.5		
-Teachers' Association	35d	1	4	0	0	0	1	1.8	0.5	2.0	
-Trustees' Association	35e	1	3	1	0	0	1	2.0	0.7		
-Depts. of Education	35f	1	2	1	0	0	2	2.0	0.8		

Table 8.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=6)					NR	Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5					
<u>Measure of Implementation Effectiveness</u>											
-mutual adaptation	32	0	0	2	3	1		3.8	0.8		
-perceived success	33	2	3	1	0	0		1.8	0.8	2.5	
-continuation	34	2	2	2	0	0		2.0	0.9		

¹ For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³ For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

As evidenced by the mean of 2.7 for Item 24 of Table 8.3, the Committee assessed the political feasibility of implementing recommendations "to some extent." The mean of 2.8 for Item 25 of Table 8.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to some extent." As indicated by the mean of 3.5 for Item 26 of Table 8.3, the Committee developed alternative methods for implementing its recommendations "to a small extent." However, the perceptions of the respondents ranged widely from "to a great extent" to "to a very small extent or not at all" on this item. The mean of 3.8 for Item 27 of Table 8.3 indicates that the Committee members perceived that the members of the Faculty met "to a small extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. As evidenced by the mean of 4.7 for Item 28 of Table 8.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means to acquaint themselves with Committee recommendations "to a very small extent or not at all." The mean of 3.7 for Item 29 of Table 8.3 indicates that the members of the Faculty-at-large were provided the means to develop materials or aids "to a small extent" to carry out some aspects of the recommendations of the Committee. However, the perceptions of the respondents varied considerably from "to a great extent" to "to a very small extent or not at all" on this item.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the 3.5 aggregate score, was perceived by respondents to have existed "to a small extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 2.7 for Item 30 in Table 8.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large "to some extent." The mean of 2.8 for Item 31 of Table 8.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to some extent." As indicated by the mean of 4.0 for Item 36 of Table 8.3, the respondents perceived that changes in Faculty occurred for "some."

In the aggregate, the project characteristics, as represented by the aggregate score of 3.2, was perceived by respondents to have affected the implementation of CASS Committee action decisions "to some extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item with six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 1.4 for Item 35a in Table 8.3, the respondents indicated that the Senior Administration were "very receptive" to the recommendations of the Committee. The mean of 2.0 for Item 35b in Table 8.3 indicates that the academic staff were perceived by the respondents to be "receptive" to the Committee recommendations. As indicated by the mean of 2.7 for Item 35c in Table 8.3, the students were perceived to be "indifferent" to the recommendations of the Committee. The mean of 1.8 for Item 35d in Table 8.3 indicates that the Teachers' Association was perceived by the respondents to be "very receptive" to the recommendations of the Committee. As evidenced by the mean of 2.0 for Item 35e in Table 8.3, the Trustees' Association was perceived by respondents to be "receptive" to the recommendations of the Committee. The mean of 2.0 for Item 35f indicates that the respondents perceived the Departments of Education to be "receptive" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the 2.0 aggregate score for the foregoing items, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 3.8 for Item 32 in Table 8.3, the Committee recommendations were perceived by respondents to have been modified "to a small extent" during the time of implementation. The mean of 1.8 for Item 33 in Table 8.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to a very great extent." The mean of 2.0 for Item 34 in Table 8.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to a great extent."

In the aggregate, implementation effectiveness, as represented by the 2.5 aggregate score for the implementation effectiveness items, was perceived by respondents to have existed "to a great extent."

Discussion of Implementation
Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 3.5 which indicates that "to a small extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that, in general the respondents agreed that "to some extent" the Committee assessed the political and economic feasibility of implementing its actions, as well as developing alternative methods for implementing its action decisions "to a small extent." There was some difference of opinion on this last item. There were no methods provided to Faculty-at-large to acquaint themselves with the Committee action decisions, and there was little opportunity provided to adapt the Committee actions to the perceived needs of specific groups within the Faculty. There was also a perceived lack of development of aids or materials by Faculty to carry out the recommendations of the Committee. Part of the reason that Faculty were involved so little in adapting the recommendations of the Committee to the specific needs of Faculty may have resulted from having an administrative officer to carry out some of those tasks for the Faculty. As one respondent noted:

. . . We let too much of the (implementation) process depend on the administrative officer. There was not enough structuring, enough institutionalizing of the process before the administrative officer left the position. We didn't institutionalize the process; we just institutionalized the person. The informality may be part of being a smaller institution because only one person may be interested in doing the job. This spring the (CASS process will move) . . . into the Research Centre. When that happens, a different perspective is brought to the task.

In general, the Committee assessed the political and economic feasibility of implementing its recommendations, but left much of the activity of adapting the recommendations to Faculty needs to an administrative officer.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 3.2 which indicates that "to some extent" the implementation was affected by the substance and scope of the changes proposed by the Committee action decisions. Only some of the Faculty members were required to change their behaviors as a result of implementation, and the Faculty rules and regulations were only required to change "to some extent." The need for increased coordination because of Committee recommendations was perceived to exist "to some extent." Thus, in general, the project characteristics only required changes to some extent within the Faculty. No dramatic changes were required.

Institutional setting. The aggregate score for the institutional setting variable was a mean of 2.0 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the CASS Committee. Senior Administration and the Teachers' Association were perceived by respondents to be "very receptive" to the action decisions of the Committee whereas the academic staff, the Trustees' Association, and the Department(s) of Education were perceived by respondents to be "receptive" to the action decisions of the Committee. The students were perceived by respondents to be "indifferent" to the action decisions of the Committee.

Implementation effectiveness. The aggregate score for implementation effectiveness was a mean of 2.5 which indicates that implementation effectiveness existed "to a great extent."

The Committee action decisions were modified "to a small extent" during the time of implementation. As one respondent noted, in commenting upon the modifications:

. . . The Faculty accepted a policy which was broadly stated and changes have not had to be made at the Faculty level; the procedures have changed.

A second respondent noted that "modifications have been a result of different personnel administering the program." Thus modifications or adaptations which have occurred appear to be largely procedural and largely a result of the actions of the personnel administering the program. However, the action decisions of the Committee were perceived by respondents to have been successfully implemented "to a very great extent." As well, the changes which were the results of Committee action decisions were perceived by respondents to have been continued "to a great extent." Currently a CASS Committee of more recent vintage exists, as the Chairman noted:

- 1) to review instruments we're using;
- 2) to review the success of our screening.

. . . We have been able . . . to continually improve our procedures based on our experience and we have kept track of our own results--terribly important.

. . . We need to know more, but this is also an area for research.

In general, the implementation of CASS Committee action decisions has been successful.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspective to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 2.6 as noted in Table 8.3 is achieved. The measures of Implementation Effectiveness score is 2.5 as noted in Table 8.3. The two scores fall within the same range on the general response scale used in the study. The composite score could be considered to be above average while the implementation effectiveness also would be considered to be above average. Thus the concept developed from the review of the literature regarding implementation, that above average levels for the composite implementation variable would compare to above average levels of implementation effectiveness, would appear to be substantiated.

The anticipated directions of variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed in this Committee. The institutional setting score was higher than the project characteristics score; however, the implementation strategy score was lower instead of higher than the project characteristics score.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the CASS Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementing ratings. Table 8.4 contains data relating to this variable.

As indicated by the linkage effectiveness score of 2.7 in Table 8.4, the linkage activities of the CASS Committee were perceived to be effective "to some extent." The Committee processes effectiveness score of 2.2 in Table 8.4 indicates that the processes of the Committee were perceived to have been effective "to a great extent." The implementation effectiveness score of 2.5 in Table 8.4 is evidence that implementation was perceived to have been effective "to a great extent." As evidenced by the score of 2.5 in Table 8.4, the overall effectiveness of the CASS Committee was perceived to exist "to a great extent."

SUMMARY

The mission of the CASS Committee was to review and assess the University's actions in the assessment and remediation of student oral and written communication skills and to provide guidelines to the Faculty of Education regarding programs and/or procedures to assess and, where necessary, remediate oral and written communication skills. A summary of the findings regarding the effectiveness of the Committee in accomplishing its task is displayed in Table 8.5 and presented descriptively in the following paragraphs.

Table 8.4
 Respondents' Perceptions Regarding CASS Committee Effectiveness

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=6)					Mean	Standard Deviation	Aggregate Effectiveness Scores
		1	2	3	4	5			
<u>Linkages to:</u>									
-Senior Administration	6	1	3	1	0	1	2.5	1.4	2.7
-Faculty-at-large	8	0	2	3	1	0	2.8	0.8	
<u>Processes</u>									
	21	0	5	1	0	0	2.2	0.5	2.2
<u>Implementation:</u>									
-mutual adaptation	32	0	0	2	3	1	3.8	0.8	2.5
-perceived success	33	2	3	1	0	0	1.8	0.8	
-continuation	34	2	2	2	0	0	2.0	0.9	
OVERALL COMMITTEE EFFECTIVENESS = $7.4/3 = 2.5$									

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Table 8.5

Summary of the Findings Regarding the CASS Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.7	2.8	Substantiated
Reciprocity	2.2		
Intensity	3.8		
Positive Consensus	2.5		
Functionality-over-time	2.8		
General Linkage Effectiveness		2.7	Within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.8	2.8	Not Unsubstantiated
Processes	2.5		
Resources: Personnel	3.0		
Product	3.0		
General Process Effectiveness		2.2	within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	3.5	2.5	Substantiated
Project Characteristics	3.2		
Institutional Setting	2.0		
General Implementation Effectiveness		2.6	Within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	2.7 = to some extent	}	2.5 = to a great extent
Process Effectiveness	2.2 = to a great extent		
Implementation Effectiveness	2.5 = to a great extent		

*Scores: 1.0 to 1.8 = to a very great extent
1.9 to 2.6 = to a great extent
2.7 to 3.4 = to some extent
3.5 to 4.2 = to a small extent
4.3 to 5.0 = to a very small extent or not at all.

A number of linkages between the Committee and Senior Administration, and the Committee and the Faculty-at-large were examined in order to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to some extent." Reciprocity existed "to a great extent." Intensity existed "to a small extent." Positive consensus existed "to a great extent." Functionality-over-time existed "to some extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to some extent." In general, the concepts developed within the review of the literature regarding linkage activities would appear to be substantiated in this Committee: moderate levels for the aggregated linkage variables compare to a moderate level of linkage effectiveness.

Four variables were examined in the next section of the chapter in order to determine the extent to which the Committee processes had been effective, and the extent to which the second level of effectiveness (E_2 of Figure 2.1) had been achieved. Well-defined task demands, resources and productivity were perceived by respondents to have existed "to some extent." Facilitative processes were perceived to have existed "to a great extent."

In addition, the "personal factor" variable was apparent again in comments of respondents. Such terms as ". . . an informal network," ". . . everyone knows everyone else," and a listing by one respondent

of personal attributes which may influence Committee processes were stated. These perspectives on the "personal factor" and its effect on the Committee were synthesized in the comment of one respondent who stated that ". . . the quality of individual input may be an important factor in terms of processes."

In the aggregate, processes of the Committee were perceived to be effective "to a great extent." In general, the concept developed within the review of the literature, that above average levels for the composite process variables should compare to above average levels of Committee Process Effectiveness, were unsubstantiated in this Committee.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation existed "to a small extent"; the project characteristics affected the implementation of CASS Committee recommendations "to some extent"; and the institutional setting was "receptive." In the aggregate, implementation was perceived to have been effective "to a great extent." In general, the concept developed from the review of the literature regarding implementation, namely that above average levels for the composite implementation variable would compare to above average levels of implementation effectiveness, would appear to be substantiated.

The anticipated directions of the variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project

characteristics score. These directions were only partially confirmed. The institutional setting score was higher whereas the implementation strategy score was lower than the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1) the CASS Committee achieved effectiveness on the three possible levels: linkage effectiveness "to some extent"; and process and implementation effectiveness "to a great extent."

CHAPTER 9

TASK FORCE ON ADULT AND HIGHER EDUCATION

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7 and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Task Force on Adult and Higher Education of the Faculty of Education at the University of Alberta. The chapter is divided into six major sections: background information on the Task Force on Adult and Higher Education, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from FEC minutes and by means of questionnaires and interviews with 11 of the 13 members of the Committee. Two members, one Faculty member and the student member of the Committee, were unavailable for the study. Of the 11 respondents, 11 returned the questionnaires and nine were interviewed. Based on information obtained in the interviews, the researcher judged two questionnaires to be unusable due to the inadequate memory of two members regarding the Committee. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five

response categories. The mean scores for most items that fell within the range of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Task Force on Adult and Higher Education (AAHE Committee) was a 13 member Committee established by the Faculty of Education Council (FEC) in November, 1975 as the successor of a long line of Committees dealing with the topic of adult and higher education. In particular, it was the successor of an immediately preceding ad hoc committee. All members of the Committee perceived the AAHE Committee to have been an "action" Committee.

The purpose of the Committee as outlined in correspondence (May,

1975) from the Dean to Department Chairmen, was to consider:

1. the most appropriate structures of implementing recommendations 1 to 5 (of the Ad Hoc Committee which generated the AAHE Committee)
2. the impact of these recommendations and
3. the financial resources necessary for implementing these recommendations.

In carrying out its purposes, the Committee completed a number of tasks. The AAHE Committee developed a draft report. The report was distributed to Faculty members who were invited to submit written reactions and to attend two open meetings in April, 1976 for the purpose of discussing and reacting to the report. The final report incorporated the reactions of Faculty members and was presented to FEC in May, 1976. The report was referred for further consideration by FEC although no reference point for the referral was identified. No action was taken on the referral under the Acting Dean. In the meantime, the Committee was disbanded. When the new Dean was appointed, the ex-chairman of the AAHE Committee approached him to discuss the actions to be taken with reference to the Committee. The Dean set in motion the events which led to a Centre for the Study of Post-Secondary Education.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the AAHE Committee and the Senior Administration, as well as between the AAHE Committee and the Faculty-at-large. The effectiveness of the linkage activities of the AAHE Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 9.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Table 9.1

Respondents' Perceptions Regarding Linkages of the AAHE Committee

Variable	Item Number	1	2	3	4	5	NR	Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
<u>Formalization</u>											
-formal agreements	1	1	3	3	2	0	0	2.7	1.0	2.2	
-coordination	3	4	4	1	0	0	0	1.7	0.7		
<u>Reciprocity</u>											
-definitional	2	1	0	5	1	2	2	3.3	1.2	3.3	
<u>Intensity</u>											
-meetings with Senior Administration or FEC	4	1	6	2	0	0	0	2.1	0.6	3.1	2.9
-with Faculty	7	0	0	3	2	4	4	4.1	0.9		
-resource commitment	9	0	1	4	1	3	3	2.4	0.5		
Positive Consensus	10	1	1	4	2	1	1	3.1	1.2		
<u>Functionality-over-time</u>											
General Effectiveness of Linkages	11	1	3	2	3	0	0	2.8	1.1	2.8	
<u>General Effectiveness of Linkages</u>											
-with Senior Administration or FEC	6	0	5	0	3	1	1	3.0	1.2	3.1	
-with Faculty	8	1	0	6	1	1	1	3.1	1.1		

¹For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The scores of the two items then were aggregated to provide an aggregate variable score.

As indicated by the mean of 2.7 for the first item in Table 9.1, detailed written terms of reference were perceived on the average to exist for the Committee "to some extent." However, the perceptions of respondents differed somewhat in relation to this item, as evidenced by the responses which ranged from "to a very great extent" to "to a small extent." Other evidence was obtained from FEC minutes which showed that the task was outlined in FEC minutes; the major resources were personnel in the form of co-chairmen and Committee members as identified by Departmental Chairmen; procedures were unspecified; and a report was to be presented to FEC.

As evident from the mean of 1.7 for Item 3 in Table 9.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the aggregate score of 2.2, was perceived by respondents to have existed "to a great extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 3.3 for Item 2 of Table 9.1, the terms of reference for the Committee were perceived "to some extent" to have been arrived at cooperatively by the Committee members and Senior Administration. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a very great extent" to "to a very small extent or not at all."

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 assessed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 2.1 for Item 4 in Table 9.1, members of the Committee perceived themselves as having met "to a great extent" from the time the Committee was founded until it was dissolved. The mean of 4.1 for Item 5 in Table 9.1 indicates that the members of this

Committee perceived themselves as having met with Senior Administration (or FEC) "to a small extent." There was somewhat more agreement among members and a "higher" average rating given in relation to the communication with the Faculty-at-large; the mean of 2.4 on Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to a great extent." As evidenced by the mean of 3.7 for Item 9 in Table 9.1, the material resources to carry out the Committee tasks were perceived to have been sufficient "to a small extent." However, the standard deviation of 1.1 on this item indicates a wide variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 3.1 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to some extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

... the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 3.1 for Item 10 in Table 9.1, the Committee members perceived that the Faculty-at-large considered the task of the Committee to be worthwhile "to some extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 2.8 for Item 11 in Table 9.1, the Committee members perceived that the relationships between the Faculty and Committee remained active and functional "to some extent" throughout the life of the Committee. However, the perceptions of respondents varied on this item from "to a very great extent" to "to a small extent."

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then aggregated to provide an aggregate variable score.

As indicated by the mean of 3.0 for Item 6 in Table 9.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to some extent." However, as the standard deviation of 1.2 would indicate, the perceptions of respondents varied considerably regarding this item.

As evidenced by the mean of 3.1 for Item 8 in Table 9.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to some extent." The standard deviation of 1.1 indicates variation among the respondents' perceptions.

In the aggregate, effectiveness of linkages, as represented by the 3.1 aggregate score, was perceived by respondents to exist "to some extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was 2.2 which indicates that formalization existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the perceived score for formalization. The linkages between Senior Administration and the Committee were accomplished, in large part, through contacts between the Chairman of the Committee and the Dean. In particular, without the initiatives of the Chairman, the whole Committee may have been shelved. And at later stages, just prior to implementation, the linkage between the Chairman and the Dean appears to be critical for this Committee. As one member stated, "Except for his (the Dean's) interest, the whole thing could have died." Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, the respondents held widely differing perceptions regarding the extent to which terms of reference existed. The differences in perception on this item may involve the level of knowledge of the topic by the member. For example, one respondent who perceived that detailed written terms of reference existed "to a very great extent" was one of the co-chairmen who had been involved with the topic of adult

education through a series of previous committees. He was cognizant of the history of the Committee and the task it faced. One other respondent, who responded that the terms of reference existed "to a small extent" suggested that the rating became higher "as we proceeded into our work." The latter suggests a process of goal redefinition or of member assimilation.

Reciprocity. The score for the reciprocity variable was a mean of 3.3 which indicates that reciprocity existed "to some extent." This means that "to some extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration. Interviews which were held with Committee members subsequent to their completion of the questionnaire indicated that the perceptions of respondents differed considerably on this item. One respondent noted that the terms of reference were defined cooperatively in FEC, not with Senior Administration. This distinction may have led to the different perceptions on this item.

Intensity. The aggregate score for the intensity variable was a mean of 3.1 which indicates that intensity existed "to some extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of the human investment, a considerable investment of staff time was committed to the development of the Report. The meetings were held approximately once a month for one to two hours at a time. Additional meetings of a "steering committee" occurred in addition to the Committee-of-the-whole sessions.

Committee members met with the Senior Administration (or FEC) "to a small extent." The Committee members met with Faculty-at-large "to a great extent."

The material resources to carry out the Committee tasks were perceived to have been sufficient "to a small extent." However, the perceptions of respondents differed considerably on this item. Some of the respondents perceived that "no special resources were regarded as necessary." Another respondent stated:

. . . one of the major weaknesses of the Committee system is that they name busy people and seldom is there release time, research assistance, or money for anything. As a result, very little effort is put into the work.

Thus, in summary, intensity existed "to some extent" and the modest intensity score was dependent, in large part, on an intensive investment of time at meetings and with other Faculty members by participating Committee members.

Positive consensus. The score for the positive consensus variable was a mean of 3.1 which indicates that positive consensus existed "to some extent." The Faculty-at-large considered that what the Committee was trying to achieve was worthwhile "to some extent." However, the perceptions of respondents differed considerably on this item. As one respondent stated:

. . . Open meetings were held to allow response to the initial report. Some of those responses were incorporated in the final report, yet the report was still stalled at FEC. Why?

A second respondent could possibly provide an answer:

. . . Faculty was interested, but Faculty had other priorities too. They were prepared to support it if it didn't take any funds from existing programs. Therefore it might be considered somewhat peripheral to the concerns of Faculty.

Thus, as a third respondent noted, "Some of the resistance was economic, but some of the resistance was philosophical."

In general, positive consensus existed although there was not whole-hearted or unanimous support for the work of the Committee.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 2.8 which indicates that functionality-over-time existed "to some extent." However, the perceptions of respondents differed considerably on this item. Some of this difference of perception may arise from the philosophical conflicts between elements of the Faculty and the task being attempted by the Committee. Some fairly vocal elements of the Faculty rejected the concept of the task being attempted by the Committee. Their relationships with the Committee were not "functional-over-time." Thus, in part, the explanation for the moderate functionality-over-time score may be related, in the judgment of the researcher, to the positive consensus variable and the fact that there was not whole-hearted support for the work the Committee was doing.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 3.1 which indicates that linkage effectiveness existed "to some extent." Respondents felt that Committee-Senior Administration and Committee-Faculty linkages were effective "to some extent." However, the process of changing Deans may have damaged the Committee-Senior Administration liaison because an outgoing Dean either cannot or will not force a program onto an incoming Dean; any interim or acting Dean will not promote a particular program; and a new administration may be initially cautious. The respondents, in general, believed that whatever Committee-Senior Administration linkages effectiveness existed appeared to have resulted from the efforts of the chairman

of the Committee and other selected individuals in the Committee. The effectiveness of the linkages between the Committee and Faculty-at-large was perceived by respondents, in interviews, to have resulted mainly from the meetings which were held by the Committee and the Faculty-at-large regarding the task of the Committee. Thus, in summary, linkage effectiveness existed "to some extent" and this moderate linkage effectiveness was dependent, in large measure, on the roles of selected individuals.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.9 as noted in Table 9.1 is achieved. The linkage effectiveness score is 3.1. These two scores fell within the same range on the general response scale used in this study. Both scores would be considered to be moderate; the scores indicate that "to some extent" the linkage variables existed and that "to some extent" the linkage effectiveness existed. The concepts developed within the review of the literature regarding linkage activities would appear to be substantiated in this

Committee: moderate levels for the aggregated linkage variables compared to a moderate level of linkage effectiveness.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 9.2 contains data pertaining to these variables. A further sub-section discusses the Committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

The perceptions of respondents varied somewhat regarding each of the task demands items as indicated by standard deviations ranging from 1.0 to 1.5. In particular, the respondents' perceptions varied considerably regarding the extent of separation of the Committee from the Faculty

Table 9.2
 Respondents' Perceptions Regarding Processes of the AAHE Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=9)					NR	Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5					
Task Demand											
-goal definition	12	1	5	1	2	0		2.4	1.0		
-goal redefinition	13	2	1	5	1	0		2.6	1.0	2.6	
-time	14	4	3	1	1	0		1.9	1.1		
-separation	16	1	1	1	2	3	1	3.6	1.5		
Processes											
-high energy	15	1	4	4	0	0		2.3	0.7		
-procedures	17	0	3	4	1	0	1	2.8	0.7		
-equality: leadership	18	0	0	4	2	2	1	3.8	0.9	2.8	
-equality: decision-making	19	1	5	1	1	0		2.3	0.9	2.8	
Resources: Personnel											
-previous experience	22a	0	3	0	2	2	2	3.4	1.4		
-expertise	22b	1	3	2	2	0	1	2.6	1.1		
-availability	22c	0	3	0	4	1	1	3.4	1.2	2.8	
-expressed interest	22d	2	3	1	3	0		2.6	1.2		
-representativeness	22e	4	3	0	1	0	1	1.8	1.0		
Product											
-report	20	1	6	0	1	0	1	2.1	0.8		
-satisfactory recognition	23	0	0	0	9	0		4.0	0.0	3.1	
General Effectiveness of Processes											
	21	2	4	0	2	0	1	2.3	1.2	2.3	

¹ For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

(Item 16). These variations in perception should be kept in mind while reading the following data. As evidenced by the mean of 2.4 for Item 12 in Table 9.2, the respondents perceived the task of the Committee to be complex "to a great extent." As indicated by the mean of 2.6 for Item 13 in Table 9.2, the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." The mean of 1.9 for Item 14 in Table 9.2 indicates that the respondents perceived themselves to have been committed "to a great extent" to task completion within the designated timelines. The mean of 3.6 for Item 16 in Table 9.2 indicates that Committee members perceived themselves to have been separated or detached "to a small extent" from other members of the Faculty to accomplish the assigned task.

In the aggregate, task demands, as represented by the 2.6 aggregate score for the foregoing items, was perceived by respondents to have existed "to a great extent" although respondents' perceptions varied somewhat regarding all of the task demand items.

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 2.3 for Item 15 in Table 9.2 indicates that the members of the Committee were perceived to have exerted themselves "to a great extent" to accomplish the assigned task. As evidenced by the mean of 2.8 for Item 17 in Table 9.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to some extent." The mean of 3.8 for Item 18 in Table 9.2 indicates that, even though formal leadership in the Committee was created, "to a small extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. As indicated by the mean of 2.3 for Item 19 in Table 9.2, the respondents perceived that "to a great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.8 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to some extent."

Resources

Hopkirik (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item with five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for

their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

The perceptions of respondents varied somewhat regarding each of the resource items as indicated by standard deviations ranging from 1.0 to 1.4. In particular, the respondents' perceptions varied considerably regarding the extent to which Committee members were chosen for their previous Committee experience (Item 22a). These variations in perception should be kept in mind while reading the following data. As evidenced by the mean of 3.4 for Item 22a in Table 9.2, the respondents indicated that "about half" of the Committee members were selected for their previous Committee experience. The mean of 2.6 for Item 22b in Table 9.2 indicates that "most" of the members were perceived to have been selected for their expertise in the designated task area. The mean of 3.4 for Item 22c in Table 9.2 indicates that "about half" of the members were perceived by respondents to have been selected for their availability. The mean of 2.6 for Item 22d in Table 9.2 indicates that "most" of the members were perceived to have been selected for their expressed interest in the designated task area. The mean of 1.8 for Item 22e in Table 9.2 indicates that "all" of the members were perceived by respondents to have been selected for their representativeness of particular groups.

Physical resources such as funds, materials, equipment, release time and/or facilities were previously described (Item 9) as having existed "to a small extent" as part of the intensity linkage variable.

The aggregate score of 2.8 on this variable indicates that the resources of the Committee as perceived by Committee members might be

described as being adequate although the perceptions of respondents varied somewhat regarding resources items.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 2.1 for Item 20 in Table 9.2, the respondents perceived that recommendations were produced by the Committee "to a great extent." The mean of 4.0 for Item 23 in Table 9.2 indicates that the respondents perceived that "some" of the Committee members received recognition and visibility for their work.

In the aggregate, productivity, as represented by the 3:1 aggregate score for the two productivity items, was perceived by respondents to have existed "to some extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 2.3 for Item 21 in Table 9.2, the processes of the Committee were perceived to have been effective "to a great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.6 which indicates that the task demands existed "to a great extent." The task demands could be said to have been well-defined. However, the respondents' perceptions differed somewhat regarding task demands. Part of their difference in perceptions may have arisen from the differences in member involvement in the task of the Committee. There appeared to be three "groups" within the Committee. One group included the chairman and one or two members who, on occasion, formed an informal steering committee for the AAHE Committee. A second group were interested and active members of the Committee, but not as involved as the steering group. A third group apparently were not overly involved in or committed to the task of the Committee and may be considered somewhat peripheral to the Committee. The perceptions of the task demands appeared to be higher for respondents who might be considered as members of the steering committee and increasingly lower for the other two groups. In fact, the questionnaire responses of two members of the Committee who might be considered in the third group were considered to be so incomplete and suffering from the effects of memory fade that they were not used in the calculations for this Committee.

In general, respondents perceived that "to a great extent" the task of the Committee was complex as was the respondents' commitment to completion of the task within designated timelines. As well, respondents were involved in clarifying tasks "to a great extent" although much of this was done by the informal steering committee. Finally, respondents perceived little separation of the Committee from Faculty in order to accomplish its task.

Processes. The aggregate score for the processes variable was a mean of 2.8 which indicates that processes were perceived to have existed and been facilitative "to some extent." The members of the Committee were perceived to have exerted themselves "to a great extent." One respondent qualified his perception by stating that:

. . . the chairmen were particularly task oriented, likely because there was more responsibility on their shoulders. Also, one or two were oriented towards (AAHE task) because of their professional interests or career interest while others were there more nominally because it was seen as being desirable to have representation from various departments

Well-defined procedures were established for the operation of the Committee "to some extent." As one respondent stated:

. . . The Committee was semi-structured. The operational leadership prepared documents to which the Committee members reacted, so this kept deliberations moving.

Different leaders were perceived to have emerged depending upon the conditions in the Committee "to a small extent." The Committee was dominated largely by the co-chairmen. As one of the co-chairmen stated:

. . . The most critical factor (in committee operation) is leadership--the designation of the chairmen and their commitment. In some ways, the Committee was legitimating the initiatives of two central people, of an executive of the Committee. It doesn't sound too democratic but it works.

Respondents perceived that "to a great extent" decision-making within the Committee was participative in nature.

In general, the processes of the Committee were perceived by respondents to have been facilitative "to some extent."

Resources. The aggregate score for the resources variable was a mean of 2.8 which indicates that the resources of the Committee as

perceived by respondents might be described as being adequate.

"All" of the personnel were selected to the Committee for their representativeness of particular groups. "Most" were selected for their expertise in the selected task area and their expressed interest. "About half" of the personnel were selected to the Committee for their previous Committee experience and availability. However, the perceptions of respondents differed considerably on all of these items.

Some of the differences of perception on these items and many other items in the study of this Committee, as mentioned earlier, may result from the nature of the personnel resources in the Committee.

As one respondent noted:

- In this Committee there were basically three groups:
1. the task oriented persons--about three;
 2. those interested but not particularly productive--about three;
- and 3. those who were there primarily as representatives--about six.

The researcher's perception of the Committee would support the basic tripartite nature of the Committee. As such, differences in perception are to be expected as a result of the level of involvement or commitment of the participants.

A further variable was indicated in this Committee--the personal factor. As just mentioned, the level of commitment or involvement of Committee members appears to have had a strong influence on the linkages, Committee processes, and, in later stages, implementation, and may possibly constitute a major Committee resource. Without the ongoing commitment of the chairmen prior to, during, and after the Committee's life, there is every likelihood this Committee would have been blocked at level two of effectiveness of the conceptual framework. In addition, without

the direct commitment and involvement of the Dean, the Committee may have been blocked at level two of effectiveness of the conceptual framework. One respondent highlighted the importance of the personal factor by stating that:

. . . in many cases it is one or two persons who carry the load. Other personal characteristics may be important factors.

There is frequently a confusion of roles between the "task force" role or a policy decision role because I think they both require a different kind of operation and different kinds of people. If you get them mixed up on a committee they get frustrated. One group is trying to develop action alternatives and the others are there as "policy" or "political" representatives. They have different roles.

Conceived in another way, there may be a need for an "advocate" to support and sustain a Committee through its various phases.

One respondent noted the negative aspect of personal factors in this Committee. He claimed that the selection of the particular co-chairmen may have been a tactical error because of certain personal factors: "They may have been seen as having too strong a vested interest in the further development of (AAHE)." Thus both faces of the "advocacy" or "vested interest" or "commitment" consideration of the personal factor may be perceived in this Committee.

Another respondent noted that a person's popularity may also be a consideration as part of the Committee processes:

. . . whether or not people are "popular," that their ideas are in line with the thinking of Faculty. To be a member of the "in" group and in harmony with the thinking of the Faculty is not necessarily good.

Thus, in summary, the major reason for selection to this Committee may have been the representativeness of the person selected. In addition, however, the personal factors of persons selected for the

Committee received considerable discussion in the interviews of members of the AAHE Committee. The nature and extent of the discussion suggests that personal factors as they exist on a Committee may be either a strong positive or negative force for the accomplishment of the Committee task demands. In other words, the personal factor may be either a positive or negative Committee resource.

Productivity. The aggregate score for the productivity variable was 3.1 which indicates that productivity was perceived to have existed "to some extent." There was a major division between the two measures of productivity. The respondents perceived that "to a great extent" action decisions were produced by the Committee. One respondent succinctly summarized the productivity of the Committee: ". . . The direction has been set and some things are happening. The task was accomplished and the centre established." All respondents perceived that "some of the Committee members received recognition and visibility for their work. Thus, in summary, although the Committee was somewhat productive, its major productivity success was in the production of a report, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 2.3 which indicates that the process effectiveness existed "to a great extent" although there was some deviation among respondents regarding this perception. One member of the Committee tried to explain this high score for process effectiveness by stating that his response reflected a "long-range" perception:

. . . In the long-range (it was effective "to a very great extent"); in the short-range (it was effective "to a small extent or not at all"). The recommendations were not implemented right away. We had hoped they would be. The report was presented to Council. The first motion met a great deal of opposition. The other motions presented in the report just didn't get dealt with and the outcome was a move to table. It thus became deferred to the new Dean. He took administrative action along the guidelines of the recommendations. Thus the long-range action was positive, but the immediate impact of the Committee was negative.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.8 as noted in Table 9.2 is achieved. The composite Committee Process Effectiveness score is 2.3 as noted in Table 9.2. These two scores do not fall within the same range on the general response scale used in the study. The composite score would be considered average, but the Committee Process Effectiveness score would be considered to be above average. Therefore, the concept developed within the review of the literature, that above average levels for the composite process variables should compare to above average levels of Committee Process Effectiveness, would appear to be unsubstantiated in this Committee.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting, and implementation effectiveness. Table 9.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or aids to carry out some aspects of the recommendations of the Committee.

Table 9.3
 Respondents' Perceptions Regarding Implementation of CASS Committee "Action Decisions"

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=9)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5	NR			
<u>Implementation Strategy</u>										
-political feasibility	24	0	4	2	2	0		2.7	0.9	3.6
-economic feasibility	25	0	6	3	0	0		2.3	0.5	
-alternative implementation methods	26	0	3	3	3	0		3.0	0.9	
-adaptation	27	0	0	1	5	3		4.2	0.7	
-staff training	28	0	0	0	0	9		5.0	0.0	
-local development of materials	29	0	0	0	4	5		4.6	0.5	
<u>Project Characteristics</u>										
-coordination	30	0	2	3	1	3		3.6	1.2	3.3
-change regulations or procedures	31	0	2	4	1	1		3.1	1.0	
-amount of behavior change	36 ²	0	1	0	5	2		4.0	0.9	
<u>Institutional Setting</u>										
-Senior Administration	35a ³	2	4	1	1	0		2.1	1.0	2.7
-academic staff	35b	0	2	4	2	0		3.0	0.8	
-students	35c	0	1	5	0	0		2.8	0.4	
-Teachers' Association	35d	0	0	6	0	0		3.0	0.0	
-Trustees' Association	35e	0	0	6	0	0		3.0	0.0	
-Depts. of Education	35f	1	4	1	0	0		2.0	0.6	

Table 9.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=9)					Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5				
<u>Measure of Implementation Effectiveness</u>										
-mutual adaptation	32	0	1	4	1	2	1	3.5	1.1	
-perceived success	33	1	0	4	1	2	1	3.4	1.3	3.2
-continuation	34	2	1	3	1	1	1	2.8	1.4	

¹ For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

² For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³ For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

As evidenced by the mean of 2.7 for Item 24 of Table 9.3, the Committee assessed the political feasibility of implementing recommendations "to some extent." The mean of 2.3 for Item 25 of Table 9.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to a great extent." As indicated by the mean of 3.0 for Item 26 of Table 9.3, the Committee developed alternative methods for implementing its recommendations. The mean of 4.2 for Item 27 of Table 9.3 indicates that the Committee members perceived that the members of Faculty met "to a small extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. As evidenced by the mean of 4.6 for Item 28 of Table 9.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means to acquaint themselves with Committee recommendations "to a very small extent or not at all." The mean of 5.0 for Item 29 of Table 9.3 indicates that the members of the Faculty-at-large were provided the means to develop materials or aids "to a very small extent or not at all" to carry out some aspects of the recommendations of the Committee.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregate score of 3.6, was perceived by respondents to have existed "to a small extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination

was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 3.6 for Item 30 in Table 9.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large "to a small extent." However, as the standard deviation of 1.2 indicates, the perceptions of respondents varied somewhat regarding this item. The mean of 3.1 for Item 31 of Table 9.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to some extent." However, the perceptions of respondents varied from "to a great extent" to "to a very small extent or not at all" regarding this item. As indicated by the mean of 4.0 for Item 36 of Table 9.3, the respondents perceived that changes in Faculty occurred for "some."

In the aggregate, the project characteristics, as represented by the aggregate score of 3.6 for the foregoing items, was perceived by respondents to have affected the implementation of AAHE Committee action decisions "to a small extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one

item with six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 2.1 for Item 35a in Table 9.3, the respondents indicated that the Senior Administration were "receptive" to the recommendations of the Committee. However, as the standard deviation of 1.2 indicates, the perceptions of respondents varied regarding this item. The mean of 3.0 for Item 35b in Table 9.3 indicates that the academic staff were perceived by the respondents to be "indifferent" to the Committee recommendations. As indicated by the mean of 2.8 for Item 35c in Table 9.3, the students were perceived to be "indifferent" to the recommendations of the Committee. The mean of 3.0 for Item 35d in Table 9.3 indicates that the Teachers' Association was perceived by the respondents to be "indifferent" to the recommendations of the Committee. As evidenced by the mean of 3.0 for Item 35e in Table 9.3, the Trustees' Association was perceived by respondents to be "indifferent" to the recommendations of the Committee. The mean of 2.0 for Item 35f indicates that the respondents perceived the Departments of Education to be "receptive" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the aggregate score of 2.7 for the foregoing items, was perceived by respondents to have been "indifferent" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 3.5 for Item 32 in Table 9.3, the Committee recommendations were perceived by respondents to have been modified "to a small extent" during the time of implementation. However, as the standard deviation of 1.1 indicates, the perceptions of respondents varied somewhat regarding this item. The mean of 3.4 for Item 33 in Table 9.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to some extent." However, as the standard deviation of 1.3 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 2.8 for Item 34 in Table 9.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to some extent." However, the perceptions of respondents varied from "to a very great extent" to "to a very small extent or not at all" regarding this item.

In the aggregate, implementation effectiveness, as represented by the 3.2 aggregate score for the implementation effectiveness items, was perceived by respondents to have existed "to some extent."

Discussion of Implementation
Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 3.6 which indicates that "to a small extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that the Committee assessed the political feasibility of implementing its action decisions "to some extent." In particular, as one respondent noted:

. . . Assessing the political forces was done, not so much by the total Committee, but almost by a steering Committee. (The chairmen) and one or two others even met to plan strategies as to how things could be gotten through Committee.

As well, the Committee assessed the economic feasibility of implementing its action decisions "to a great extent." However, one respondent noted that the economics of the Committee's recommendations were "the major hang up" to implementation. Only the "assurances by (the Dean) that other budgets would not be cut" allowed the recommendations to be implemented. Current funding of the resultant Centre for the Study of Post-Secondary Education is through a contingency fund.

The Committee developed alternative methods for implementing its action decisions "to some extent"; the members of the Faculty met to adapt the Committee action decisions to the perceived needs of specific groups within the Faculty "to a small extent"; and members of the Faculty-at-large were provided with means to acquaint themselves with Committee action decisions and/or to develop materials or aids to carry out some aspects of the action decisions of the Committee "to a very small extent or not at all."

In addition, three respondents commented on the element of timing in bringing forward the recommendations to FEC. The recommendations were presented while there was an Acting Dean in the Faculty. The suggestion was made that an Acting Dean is reluctant to promote any particular viewpoint and therefore to leave the new Dean with undesirable decisions. Thus no action is taken. As well, the recommendations, which suggested an expansionary role for Faculty, were presented in a period of economic restraint. Faculty were reluctant to "give up" any of their departmental economic security to contribute to a new Faculty venture. Thus the timing of the recommendations was viewed as having been inappropriate, but unavoidable.

In general, the AAHE Committee was characterized "to a small extent" by mutual adaptation.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 3.6 which indicates that "to a small extent" the implementation was affected by the substance and scope of the changes proposed by the Committee action decisions.

The action decisions of the Committee generated a need for increased coordination within the Faculty-at-large "to a small extent," although the perceptions of respondents differed somewhat on this item.

The implementation of the action decisions required changes of Faculty regulations or procedures "to some extent." Once again, however, the perceptions of respondents differed somewhat. As one respondent noted:

. . . The interesting feature of this Committee was that the Committee was set up to establish structural implementation of a principle that had been established, but the Faculty of Education was less willing to accept the implications of its own earlier implications.

The inference was that Faculty was unprepared to support the structural and procedural changes which would have been required if the Committee's report had been accepted totally in spite of earlier commitments to change certain procedures and/or structures.

Changes in Faculty behavior occurred only for "some."

In general, the project characteristics of the AAHE Committee affected the implementation of AAHE Committee action decisions "to a small extent."

Institutional setting. The aggregate score for the institutional setting variable was a mean of 2.7 which indicates that the institutional setting was perceived to be "indifferent" to the action decisions of the AAHE Committee.

Senior Administration was perceived by respondents to be "receptive" to the action decisions of the Committee although the perceptions of respondents differed somewhat on this item. In particular, the Dean was identified as having been a critical factor in whatever actual use of Committee recommendations occurred. The Departments of Education also were perceived to be "receptive" to the recommendations of the Committee. All other groups within the institutional setting--academic staff, students, Teachers' Association and Trustees' Association--were perceived to be "indifferent" to the recommendations of the Committee. In the interviews, the "indifference" of academic staff was qualified somewhat. The "indifference" was perceived to be more of a balancing of forces which were in favor of or against the recommendations rather than being actual indifference.

In general, the action decisions of the AAHE Committee were introduced into an "indifferent" institutional setting.

Implementation effectiveness. The aggregate score for implementation effectiveness was 3.2 which indicates that implementation effectiveness existed "to some extent." However, some wide differences in perception can be discerned regarding the effectiveness of the implementation. As discussed in earlier portions of the discussions of the findings in this chapter, the differences in perceptions may be attributable to differences in member involvement in the task of the Committee and also may be dependent, in part, on definitions of what constitutes effectiveness. The leadership of the Committee and some of those members who might be considered as being part of the steering committee perceived higher levels of implementation and "success" than those who were less involved. In some cases the more peripheral members were not even aware that any implementation had occurred. The views of others who had anticipated greater changes are represented by the statement of one respondent who said:

. . . The Centre (for the Study of Post-Secondary Education) as it exists is a bit different from what we recommended. But there are no major changes. The major shift is the degree to which the Centre was to give leadership in the establishment of new courses The Centre is not doing that.

In general, action decisions were modified during implementation "to a small extent"; implementation occurred "to some extent"; and the results of the Committee's recommendations have been continued "to some extent."

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspective to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of implementation effectiveness variable, a composite score of 3.3 as noted in Table 9.3 is achieved. The measures of implementation effectiveness score is 3.2 as noted in Table 9.3. These two scores fall within the same range on the general response scale used in this study. Both scores would be considered to be moderate; the scores indicate that "to some extent" the implementation variables existed and that "to some extent" the implementation effectiveness existed. Therefore, the concept developed within the review of the literature would appear to be substantiated in this Committee: average levels for the composite implementation variables score compare to average levels of implementation effectiveness.

As well, the anticipated directions of the variables within the composite score were barely substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were considered to be substantiated even though the implementation strategy score was the same as the project

characteristics score. A judgment was made by the researcher that the implementation strategy score was not lower than the project characteristics score and therefore the benefit of the tied score should be granted to the support of the concept developed within the literature.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the AAHE Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 9.4 contains data relating to this variable.

The perceptions of respondents varied somewhat regarding the perceived effectiveness of the various aspects of this Committee as indicated by the standard deviations which ranged from 1.1 to 1.4. These variations should be kept in mind while reading the following data. As indicated by the linkage effectiveness score of 3.1 in Table 9.4, the linkage activities of the AAHE Committee were perceived to be effective "to some extent." The Committee process effectiveness score of 2.3 in Table 9.4 indicates that the processes of the Committee were perceived to have been effective "to a great extent." The implementation effectiveness score of 3.2 in Table 9.4 is evidence that implementation was perceived to have been effective "to some extent." As evidenced by the score of 2.9 in Table 9.4, the overall effectiveness of the AAHE Committee was perceived to exist "to some extent."

Table 9.4

Respondents' Perceptions Regarding AAHE Committee Effectiveness

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=9)					Mean	Standard Deviation	Aggregate Effectiveness Scores
		1	2	3	4	5			
<u>Linkages to:</u>									
-Senior Administration	6	0	5	0	3	1	3.0	1.2	3.1
-Faculty-at-large	8	1	0	6	1	1	3.1	1.1	
<u>Processes</u>									
	21	2	4	0	2	0	2.3	1.2	2.3
<u>Implementation:</u>									
-mutual adaptation	32	0	1	4	1	2	3.5	1.1	
-perceived success	33	1	0	4	1	2	3.4	1.3	3.2
-continuation	34	2	1	3	1	1	2.8	1.4	
							OVERALL COMMITTEE EFFECTIVENESS = 8.6/3 = 2.9		

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

SUMMARY

The mission of the AAHE Committee was to consider the most appropriate structures for implementing the recommendations of a prior Ad Hoc Committee. A summary of the findings regarding the effectiveness of the Committee in accomplishing its task is displayed in Table 9.5 and presented descriptively in the following paragraphs.

A number of linkages between the Committee and Senior Administration and the Committee and Faculty-at-large were examined in order to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized. Formalization was perceived by respondents to have existed "to a great extent." Reciprocity, intensity, positive consensus and functionality-over-time existed "to some extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to some extent." In general, the concept developed within the review of the literature regarding linkage activities would appear to be substantiated in this Committee: moderate levels for the aggregated linkage variables compare to a moderate level of linkage effectiveness.

Four variables were examined in the next section of the chapter in order to determine the extent to which Committee Process Effectiveness had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Well-defined task demands were perceived to have existed "to a great

Table 9.5

Summary of the Findings Regarding the AAHE Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.2	3.1	Substantiated
Reciprocity	3.3		
Intensity	3.1		
Positive Consensus	3.1		
Functionality-over-time	2.8		
General Linkage Effectiveness		2.9	Within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.6	2.8	Not Unsubstantiated
Processes	2.8		
Resources: Personnel	2.8		
Product	3.1		
General Process Effectiveness		2.3	within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	3.6	3.2	Substantiated
Project Characteristics	3.6		
Institutional Setting	2.7		
General Implementation Effectiveness		3.3	Within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	3.1 = to some extent		2.9 = to some extent
Process Effectiveness	2.3 = to a great extent		
Implementation Effectiveness	3.2 = to some extent		

*Scores: 1.0 to 1.8 = to a very great extent
 1.9 to 2.6 = to a great extent
 2.7 to 3.4 = to some extent
 3.5 to 4.2 = to a small extent
 4.3 to 5.0 = to a very small extent or not at all.

extent." Facilitative processes, adequate resources and productivity were perceived by respondents to have existed "to some extent." In addition, a further variable of importance to the processes of the Committee as a major resource was "the personal factor." A variety of terms were used which might be located within such a factor: level of commitment, level of involvement, advocacy, vested interest, and popularity. In general, the concept developed within the review of the literature, namely that above average levels for the composite process variables should compare to above average levels of Committee Process Effectiveness, would appear to be unsubstantiated in this Committee.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation existed "to a small extent"; the project characteristics affected the implementation of AAHE Committee recommendations "to a small extent"; and the institutional setting was "indifferent." In addition, a further variable, most likely part of the implementation strategy intervening variable was mentioned. The variable for consideration is "timing" or the most auspicious moment at which action decisions may be presented to Faculty. In the aggregate, effective implementation was perceived to have existed "to some extent." In general, the concept developed within the review of the literature would appear to be substantiated; average levels for the composite implementation variables score compare to average levels of implementation effectiveness. As well, the anticipated directions of the variables within the composite score were

barely substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were considered to be substantiated even though the implementation score was the same as the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the AAHE Committee achieved effectiveness on the three possible levels: linkage effectiveness "to some extent"; process effectiveness "to a great extent"; and implementation effectiveness "to some extent."

CHAPTER 10

UNDERGRADUATE STUDIES REVISION COMMITTEE

The Committees in this study are described in the sequence in which the data were collected. Chapters 4 and 5 describe two Committees in the Faculty of Education at the University of Calgary; Chapters 6, 7, and 8 describe three Committees in the Faculty of Education at the University of Lethbridge; and Chapters 9 and 10 describe Committees in the Faculty of Education at the University of Alberta.

This chapter presents a descriptive analysis of the Undergraduate Studies Revision Committee of the Faculty of Education at the University of Alberta. The chapter is divided into six major sections: background information on the Undergraduate Studies Revision Committee, linkage activities, Committee processes, implementation, effectiveness, and a summary of the findings.

Data contained in this chapter were collected from Faculty of Education Council minutes, minutes of the Undergraduate Studies Revision Committee and by means of questionnaires from seven of the nine members of the Undergraduate Studies Revision Committee. Two members, the Secretary and research assistant, were not included in the study. Of the seven respondents, seven returned the questionnaires and five were interviewed. Mean scores and standard deviations were computed for each item in the questionnaire. Each item had five response categories. The mean scores for most items that fell within the ranges of:

- a) 1.0 and 1.8 were treated as representing the first response category of "to a very great extent";
- b) 1.9 and 2.6 were treated as representing the second response category of "to a great extent";
- c) 2.7 and 3.4 were treated as representing the third response category of "to some extent";
- d) 3.5 and 4.2 were treated as representing the fourth response category of "to a small extent"; and
- e) 4.3 and 5.0 were treated as representing the fifth response category of "to a very small extent or not at all."

Where a variable was measured using more than one item, an aggregate score for the variable was computed by combining all the scores of the items and dividing by the number of respondents to achieve a mean score for the variable.

BACKGROUND

The Undergraduate Studies Revision (USR) Committee was established by the Faculty of Education Council (FEC) in May, 1976 as an outgrowth of a previous Committee to Study Perceptions of the Component Model. The Component Model was a method of organization for the undergraduate program of the Faculty of Education. The USR Committee was composed of nine members and chaired by the Associate Dean. Of the five members interviewed, four perceived the USR Committee to have been an "action" Committee, the fifth perceived the Committee as an information gathering Committee with secondary "action" characteristics.

The purpose of the Committee was set out in the FEC meeting of

May 4, 1976 wherein a motion of FEC stated:

Moved that Faculty Council establish a (USR) Committee to thoroughly examine the Faculty's B.Ed. degree and teacher certification; the committee to be composed of one representative from each department, named by the department, and a representative of the Dean's, named by the Dean, and others from within or without the Faculty to be named by the Committee if it so wishes; and to report to Faculty Council at its December 1976 meeting.

In carrying out its purpose, the USR Committee completed a number of tasks. The USR Committee, in a Discussion Paper (April, 1977) outlined a series of sub-tasks which had been dealt with by the Committee:

Three main variables and areas of investigations have been studied with respect to their individual and combined effects upon the quality of teachers the Faculty of Education provides for the classroom. These variables are:

- A. the nature and ability of the students registered in the Faculty of Education,
- B. the nature of the courses and programs taken by the student as part of the requirements for the degree and/or recommendation for certification, and
- C. the supporting services, the structure and organization and the utilization of human and physical resources in the Faculty of Education.

The USR Committee invited departments, interest groups and individuals in the Faculty to make submissions to the Committee, either in person or in writing. Some attempts were made to obtain input from various education-related organizations and their representatives. A research assistant was employed to review the literature on teacher education and to study teacher preparation programs in Canada and in other parts of the world. An interview survey of a randomly selected sample of fourth year B.Ed. students and of second year graduates in teaching were conducted. An interim report was made to Dean's Advisory Council and Executive Council in November, 1976 and to FEC in December, 1976. A discussion paper was circulated to Faculty members in April, 1977.

Faculty members were invited to submit written reactions and to attend two open meetings in April, 1977 for the purpose of discussing and reacting to the report. The final report incorporated the reactions of Faculty members and was presented to FEC in April, 1977.

LINKAGE ACTIVITIES

This section of the chapter examines linkages between the USR Committee and the Senior Administration, as well as between the USR Committee and the Faculty-at-large. The effectiveness of the linkage activities of the USR Committee also was examined. The findings are presented under the headings of formalization, reciprocity, intensity, positive consensus, and functionality-over-time. Table 10.1 contains data pertaining to these variables. A further sub-section discusses the linkage activities.

Formalization

Formalization is the degree to which the intraorganizational relationship is given official sanction by the parties involved. The formalization variable was measured using two items. Item 1 of the questionnaire measured the extent to which the relationship between the Faculty and the Committee was given official or formal sanction. Item 3 of the questionnaire assessed the extent to which an intermediary coordinated the relations between the Senior Administration (or Faculty Council) and the Committee. The scores of the two items then were aggregated to provide an aggregate variable score.

As indicated by the mean of 3.1 for the first item in Table 10.1, detailed written terms of reference were perceived on the average to

Table 10.1

Respondents' Perceptions Regarding Linkages of the USR Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					Mean	Standard Deviation	Aggregate Score for Variable	Linkage Variables Score
		1	2	3	4	5				
<u>Formalization</u>										
-formal agreements	1	0	2	3	1	1	3.1	1.1	2.2	
-coordination	3	5	2	0	0	0	1.3	0.5		
<u>Reciprocity</u>										
-definitional	2	3	2	1	1	0	2.0	1.2	2.0	
<u>Intensity</u>										
-meetings	4	7	0	0	0	0	1.0	0.0		2.2
-with Senior Administration or FEC	5	2	1	0	3	1	3.0	1.6	2.0	
-with Faculty	7	3	3	1	0	0	1.7	0.8		
-resource commitment	9	2	2	2	1	0	2.3	1.1		
Positive Consensus	10	0	4	3	0	0	2.4	0.5	2.4	
<u>Functionality-over-time</u>										
Functionality-over-time	11	1	3	3	0	0	2.3	0.8	2.3	
<u>General Effectiveness of Linkages</u>										
-with Senior Administration or FEC	6	5	2	0	0	0	1.3	0.5	1.9	
-with Faculty	8	1	1	4	0	0	2.5	0.8		

¹For items in this table the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

exist for the Committee "to some extent." However, the perceptions of respondents differed considerably in relation to this item as evidenced by the responses which ranged from "to a great extent" to "to a very small extent or not at all." In the FEC minutes (May, 1976) the terms of reference for the USR Committee were broadly stated and underwent considerable redefinition within the Committee. The primary resources included the personnel, in particular the chairman and members, plus a secretary/administrative assistant and a research assistant. The procedures were undefined in the terms of reference. An interim report was to be presented within six months of the inception of the Committee.

As evident from the mean of 1.3 for Item 3 in Table 10.1, linkage between the Senior Administration and the Committee was perceived to have existed "to a very great extent."

In the aggregate, formalization of linkages among the parties involved, as represented by the aggregate score of 2.2 for the foregoing items, was perceived by respondents to have existed "to a great extent."

Reciprocity

Andrews (1978:8) defines reciprocity as "the relative contribution of various parties in the relationship."

As indicated by the mean of 2.0 for Item 2 of Table 10.1, the terms of reference for the Committee were perceived "to a great extent" to have been arrived at cooperatively by the Committee members and Senior Administration. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a very great extent" to "to a small extent."

Intensity

Intensity is the resource investment, both human and material, that an organization has to make in order that the intraorganizational relationship between selected parts be viable. Four items in the questionnaire addressed different aspects of intensity. The human investment was defined in terms of meeting time committed by the various parties. Items 4, 5 and 7 were used to measure the amount of involvement demanded respectively on the part of Committee members, on the part of Senior Administration (or Faculty Council) in conjunction with the Committee, and on the part of other members of Faculty in conjunction with members of the Committee. Item 9 of the questionnaire assessed the extent to which the Committee was provided with resources such as funds, materials, equipment, release time and/or facilities.

As indicated by the mean of 1.0 and the standard deviation of 0 for Item 4 in Table 10.1, all members of the Committee agreed that they met "to a very great extent" from the time the Committee was founded until it was dissolved. Although the variance was great in the members' responses for Item 5, concerning the extent to which the Committee met with Senior Administration, on the average the members reported that they had met with Senior Administration (or FEC) "to some extent." There was more agreement among members and a "higher" average rating given in relation to the communication with the Faculty-at-large; the mean of 1.7 of Item 7 suggests that the Committee and Faculty-at-large communication was perceived as having occurred "to a very great extent." As evidenced by the mean of 2.3 for Item 9 in Table 10.1, the material resources to carry out the Committee tasks

were perceived to have been sufficient "to a great extent." However, the standard deviation of 1.71 on this item indicates a variation in perceptions regarding the sufficiency of the resources supplied to the Committee.

The aggregate score of 2.0 on this variable indicates that the intensity of resource investment was perceived by respondents to have existed "to a great extent."

Positive Consensus

Benson (1975:235) defines positive consensus as:

. . . the agreement among participants in organizations regarding the nature of the tasks confronted by the organizations and the value of and appropriateness of the approaches to those tasks.

As indicated by the mean of 2.4 and standard deviation of 0.5 for Item 10 in Table 10.1, the Committee members appeared to agree strongly that the Faculty-at-large considered the task of the Committee to be worthwhile "to a great extent."

Functionality-over-time

Functionality-over-time refers, in the present study, to the extent to which organizational linkages remain functional over the period of time during which the Faculty and the Committee were related.

As indicated by the mean of 2.3 and standard deviation of 0.8 for Item 11 in Table 10.1, the Committee members appeared to agree that the relationships between the Faculty and Committee remained active and functional "to a great extent" throughout the life of the Committee.

Linkage Effectiveness

Linkage effectiveness is a generalized assessment of the effectiveness of the linkages among the Committee, Senior Administration and Faculty-at-large.

The linkage effectiveness variable was measured using two items. Item 6 of the questionnaire measured the extent to which liaison relationships between the Senior Administration and the Committee were perceived to be effective. Item 8 of the questionnaire assessed the extent to which the liaison relationships between the Faculty-at-large and the Committee were perceived to be effective. The scores of the two items were then aggregated to provide an aggregate variable score.

As indicated by the mean of 1.3 for Item 6 in Table 10.1, the liaison relationships between the Senior Administration and the Committee were perceived by Committee members to be effective "to a very great extent."

As evidenced by the mean of 2.5 for Item 8 in Table 10.1, the liaison relationships between the Faculty-at-large and the Committee were perceived by Committee members to be effective "to a great extent."

In the aggregate, effectiveness of linkages, as represented by the aggregate score of 1.9 for the two linkage effectiveness items and the interview responses, was perceived by respondents to exist "to a great extent."

Discussion of Linkage Activities

Formalization. The aggregate score for the formalization variable was a mean of 2.2 which indicates that formalization existed "to a great extent." The responses from the questionnaire and the

subsequent interviews with Committee members suggest that the linkage between Senior Administration and the Committee may account, in large measure, for the perceived score for formalization. The linkages between Senior Administration and the Committee was accomplished, at least in part, by having one person serve in two roles: the Associate Dean (Senior Administration) was also the chairman of the Committee. Written terms of reference appeared to be less critical than the Senior Administration-Committee relationship in terms of creating a "high" formalization score. In fact, the respondents held somewhat differing perceptions regarding the extent to which terms of reference existed and one response on the questionnaire indicated that one respondent considered the terms of reference to have existed "to a very small extent or not at all." Thus, in summary, formalization existed "to a great extent" and the moderately high formalization score apparently was dependent, in large measure, on a very extensive (very high) relationship between the Senior Administration and the Committee rather than on any written terms of reference.

Reciprocity. The score for the reciprocity variable was a mean of 2.0 which indicates that reciprocity existed "to a great extent." This means that "to a great extent" the terms of reference of the Committee were perceived as having been arrived at cooperatively by the Committee members and the Senior Administration, although respondents' perceptions differed somewhat on this item. The original terms of reference were defined within FEC, but a considerable amount of redefinition occurred within Committee wherein the chairman (the Associate Dean) and members worked cooperatively to specify the terms of reference more clearly.

The differences in perception on this item may result from respondents answering the item with reference either to the original terms of reference or the redefined terms of reference.

Intensity. The aggregate score for the intensity variable was 2.0 which indicates that intensity existed "to a great extent." The responses from the questionnaire and the subsequent interviews with Committee members indicated that, in terms of the human investment, a considerable investment of staff time was committed to the development of the Report. The Committee itself met approximately once a week for at least one and one-half hours at a time for one academic year. The final report-writing involved a three day sequestered session. In addition, a number of contacts were made with departments within the Faculty and with other education-related agencies outside the Faculty to discuss the Committee task. As well, as mentioned previously, the Associate Dean was chairman of the Committee and this fact may account for most of the perceptions regarding the extent to which Committee members met with Senior Administration.

The material resources to carry out the Committee task were perceived to have been sufficient "to a great extent" although the perceptions of respondents differed somewhat on this item. As one respondent noted, ". . . some institutional resources were diverted in terms of the Associate Dean and his assistant." In addition, the Committee was assigned a research assistant and had high accessibility to any informational sources which were required to facilitate their work. Thus, in summary, intensity existed "to a great extent" and the high intensity score was dependent, in large part, on an intensive investment of time by participating staff members.

Positive consensus. The score for the positive consensus variable was a mean of 2.4 which indicates that positive consensus existed "to a great extent." A number of illustrative comments indicate the perceptions of Committee members regarding the Faculty perspective of the Committee:

. . . Once the Committee was in motion, most people let the Committee do it. Only interest groups appeared.

. . . They (Faculty) voted and accepted it (the report) by a big majority so I assume they were basically in agreement with the idea of restructuring the program.

. . . (Faculty) concern was more with what kinds of problems the Committee would create for individuals, rather than the hope that the Committee would come up with a better way of doing things.

. . . Our recommendations were a reaffirmation that any program should be seen as a Faculty program rather than departmental programs This was accepted superficially This is more a shift in perspective, not necessarily a structural reorganization As a result, you get a great deal of variation of interest across departments in the undergraduate program.

Functionality-over-time. The score for the functionality-over-time variable was a mean of 2.3 which indicates that functionality-over-time existed "to a great extent." The explanation for this moderately high score may be related, in the judgment of the researcher, to the intensity variable and particularly to the level of human investment in the Committee.

Linkage effectiveness. The aggregate score for the linkage effectiveness variable was a mean of 1.9 which indicates that linkage effectiveness existed "to a great extent." The respondents, in general, believed that whatever Committee-Senior Administration linkage effectiveness

existed appeared to have resulted from the dual roles of the Chairman-Associate Dean. The effectiveness of the linkages between the Committee and Faculty-at-large was perceived by respondents, in interviews, to have resulted mainly from the many contacts which were made between the Committee and the Faculty-at-large regarding the task of the Committee. Thus, in summary, linkage effectiveness existed "to a great extent" and this linkage effectiveness was dependent, in large measure, on the roles of selected individuals and on frequent contacts by the Committee with other involved parties.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that linkage effectiveness will be high if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are high than if formalization, reciprocity, intensity, positive consensus, and functionality-over-time are low. Extrapolation from this generalization suggests that the lower the levels of formalization, reciprocity, intensity, positive consensus, and functionality-over-time, the lower the level of linkage effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the linkage effectiveness variable, a composite score of 2.2 as noted in Table 10.1 is achieved. The linkage effectiveness score is 1.9. These two scores fall within the same range on the general response scale used in this study. Both scores would be considered to be above average; the scores indicate that "to a great extent" the linkage variables existed and that "to a great extent" the linkage

effectiveness existed. Thus, the concept developed within the review of the literature regarding linkage activities would appear to be substantiated in this Committee: above average levels for the aggregated linkage variables compare to above average levels of linkage effectiveness.

COMMITTEE PROCESSES

This section of the chapter examines the various processes which operated within the Committee and the effectiveness of those Committee processes. The findings are presented under the headings of task demands, processes, resources, productivity, and Committee Process Effectiveness. Table 10.2 contains data pertaining to these variables. A further subsection discusses the committee processes.

Task Demands

Steiner (1972:7) states that task demands involve the requirements of the task and the rules under which the task must be performed. The task demands variable was measured using four items. Item 12 of the questionnaire measured the extent to which the Committee task was complex. Item 13 of the questionnaire assessed the extent to which Committee members redefined the goal of the Committee. Item 14 of the questionnaire measured the extent to which Committee members were committed to completion of the task within specified timelines. Item 16 of the questionnaire assessed the extent to which Committee members perceived themselves to have been detached from the Faculty to accomplish the defined task.

As evidenced by the mean of 1.3 for Item 12 in Table 10.2, the respondents perceived the task of the Committee to be complex "to a very great extent." As indicated by the mean of 2.3 for Item 13 in Table 10.2,

Table 10.2
 Respondents' Perceptions Regarding Processes of the USR Committee

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)							Mean	Standard Deviation	Aggregate Score for Variable	Process Variables Score
		1	2	3	4	5	NR					
Task Demand												
-goal definition	12	5	2	0	0	0	0	1.3	0.5			
-goal redefinition	13	2	3	1	0	1		2.3	1.4	2.0		
-time	14	7	0	0	0	0		1.0	0.0			
-separation	16	0	1	2	1	1	2	3.4	1.1			
Processes												
-high energy	15	4	3	0	0	0		1.4	0.5			
-procedures	17	2	2	2	1	0		2.3	1.1			
-equality: leadership	18	1	1	1	2	2		3.4	1.5	2.1		
-equality: decision-making	19	5	2	0	0	0		1.3	0.5		2.2	
Resources: Personnel												
-previous experience	22a ²	0	1	1	3	0	2	3.4	0.9			
-expertise	22b	1	3	1	0	0	2	2.0	0.7			
-availability	22c	0	0	0	2	4	1	4.7	0.5	2.9		
-expressed interest	22d	0	2	0	2	0	3	3.0	1.2			
-representativeness	22e	5	1	1	0	0		1.4	0.8			
Product												
-report	20	6	1	0	0	0		1.1	0.4			
-satisfactory recognition	23 ²	2	2	1	2	0		2.4	1.3	1.8		
General Effectiveness of Processes												
	21	5	2	0	0	0		1.3	0.5	1.3		

¹For items 12-21, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For items 22 and 23, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

the respondents reported that they were involved in clarifying Committee guidelines "to a great extent." However, as the standard deviation of 1.4 indicates, the perceptions of respondents varied considerably on this item. The mean of 1.0 for Item 14 in Table 10.2 indicates that the respondents perceived themselves to have been committed "to a very great extent" to task completion within the designated timelines. The mean of 3.4 for Item 16 in Table 10.2 indicates that Committee members perceived themselves to have been separated or detached "to some extent" from other members of the Faculty to accomplish the assigned task. However, the perceptions of respondents seemed to differ somewhat on this item as evidenced in their responses which ranged from "to a great extent" to "to a very small extent or not at all."

In the aggregate, task demands, as represented by the aggregate score of 2.0 for the foregoing items, was perceived by respondents to have existed "to a great extent."

Processes

Steiner (1972:8) states that process is "actions by which people transform their resources into a product." The process variable was measured using four items. Item 15 of the questionnaire measured the extent to which the Committee members exerted themselves to accomplish the task. Item 17 of the questionnaire assessed the extent to which well-defined procedures were established for the Committee. Item 18 of the questionnaire measured the extent to which equality of leadership existed within the Committee. Item 19 of the questionnaire assessed the extent to which decision-making was participative within the Committee.

The mean of 1.4 for Item 15 in Table 10.2 indicates that the members of the Committee were perceived to have exerted themselves "to a very great extent" to accomplish the assigned task. As evidenced by the mean of 2.3 for Item 17 in Table 10.2, the respondents perceived well-defined procedures to have been established for the operation of the Committee "to a great extent." However, as the standard deviation of 1.1 indicates, the perceptions of respondents varied somewhat on this item. The mean of 3.4 for Item 18 in Table 10.2 indicates that, even though formal leadership in the Committee was created, "to some extent" different leaders were perceived to have emerged, depending upon the conditions within the Committee. However, the perceptions of respondents seemed to differ considerably on this item as evidenced in their responses which ranged from "to a very great extent" to "to a very small extent or not at all." As indicated by the mean of 1.3 for Item 19 in Table 10.2, the respondents perceived that "to a very great extent" decision-making within the Committee was participative in nature.

The aggregate score of 2.1 on this variable indicates that the processes of the Committee were perceived by the respondents to have been facilitative "to a great extent."

Resources

Hopkirk (1977:30) defines resources as "the knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." The resource variable was measured using one item with five parts. The item was used to measure the primary reason for the selection of members of the Committee. Item 22a of the questionnaire measured the extent to which members were selected for

their previous Committee experience; 22b assessed the extent to which members were selected for their expertise in the designated task area; 22c measured the extent to which members were selected for their availability; 22d assessed the extent to which members were selected for their expressed interest in the designated task area; and 22e measured the extent to which members were selected for their representativeness of particular groups.

The responses to questionnaire items regarding resources must be examined and accepted with some caution. With the exception of Item 22e, a few respondents failed to answer each item. For example, in Item 22d, almost half of the respondents failed to provide a response. Therefore, with the exception of Item 22e, the lack of response to questionnaire items must be kept in mind while reading the following data. As evidenced by the mean of 3.4 for Item 22a in Table 10.2, the respondents indicated that "about half" of the Committee members were selected for their previous Committee experience. The mean of 2.0 for Item 22b in Table 10.2 indicates that "most" of the members were perceived to have been selected for their expertise in the designated task area. The mean of 4.7 for Item 22c in Table 10.2 indicates that "none" of the members were perceived by respondents to have been selected for their availability. The mean of 3.0 for Item 22d in Table 10.2 indicates that "about half" of the members were perceived to have been selected for their expressed interest in the designated task area. However, the perceptions of the respondents differed widely on this item. The mean of 1.4 for Item 22e in Table 10.2 indicates that "all" of the members were perceived to have been selected for their representativeness of particular groups.

Physical resources such as funds, materials, equipment, release time, and/or facilities were previously described (Item 9) as having existed "to a great extent" as part of the intensity linkage variable.

The aggregate score of 2.9 on this variable indicates that the resources of the Committee as perceived by Committee members might be described as being adequate.

Productivity

Hopkirk (1977:93) defines productivity as "the actual outcomes which resulted from task demands, resources and process." Two major products may be identified: a final report or "action decisions," and member recognition or satisfaction. The productivity variable was measured using two items. Item 20 of the questionnaire measured the extent to which recommendations were produced by the Committee. Item 23 of the questionnaire assessed how many of the Committee members received recognition for their work.

As evidenced by the mean of 1.1 for Item 20 in Table 10.2, the respondents perceived that recommendations were produced by the Committee "to a very great extent." The mean of 2.4 for Item 23 in Table 10.2 indicates that the respondents perceived that "most" of the Committee members received recognition and visibility for their work. However, the perceptions of respondents differed considerably on this item.

In the aggregate, productivity, as represented by the 1.8 aggregate score for the two productivity items, was perceived by respondents to have existed "to a very great extent."

Committee Process Effectiveness

Committee Process Effectiveness is a generalized assessment of the actual outcomes of the processes of the Committee.

As indicated by the mean of 1.3 for Item 21 in Table 10.2, the processes of the Committee were perceived to have been effective "to a very great extent."

Discussion of Process Activities

Task demands. The aggregate score for the task demands variable was 2.0 which indicates that the task demands existed "to a great extent." The task demands could be said to have been well-defined. The respondents concurred that they were highly committed to completion of the task within the designated timelines. As well, the respondents agreed strongly that the task of the Committee was complex. However, the perceptions of respondents varied to a greater degree regarding the remaining two items.

The respondents found that they were involved in clarifying Committee guidelines "to a great extent" although the perceptions of respondents differed considerably on this item. One respondent stated that:

. . . The Chairman played a central role in defining the task, but sub-tasks were accepted on a more or less voluntary basis within the Committee. . . . The Faculty did not foresee the extensive changes that would result from the examination of the Component Model. I think they thought it would be over in a few weeks. They were not looking for great change, but we decided, upon the initial examination of the problem, that it would require extensive change.

The perceptions of respondents varied considerably regarding the degree of separation of the Committee from other Faculty members to accomplish the assigned task. Two individuals even failed to respond to

this item. Thus, the view that the Committee was separated from Faculty "to some extent" must be accepted cautiously.

Processes. The aggregate score for the processes variable was a mean of 2.1 which indicates that processes were perceived to have existed and been facilitative "to a great extent."

The members of the Committee were perceived to have exerted themselves "to a very great extent" and this is confirmed by the number of meetings and contacts achieved by the Committee.

Well-defined procedures were established for the operation of the Committee "to a great extent." Even though the perceptions of respondents differed somewhat on this item, the fact is that the mandate of the Committee was broken down into four task areas. Processes, personnel and timelines were established for the accomplishment of each task area. Thus well-defined procedures can be said to have existed.

Different leaders were perceived to have emerged "to some extent" depending upon the conditions in the Committee although the perceptions of respondents differed considerably on this item. In general, the Chairman was perceived to have played a central role in organizing and directing the Committee and coordinating the processes of the Committee with other occurrences, such as the deliberations regarding the Practicum within the Faculty. Four of the respondents who were interviewed commented on the central role of the leadership of Senior Administration not only in the Committee processes, but in the linkage activities and the implementation activities of the Committee.

Respondents perceived that "to a very great extent" decision-making within the Committee was participative in nature.

Resources. The aggregate score for the resources variable was a mean of 2.9 which indicates that the resources of the Committee as perceived by respondents might be described as being adequate. "All" of the members of the Committee were selected for their representativeness of departments or the Dean. Other than this major reason for personnel selection there were no clearcut additional reasons as to why people were chosen for the Committee. The second possible reason may have been the expertise of the person selected. In general, respondents had a great deal of difficulty in responding to this question. Some of the difficulties in responding are reflected in the comment of one respondent who stated:

. . . I had difficulty in stating why others were put on the Committee--maybe for varying reasons--but all were there as representatives to one degree or another.

Productivity. The aggregate score for the productivity variable was a mean of 1.8 which indicates that productivity was perceived to have existed "to a very great extent." There was a division between the two measures of productivity. The respondents agreed that the major success of the Committee was the production of a report. The respondents perceived that "most" of the Committee members received recognition and visibility for their work although there were differences of perception for this item. As one respondent noted: "Some got quite a bit, most got some." In addition, one respondent noted that the Committee members "became fairly important in terms of departmental input" when the discussion of the Committee recommendations occurred at the departmental level. To some extent they may have been perceived as departmental resources and harbingers of things to come. Thus, in summary, although

the Committee was productive, its major productivity success was in the production of a report, not in the development of satisfaction or recognition for Committee members.

Committee process effectiveness. The score for Committee Process Effectiveness was a mean of 1.3 which indicates that the process effectiveness existed "to a very great extent." There was little deviation among respondents regarding this perception.

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that Committee Process Effectiveness will be high if the ratings of task demands, processes, resources and productivity are high than if the ratings of task demands, processes, resources and productivity are low. Extrapolation from this generalization suggests that the lower the levels of task demands, processes, resources and productivity, the lower the level of process effectiveness is likely to be.

If the scores for each variable are aggregated, with the exception of the Committee Process Effectiveness variable, a composite score of 2.2 as noted in Table 10.2 is achieved. The composite Committee Process Effectiveness score is 1.3 as noted in Table 10.2. These two scores do not fall within the same range on the general response scale used in the study. The composite score would be considered above average, while the Committee Process Effectiveness score would be considered to be much above average. Therefore, the concept developed within the review of the literature, that above average levels for the composite process variables should compare to above average levels of Committee

Process Effectiveness, would appear to be unsubstantiated in this Committee.

IMPLEMENTATION

This section of the chapter examines the actual use made within the Faculty-at-large of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. As well, the effectiveness of the implementation of the recommendations is examined. The findings are presented under the headings of implementation strategies, project characteristics, institutional setting, and implementation effectiveness. Table 10.3 contains data pertaining to these variables. A further sub-section discusses the implementation activities.

Implementation Strategy

An implementation strategy refers to the choices made by decision-makers about how to use "action decisions." The implementation strategy variable was measured using six items. Items 24 and 25 of the questionnaire measured the extent to which the Committee assessed respectively the political and economic feasibility of implementing its recommendations. Item 26 of the questionnaire assessed the extent to which the Committee developed alternative methods for implementing its recommendations. Item 27 of the questionnaire measured the extent to which members of the Faculty met to adapt the Committee's recommendations to the perceived needs of specific groups within Faculty. Items 28 and 29 of the questionnaire assessed the extent to which members of the Faculty-at-large were provided respectively with means to acquaint themselves with Committee recommendations or to develop materials or

Recommendations Regarding Implementation of USR Committee "Action Decisions"

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)							Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5	NR					
<u>Implementation Strategy</u>												
-political feasibility	24	5	1	1	0	0	0	1.4	0.8			
-economic feasibility	25	1	3	3	0	0	0	2.3	0.8			
-alternative implementation methods	26	1	1	4	0	1	1	2.9	1.2	2.6		
-adaptation	27	0	5	2	0	0	0	2.3	0.5			
-staff training	28	1	0	5	0	1	1	3.0	1.2			
-local development of materials	29	0	1	2	1	2	1	3.7	1.2			
<u>Project Characteristics</u>												
-coordination	30	4	3	0	0	0	0	1.4	0.5		2.2	
-change regulations or procedures	31	2	2	2	0	1	1	2.4	1.4	2.2		
-amount of behavior change	36 ²	1	3	0	3	0	0	2.7	1.3			
<u>Institutional Setting</u>												
-Senior Administration	35a ³	4	3	0	0	0	0	1.4	0.5			
-academic staff	35b	1	6	0	0	0	0	1.9	0.4	1.9		
-students	35c	1	5	1	0	0	0	2.0	0.6			
-Teachers' Association	35d	2	4	1	0	0	0	1.9	0.7			
-Trustees' Association	35e	1	5	1	0	0	0	2.0	0.6			
-Depts. of Education	35f	1	5	1	0	0	0	2.0	0.6			

Table 10.3 (Continued)

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					NR	Mean	Standard Deviation	Aggregate Score for Variable	Implementation Variables Score
		1	2	3	4	5					
<u>Measure of Implementation Effectiveness</u>											
-mutual adaptation	32	0	1	6	0	0		2.9	0.4		
-perceived success	33	1	3	3	0	0		2.3	0.8	2.2	
-continuation	34	4	2	0	0	0	1	1.3	0.5		

¹For items 24-34, the response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

²For item 36, the response categories were: 1 = All; 2 = Most; 3 = About half; 4 = Some; 5 = None.

³For item 35, the response categories were: 1 = Very receptive; 2 = Receptive; 3 = Indifferent; 4 = Hostile; 5 = Very hostile.

aids to carry out some aspects of the recommendations of the Committee.

As evidenced by the mean of 1.4 for Item 24 of Table 10.3, the Committee assessed the political feasibility of implementing recommendations "to a very great extent." The mean of 2.3 for Item 25 of Table 10.3 indicates that the Committee members perceived themselves as having assessed the economic feasibility of implementing its recommendations "to a great extent." As indicated by the mean of 2.9 for Item 26 of Table 10.3, the Committee developed alternative methods for implementing its recommendations. However, the perceptions of the respondents ranged widely from "to a very great extent" to "to a very small extent or not at all" on this item. The mean of 2.3 for Item 27 of Table 10.3 indicates that the Committee members perceived that the members of Faculty met "to a great extent" to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty. As evidenced by the mean of 3.0 for Item 28 in Table 10.3, members of the Faculty-at-large were perceived by Committee members to have been provided with the means to acquaint themselves with Committee recommendations "to some extent." However, as the standard deviation of 1.2 indicates, the perceptions of respondents varied considerably regarding this item. The mean of 3.7 for Item 29 of Table 10.3 indicates that the members of the Faculty-at-large were provided the means to develop materials or aids "to a small extent" to carry out some aspects of the recommendations of the Committee. However, the perceptions of the respondents varied considerably from "to a great extent" to "to a very small extent or not at all" on this item.

In the aggregate, the mutual adaptation perspective to implementation strategy, as represented by the aggregate score of 2.6, was perceived by respondents to have existed "to a great extent."

Project Characteristics

Project characteristics refer to the substance and scope of the changes proposed by the Committee "action decisions." The project characteristics variable was measured using three items. Item 30 of the questionnaire measured the extent to which increased coordination was required within Faculty as a result of Committee recommendations. Item 31 of the questionnaire assessed the extent to which implementation of Committee recommendations required changes of Faculty regulations or procedures. Item 36 of the questionnaire assessed the need for behavior changes on the part of Faculty as a result of the Committee's recommendations.

As evidenced by the mean of 1.4 for Item 30 in Table 10.3, the recommendations of the Committee were perceived by Committee members to have generated a need for increased coordination within the Faculty-at-large "to a very great extent." The mean of 2.4 for Item 31 of Table 10.3 indicates that Committee members perceived that the implementation of the recommendations of the Committee required changes of Faculty regulations or procedures "to a great extent." However, the perceptions of respondents varied from "to a very great extent" to "to a very small extent or not at all" regarding this item. As indicated by the mean of 2.7 for Item 36 of Table 10.3, the respondents perceived that changes in Faculty occurred for "about half" although, as the standard deviation of 1.3 indicates, there were some differences in respondents' perceptions regarding this item.

In the aggregate, the project characteristics, as represented by the aggregate score of 2.2 for the foregoing items, were perceived by

respondents to have affected the implementation of USR Committee action decisions "to a great extent."

Institutional Setting

Institutional setting refers to the extent of receptivity or hostility of the members of the institution to the recommendations of the Committee. The institutional setting variable was measured using one item with six parts. Item 35a of the questionnaire measured the receptivity of the Senior Administration to Committee recommendations as perceived by Committee members; 35b measured the receptivity of the academic staff; 35c measured the receptivity of the students; 35d measured the receptivity of the Teachers' Association; 35e measured the receptivity of the Trustees' Association; and 35f measured the receptivity of the Departments of Education and Advanced Education and Manpower as perceived by Committee members.

As evidenced in the mean of 1.4 for Item 35a in Table 10.3, the respondents indicated that the Senior Administration were "very receptive" to the recommendations of the Committee. The mean of 1.9 for Item 35b in Table 10.3 indicates that the academic staff were perceived by the respondents to be "receptive" to the Committee recommendations. As indicated by the mean of 2.0 for Item 35c in Table 10.3, the students were perceived to be "receptive" to the recommendations of the Committee. The mean of 1.9 for Item 35d in Table 10.3 indicates that the Teachers' Association was perceived by the respondents to be "receptive" to the recommendations of the Committee. As evidenced by the mean of 2.0 for Item 35e in Table 10.3 the Trustees' Association was perceived by respondents to be "receptive" to the recommendations of the Committee.

The mean of 2.0 for Item 35f indicates that the respondents perceived the Departments of Education to be "receptive" to the recommendations of the Committee.

In the aggregate, the institutional setting, as represented by the aggregate score of 1.9 for the foregoing items, was perceived by respondents to have been "receptive" to the recommendations of the Committee.

Implementation Effectiveness

Implementation effectiveness is measured by the extent of adaptation of Committee recommendations, and the perceived success and continuation of Committee recommendations. The implementation effectiveness variable was measured using three items. Item 32 of the questionnaire measured the extent to which the Committee recommendations were modified during the time of implementation. Item 33 of the questionnaire assessed the perceived success of implementation. Item 34 of the questionnaire measured the extent to which the recommendations of the Committee have been continued in Faculty.

As evidenced by the mean of 2.9 for Item 32 in Table 10.3, the Committee recommendations were perceived by respondents to have been modified "to some extent" during the time of implementation. The mean of 2.3 for Item 33 in Table 10.3 indicates that the recommendations of the Committee were perceived by respondents to have been implemented "to a great extent." The mean of 1.3 for Item 34 in Table 10.3 indicates that the results of Committee recommendations were perceived by respondents to have been continued "to a very great extent."

In the aggregate, implementation effectiveness, as represented

by the 2.2 aggregate score for implementation effectiveness, was perceived by respondents to have existed "to a great extent."

Discussion of Implementation Activities

Implementation strategy. The aggregate score for the implementation strategy variable was 2.6 which indicates that "to a great extent" the implementation was perceived to have been characterized by a mutual adaptation perspective to implementation. The responses from the questionnaire and the subsequent interviews indicate that the Committee members assessed the political feasibility of implementing its action decisions "to a very great extent." As one respondent stated:

. . . All recommendations were passed, although one or two ideas were withdrawn because we felt the Faculty would not "buy" them. We sent out questionnaires regarding some proposed recommendations. Some of those recommendations were rejected. They didn't show in the final report.

The assessment of political feasibility was perceived by some respondents to have been necessary because of the stimulus for the creation of the Committee. Pressure for changes in the Faculty program were perceived to have derived from criticism of the program both internally and externally.

As well, respondents noted that "to a great extent" the Committee had assessed the economic feasibility of implementing its recommendations and that Faculty-at-large had met to adapt the recommendations to the perceived needs of groups within the Faculty. The latter was perceived to have occurred primarily in FEC or through two open meetings in which a draft report was discussed.

The perceptions of respondents varied somewhat regarding other aspects of the implementation strategy. Nevertheless, the Committee was perceived to have developed alternative implementation methods and the Faculty to have been provided with inservice opportunities "to some extent." The Faculty was perceived to have developed aids to carry out aspects of the Committee's recommendations "to a small extent."

In general, the key item of implementation strategy for this Committee was the consideration of political feasibility.

Project characteristics. The aggregate score of the project characteristics variable was a mean of 2.2 which indicates that "to a great extent" the implementation was affected by the substance and scope of the changes proposed by the Committee action decisions.

The action decisions of the Committee generated a need for increased coordination within the Faculty-at-large "to a very great extent." As one respondent stated:

. . . As each department plans, we don't know if a whole "Gestalt" will occur . . . coordination will be done by (the Associate Dean) and (Dean) . . . Also, some Associate Chairmen see their role as departmental--program--liaison.

The implementation of the action decisions required changes of Faculty regulations or procedures "to a great extent" although the perceptions of respondents differed considerably on this item. One respondent noted that primarily "There has been a kind of unfreezing of the situation." The inference to be drawn from this comment and the discussion which evolved from it in the interview was that the "unfreezing" of the situation has occurred but "the impact is not complete" as yet, so no complete or definitive response can be made to this item. The same circumstance of incomplete implementation may

account, in part, for variations in perceptions regarding both implementation strategies and project characteristics.

Changes in Faculty behavior occurred for "about half," although, once again, perceptions varied regarding this item.

In general, the project characteristics of the USR Committee affected the implementation of USR Committee action decisions "to a great extent."

Institutional setting. The aggregate score for the institutional setting variable was a mean of 1.9 which indicates that the institutional setting was perceived to be "receptive" to the action decisions of the USR Committee. Senior Administration was perceived by respondents to be "very receptive" to the action decisions of the Committee. Academic staff, students, Teachers' Association, Trustees' Association, and Departments of Education were perceived by respondents to be "receptive" to the action decisions of the Committee.

Implementation effectiveness. The aggregate score for implementation effectiveness was a mean of 2.2 which indicates that implementation effectiveness existed "to a great extent."

The Committee action decisions were modified during the time of implementation "to some extent." Nevertheless, the action decisions of the Committee were perceived by respondents to have been implemented "to a great extent." As one respondent noted: "All recommendations are in place or occurring." Another respondent noted that: ". . . the success (of the Committee) evolved from having set in motion a series of events resulting in (a series of committees to implement Committee

recommendations)." As well, one respondent perceived that "the involvement of the Associate Dean in many of these activities has served to provide . . . continuity." Another respondent did qualify the views of the others by stating that "the results of the USR Committee's work will not all take form for some time. It is too early to assess results." The changes which were the results of Committee action decisions were perceived to have been continued "to a very great extent."

In general, the implementation of USR Committee action decisions has been successful "to a great extent."

Summary. As explained more fully in Chapter 2, which reviews the related literature and presents the conceptual framework for the study, there is more likelihood that implementation effectiveness will be high if the mutual adaptation perspective to implementation and institutional setting are rated high and the project characteristics are rated low than if the mutual adaptation perspective to implementation and institutional setting are rated low and the project characteristics are rated high.

If the scores for each variable are aggregated, with the exception of the measures of Implementation Effectiveness variable, a composite score of 2.2 as noted in Table 10.3 is achieved. The measure of Implementation Effectiveness score is 2.2 as noted in Table 10.3. The composite score and the effectiveness score fall within the same range on the general response scale used in the study. Therefore, the concept developed within the review of the literature would appear to be substantiated in this Committee: above average levels for the composite implementation variables score compare to above average levels of implementation effectiveness.

Even though the composite score and effectiveness score fell within the same range, the anticipated directions of variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed in this Committee. The institutional setting score was higher than the project characteristics score; however, the implementation strategy score was lower instead of higher than the project characteristics score.

EFFECTIVENESS

This section of the chapter examines the overall effectiveness of the USR Committee. The overall effectiveness rating was computed from the aggregated ratings of the preceding linkage activities, Committee processes, and implementation ratings. Table 10.4 contains data pertaining to this variable.

As indicated by the linkage effectiveness score of 1.9 in Table 10.4, the linkage activities of the USR Committee were perceived to be effective "to a great extent." The Committee processes effectiveness score of 1.3 in Table 10.4 indicates that the processes of the Committee were perceived to have been effective "to a very great extent." The implementation effectiveness score of 2.2 in Table 10.4 is evidence that implementation was perceived to have been effective "to a great extent." As evidenced by the score of 1.8 in Table 10.4, the overall effectiveness of the USR Committee was perceived to exist "to a very great extent."

Table 10.4
 Respondents' Perceptions Regarding USR Committee Effectiveness

Variable	Item Number	Number of Respondents for Each Response Category ¹ (N=7)					Mean	Standard Deviation	Aggregate Effectiveness Scores
		1	2	3	4	5			
<u>Linkages to:</u>									
-Senior Administration	6	5	2	0	0	0	1.3	0.5	1.9
-Faculty-at-large	8	1	1	1	4	0	2.5	0.8	
<u>Processes</u>									
	21	5	2	0	0	0	1.3	0.5	1.3
<u>Implementation:</u>									
-mutual adaptation	32	0	1	6	0	0	2.9	0.4	
-perceived success	33	1	3	3	0	0	2.3	0.8	2.2
-continuation	34	4	2	0	0	0	1.3	0.5	
									OVERALL COMMITTEE EFFECTIVENESS = 5.4/3 = 1.8

¹The response categories were: 1 = To a very great extent; 2 = To a great extent; 3 = To some extent; 4 = To a small extent; 5 = To a very small extent or not at all; NR = No response.

SUMMARY

The mission of the Committee was "to thoroughly examine the Faculty's B.Ed. degree and teacher certification." A summary of the findings regarding the effectiveness of the Committee in accomplishing its task is displayed in Table 10.5 and presented descriptively in the following paragraphs.

A number of linkages between the Committee and Senior Administration, and the Committee and the Faculty-at-large were examined in order to determine the extent to which the linkages had been effective, and the extent to which the first level of effectiveness of the conceptual framework (E_1 of Figure 2.1) had been achieved. Five variables were examined to determine the extent to which they existed as part of the linkage dimension of the temporary adaptive system as conceptualized: Formalization, reciprocity, intensity, positive consensus, and functionality-over-time were perceived to have existed "to a great extent." In the aggregate, linkage effectiveness was perceived by respondents to have existed "to a great extent." In general, the concept regarding the linkage activities pertinent to the effectiveness of temporary adaptive systems would appear to be substantiated in this Committee: above average levels for the aggregated linkage variables compare to above average levels of linkage effectiveness.

Four variables were examined in the next section of the chapter in order to determine the extent to which Committee processes had been effective, and the extent to which the second level of effectiveness of the conceptual framework (E_2 of Figure 2.1) had been achieved. Productivity was perceived to have existed "to a very great extent."

Table 10.5

Summary of the Findings Regarding the USR Committee*

Variable	Aggregate Score for Variable	Composite Score	Concept Substantiated or Unsubstantiated
<u>LINKAGE VARIABLES</u>			
Formalization	2.2	2.2	Substantiated
Reciprocity	2.0		
Intensity	2.0		
Positive Consensus	2.4		
Functionality-over-time	2.3		
General Linkage Effectiveness		1.9	Within same range
<u>PROCESS VARIABLES</u>			
Task Demands	2.0	2.2	Unsubstantiated
Processes	2.1		
Resources: Personnel	2.9		
Product	1.8		
General Process Effectiveness		1.3	Not within same range
<u>IMPLEMENTATION VARIABLES</u>			
Implementation Strategy	2.6	2.2	Substantiated
Project Characteristics	2.2		
Institutional Setting	1.9		
General Implementation Effectiveness		2.2	Within same range
<u>OVERALL EFFECTIVENESS</u>			
Linkage Effectiveness	1.9 = to a great extent	}	1.8 = to a very great extent
Process Effectiveness	1.3 = to a very great extent		
Implementation Effectiveness	2.2 = to a great extent		

*Scores: 1.0 to 1.8 = to a very great extent
1.9 to 2.6 = to a great extent
2.7 to 3.4 = to some extent
3.5 to 4.2 = to a small extent
4.3 to 5.0 = to a very small extent or not at all.

Well-defined task demands and facilitative processes were perceived by respondents to have existed "to a great extent." Resources were perceived by respondents to have existed "to some extent." In addition, a number of respondents noted that the leadership of the Senior Administration had played a central role not only in Committee processes, but in the linkage activities and implementation activities of the Committee. In the aggregate, processes of the Committee were perceived to be effective "to a very great extent." In general, the concept developed within the review of the literature, namely that above average levels for the composite process variables score should compare to above average levels of Committee Process Effectiveness, would appear not to be substantiated. The composite process variable score in this Committee would be considered above average, while the Committee Process Effectiveness score would be considered much above average.

Three variables were examined in the implementation section of the chapter in order to determine the extent to which effective implementation as laid out in the conceptual framework (E_3 of Figure 2.1) had been achieved. The mutual adaptation perspective to implementation existed "to a great extent"; the project characteristics affected the implementation of USR Committee recommendations "to a great extent"; and the institutional setting was "receptive." In the aggregate, effective implementation was perceived to exist "to a great extent." In general, the concept developed within the review of the literature would appear to be substantiated in this Committee: above average levels for the composite implementation variables score compare to above average levels of implementation effectiveness.

Even though the composite score and effectiveness score fell within the same range, the anticipated directions of variables within the composite score were not substantiated. A review of the literature suggested that, in relative terms, the implementation strategy score and institutional setting score should be higher than the project characteristics score. These directions were only partially confirmed in this Committee. The institutional setting score was higher but the implementation strategy score was lower than the project characteristics score.

In terms of the conceptual framework concerning the effectiveness of temporary adaptive systems (Figure 2.1), the USR Committee achieved effectiveness primarily on the three possible levels: linkage effectiveness and implementation effectiveness "to a great extent" and process effectiveness "to a very great extent."

CHAPTER 11

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this chapter is to summarize and draw generalizations from the findings of the study in an effort to describe the relationships between the selected linkage, process and implementation variables and the effectiveness of temporary adaptive systems. The chapter contains 14 sections. In the first section, a brief outline of the study purpose and research methodology is presented. In the second section, the findings of the study are presented as they relate to overall effectiveness of committees. The third section examines the validity of the study's construct and summarizes the findings of the study. The fourth, fifth, sixth, and seventh sections present and discuss findings of an exploratory factor analysis. The eighth section outlines some supplementary variables discussed in the study. In the ninth section, the findings of Committees with similar tasks are juxtaposed. In the tenth section, the findings of the sectional and overall factor analyses are compared. In the eleventh section, a simplified conception of effective temporary adaptive systems is discussed. The twelfth section provides the conclusions for the study. The thirteenth section discusses the implications of the findings for educational administrators. In the final section, several recommendations for further research are presented.

SUMMARY OF THE STUDY

Restatement of the Study Purpose

The study examined a limited number of temporary adaptive systems in three Alberta universities in order to explore the relationships between selected linkage, process, and implementation variables and the effectiveness of temporary adaptive systems.

Specific Tasks

To fulfil the study purpose it was necessary to complete the following tasks:

1. describe in detail the temporary adaptive systems with respect to the selected linkage, process, and implementation variables;
2. determine the effectiveness of each temporary adaptive system; and
3. determine the relationships between the selected linkage, process, and implementation variables and the effectiveness of the temporary adaptive systems.

The data presented in Chapters 4, 5, 6, 7, 8, 9 and 10 are related to the first of these tasks. This chapter contains a generalizing analysis of the seven temporary adaptive systems which was the basis for completing the second and third tasks.

Research Methodology

Based on the literature review, a conceptual framework was developed which provided the organizing structure for the study. The study can be identified as both descriptive and exploratory and relies heavily upon a generalizing analysis of a series of case studies to produce the study findings.

A search of Faculty Council minutes and other documents of the Faculties of Education in three Alberta universities resulted in the identification of 17 potential Committees for the study. The Dean or his designate of each Faculty then was requested to select the "most effective" and "most important" Committees from the list of potential Committees in their respective Faculties. This procedure resulted in seven Committees being identified. The study population was composed of the membership of the seven Committees and other persons who were identified by a number of Committee members as being "knowledgeable" regarding the Committee.

A questionnaire (Appendix A) was developed specifically for the study based upon information derived from the literature. A semi-structured interview guide (Appendix B) was also developed and used to verify, clarify and extend data provided through the questionnaire. The questionnaire and interview guide were refined by means of pilot studies.

The information collected through the use of the questionnaires was presented using frequency counts, means and standard deviations. The data were further analyzed using a descriptive and comparative technique, rank ordering, F-tests, correlations and factor analysis. Interview data, documents and, where possible, observations were used to verify, clarify, or extend the data that were obtained by means of the questionnaire.

OVERALL EFFECTIVENESS OF THE TEMPORARY ADAPTIVE SYSTEMS

As mentioned earlier in this chapter, the first specific task of this study was to describe the temporary adaptive system with respect to selected variables. This task was accomplished in Chapters 4 to 10. The second specific task was to determine the effectiveness of each temporary adaptive system. This section of the chapter discusses the overall effectiveness of the temporary adaptive systems.

Correlation of Effectiveness Items

In the development of the conceptual framework for the study, an assumption was made that the effectiveness measures in each section of the questionnaire should be significantly related to the effectiveness measures in other sections. In general, the effectiveness items were found to be significantly related as indicated in Table 11.1. The two linkage items were related at the .05 level of significance, and each was related significantly to the process effectiveness item (Item 21). Item 6 of linkage effectiveness, purporting to measure the effectiveness of the Committee and Senior Administration linkages, related significantly to the perceived success (Item 33) and continuation measures (Item 34) of implementation effectiveness. The process item (Item 21) related significantly to the perceived success (Item 33) and continuation (Item 34) measures of implementation effectiveness. The perceived success (Item 33) and continuation measures (Item 34) of the implementation effectiveness was related at a significance level of .001. The only item which did not relate in any significant way

Table 11.1

Correlations Among Items Representing Effectiveness

Effectiveness Items	Linkage		Process	Implementation		
	6	8	21	32	33	34
Linkage	6	.24*	.32**	.01	.29*	.38**
	8		.25*	-.05	.09	.06
Process	21			.17	.54***	.60***
	32				-.22	-.20
Implementation	33					.82***
	34					

* Significant at the .05 level of significance.

** Significant at the .01 level of significance.

***Significant at the .001 level of significance.

to other effectiveness items was Item 32, which refers to the extent to which modifications were made to the Committee's recommendations during the time of implementation. Despite the negative relationship of Item 32 and the low significant correlations between Item 8 and several variables, these items were retained as part of the Overall Effectiveness score. In general, the effectiveness items used to measure the effectiveness construct were significantly related to one another with the exception of Item 32 which did not relate significantly to other items. Therefore, the Overall Effectiveness scores are perceived by the researcher to be a reasonable measure of the effectiveness of the Committees.

Relative Committee Effectiveness

The expectation for the effectiveness of the Committees in this study was that all seven of the Committees would be effective to some degree in terms of their linkage activities, process activities, and implementation activities and, as a result, in their overall effectiveness. In general, this expectation was borne out. A summary of the effectiveness scores for linkage activities, process activities, implementation activities and overall effectiveness is displayed in Table 11.2.

In general, the most effective Committee was the USR Committee which, as indicated in Table 11.2, was the highest ranked Committee in terms of linkage effectiveness, process effectiveness, implementation effectiveness, and overall effectiveness with CS and CASS being ranked second and third respectively in overall effectiveness. The FR, DGD, and AAHE were perceived to have equal and moderate overall effectiveness. The EC Committee was the least effective, primarily because of its failure to achieve implementation effectiveness. All seven Committees were perceived by respondents to have been "action" oriented Committees rather than either the symbolic or information processing type of temporary adaptive systems.

The results of the analyses performed on the data to identify the relationships among the effectiveness items and other items in the study are discussed in the following sections of the chapter.

CONSTRUCT VALIDITY

The first specific task of this study, namely to describe the temporary adaptive systems with respect to selected variables, was accomplished in Chapters 4 to 10. The second specific task involved the

Table 11.2
Effectiveness of Temporary Adaptive Systems*

Variables	Committees							Significant Differences Between Committees
	EC	FR	DGD**	CS	CASS	AAHE	USR	
EFFECTIVENESS SCORES **								
Aggregated Linkage Effectiveness	3.1	3.0	4.5	2.3	2.7	3.1	1.9	USR-FR; USR-AAHE; USR-EC; USR-DGD; CS-DGD
Aggregated Process Effectiveness	2.0	2.9	1.5	1.6	2.2	2.3	1.3	USR-FR
Aggregated Implementation Effectiveness	4.1	2.9	2.7	2.5	2.5	3.2	2.2	EC-USR; EC-CS; EC-CASS
Overall Effectiveness	3.1	2.9	2.9	2.1	2.5	2.9	1.8	USR-FR; USR-EC; CS-FR; CS-EC
EFFECTIVENESS RANK ORDERS								
Aggregated Linkage Effectiveness	5.5	4	7	2	3	5.5	1	
Aggregated Process Effectiveness	4	7	2	3	5	6	1	
Aggregated Implementation Effectiveness	7	5	4	2.5	2.5	6	1	
Overall Effectiveness	7	5	5	2	3	5	1	

*Lowest score = most effective score.

**The figures in this portion of the table are the means of scores where the item response of 1 = to a very great extent; 2 = to a great extent; 3 = to some extent; 4 = to a small extent; and 5 = to a very small extent or not at all.

***In view of the n(2), these statistics should be interpreted cautiously.

determination of the effectiveness of each temporary adaptive system and was completed in the foregoing section. The third specific task of the study was to determine the relationships between the selected linkage, process and implementation variables and the effectiveness of the temporary adaptive system. The third specific task of this study is discussed in this section.

The Comparison Technique

As the reader will be aware from a reading of the descriptions of the Committees in Chapters 4 to 10, each of the items of the questionnaire used to gather data for the study had five response categories. In some cases individual items and in other cases two or more items were aggregated to represent variables of the study. The scores for each of the variables were interpreted using the response category descriptors which had been used for each item. In turn, the scores for individual variables were further aggregated, with the exception of the aggregated effectiveness score, to form a composite variable score. The aggregation principle was necessitated by the complexity of the interrelationships detailed in the study. The response category range in which the composite variable score fell was then related to the response category range in which the effectiveness score fell. If the two scores fell within the same range, this was taken as evidence of a positive relationship between them and as an indicator that the construct of the study was supported. If the scores did not fall within the same range, the assumption was made that the construct of the study was not supported.

The "Hypotheses" of the Study

In general, four "hypotheses" were developed during the process of the study: one hypothesis related to temporary adaptive system effectiveness, one to temporary adaptive system linkages, one to temporary adaptive system processes, and one to implementation activities of temporary adaptive systems. These "hypotheses" are summarized as follows:

1. That the scores of linkage effectiveness, process effectiveness and implementation effectiveness, would relate positively to the perceived effectiveness score of the temporary adaptive system.
2. That scores for the variables which constituted the temporary linkage system--formalization, intensity, reciprocity, positive consensus, and functionality-over-time--would relate positively to scores for temporary linkage system effectiveness.
3. That scores for the variables which constituted the processes--task demands, processes, resources, and productivity--would relate positively to scores for process activities effectiveness; and
4. That the scores of the aggregated implementation variables of implementation strategy, project characteristics, institutional setting, would relate positively to the score for implementation activities effectiveness.

The summary statements relating to the relationships among the linkage, process, implementation and system effectiveness concepts of the study as developed in Chapters 4 to 10 were compiled and tallied. The findings are displayed in Table 11.3.

Table 11.3

Summary of the support of the "Hypotheses" of the Study

Variable	Committees							Summary	Comments Regarding the "Hypotheses" of the Study
	EC	FR	DGD	CS	CASS	AAHE	USR		
Linkages	+	-	-	+	+	+	+	+ = 5 - = 2	Largely supported
Processes	+	-	-	-	-	-	-	+ = 1 - = 6	Largely unsupported
Implementation	-	+	-	-	+	+	+	+ = 4 - = 3	Mildly supported

Legend: + = supported
- = unsupported

The effectiveness "hypothesis" was supported since the overall effectiveness score is simply the composite score of all sectional effectiveness scores added, then divided by three. As such, higher sectional scores necessarily will be reflected in higher overall effectiveness. No independent measure of overall effectiveness was adopted for the study to which sectional effectiveness scores or the composite effectiveness score could be related.

The temporary linkage subsystem "hypothesis" was supported. Linkage activities of formalization, intensity, reciprocity, positive consensus, and functionality-over-time, related positively to temporary linkage subsystem effectiveness for five of the seven Committees in the study.

The temporary adaptive system processes "hypothesis" was not supported. The variables which constituted the processes--task demands, processes, resources, and productivity--did not relate positively to process activities effectiveness for six of the seven Committees.

The temporary adaptive system implementation "hypothesis" was barely supported. The aggregated implementation variables of implementation strategy, project characteristics, and institutional setting related positively to implementation effectiveness for four of seven Committees.

In addition to examining the relationships between the aggregated implementation variables and the effectiveness variable, an attempt was made to examine the relationships among the implementation variables. There was an expectation, based on a review of the literature, that in relative terms the implementation strategy score and institutional

setting score would be higher than the project characteristics score.

The findings are displayed in Table 11.4.

For three of the Committees, implementation strategy scores and institutional setting scores were higher than the project characteristics score. In four Committees, the implementation strategy score was lower than the project characteristics score while the institutional setting score was higher than the project characteristics score. In summary, the expectation, based on a review of the literature, that in relative terms the implementation strategy score and institutional setting score would be higher than the project characteristics score was not supported. Among the implementation variables, the implementation strategy scores tended to be lower than the project characteristics scores which were lower than institutional setting scores.

Table 11.4

Summary of the Support of the Anticipated Relationships Among the Implementation Variables

	Committees						
	EC	FR	DGD	CS	CASS	AAHE	USR
Confirmation or Rejection of Relationships	+	/	/	+	/	+	/

+ = supported.

/ = partially supported (implementation strategy lower than project characteristics).

Summary

The temporary linkage subsystem variables of formalization, intensity, reciprocity, positive consensus, and functionality-over-time related positively to temporary linkage subsystem effectiveness. The temporary adaptive system process variables of task demands, processes, resources, and productivity did not relate positively to temporary adaptive system effectiveness. The aggregated implementation variables of implementation strategy, project characteristics, and institutional setting barely were related positively to implementation effectiveness. Among the implementation variables the implementation strategy scores tended to be lower than project characteristics scores which were lower than institutional setting scores. Additional analyses were performed upon the data but none of the procedures produced findings which were different from those derived using the aggregation and comparison technique.

At this point in the analytic process, the researcher considered the injunction of Isaac and Michael (1971:85) regarding construct validity. They state that:

. . . . Construct validity is evaluated by investigating what qualities a test measures, that is, by determining the degree to which certain explanatory concepts or constructs account for performances on the test Essentially, studies of construct validity check on the theory underlying the test [If the theory fails to account for the data, he should revise the test interpretation, reformulate the theory, or reject the theory altogether.] Fresh evidence would be required to demonstrate construct validity for the revised interpretation. [Researcher's brackets.]

From the perspective of Isaac and Michael (1971), as it relates to this study, the data only partially supported the construct. The remaining alternatives for the researcher were either the rejection of the theory or its reformulation. Prior to rejecting the theory, the

researcher decided to subject the data to factor analysis, a refined method of correlation, which Kerlinger (1973:468) notes ". . . is perhaps the most powerful method of construct validation." Kerlinger (1973:468) further notes that factor analysis is:

. . . a method for reducing a large number of measures to a smaller number called factors by discovering which ones "go together" (which measures measure the same thing) and the relations between the clusters of measures that go together.

FACTOR ANALYSIS AND CONSTRUCT REVISION

A varimax rotated exploratory factor analysis procedure with a critical value (Eigenvalue) of 1 was used to analyze the data. Kim and Mueller (1978:84) define exploratory factor analysis as "a means of exploring the underlying factor structure without prior specification of number of factors and their loading." Kim and Mueller (1978:86) note that factor analysis is based upon two postulates:

. . . Postulate of Factorial Causation: the assumption that the observed variables are linear combinations of underlying factors, and the covariation between observed variables is solely due to their common sharing of one or more common factors.

. . . Postulate of Parsimony: this stipulates that, given two or more equally compatible models for the given data, the simpler model is believed to be true; in factor analysis, only the model involving the minimum number of common factors is considered appropriate.

The reason for using factor analysis was to reexamine the data and possibly revise the construct as presented in the study and, if possible, reduce the number of variables to fewer factors.

An exploratory factor analysis was performed upon the data derived from the linkage activities, process activities and implementation activities sections of the questionnaire. A final exploratory factor analysis was performed on all the questionnaire data without limitation

to the specific sections of the questionnaire. The findings of these exploratory analyses are presented in the following sections. Each factor analysis is followed by a brief commentary and summary which acts as a generalizing analysis of the data and which may be used as a basis for revising the original construct.

EXPLORATORY FACTOR ANALYSIS OF LINKAGE ACTIVITIES

This section of the chapter explores the relationships among the questionnaire items which pertained to the linkage activities of the Committees.

Correlations

In an effort to identify the variables which had the strongest relationship to linkage effectiveness and, presumably, contributed most significantly to linkage effectiveness, correlations were run between the items measuring the linkage effectiveness of Committees and other linkage items as a preliminary exercise to the exploratory factor analysis. The correlation between the two items measuring linkage effectiveness was significant at the .05 level. Other correlations are presented in Table 11.5.

The items which correlated significantly with Senior Administration/FEC-Committee linkage effectiveness (Item 6) were Items 3, 2, and 5 at the .001 level of significance, Item 7 at the .01 level of significance and Item 11 at the .05 level of significance. Thus the Senior Administration-Committee linkage effectiveness (Item 6) was positively related in particular to "linking person" activity (Item 3), reciprocity (Item 2), and the extent of meetings between Committee and Senior

Table 11.5
Correlations Between Items Representing Linkage Variables
and Linkage Effectiveness Items

Selected Variables	Item	Linkage Effectiveness	
		to Senior Administration (or FEC) (Item 6)	to Faculty-at-large (Item 8)*
Formalization	1	.12	.08
	3	.55***	.17
Reciprocity	2	.45***	.06
Intensity	4	.12	.07
	5	.42***	.10
	7	.35**	.57***
	9	.10	.24
Positive Consensus	10	.23	.31*
Functionality- over-time	11	.32*	.72***

* Significant Coefficients at .05 level of significance.

** Significant Coefficients at .01 level of significance.

*** Significant Coefficients at .001 level of significance.

Administration (Item 5). To a lesser but still significant extent, the communication between Faculty members and Committee members, as well as functionality-over-time was positively related to Senior Administration-Committee linkage effectiveness.

The items which correlated significantly with Faculty-Committee linkage effectiveness (Item 8) were Items 7 and 11 at the .001 level of significance, and Item 10 at the .05 level of significance. Thus the Faculty-Committee linkage effectiveness (Item 8) was positively related to informal and formal communication between Committee members and other Faculty members regarding the task of the Committee (Item 7), functionality-over-time (Item 11), and positive consensus (Item 10).

Two items appeared to be related positively to both the Senior Administration-Committee linkage effectiveness and Faculty-Committee linkage effectiveness. Item 7, which was used to measure the communication between Faculty members and members of the Committee regarding the tasks of the Committee, was positively related to Senior Administration-Committee linkage effectiveness at the .01 level of significance and to Faculty-Committee linkage effectiveness at the .001 level of significance. Item 11, which was used to measure functionality-over-time, was positively related to Senior Administration-Committee linkage effectiveness at the .05 level of significance and to Faculty-Committee linkage effectiveness at the .001 level of significance.

Items 1, 4 and 9 were not related significantly either to Senior Administration-Committee linkage effectiveness or to Faculty-Committee linkage effectiveness. Item 1 was used to measure the extent to which detailed terms of reference existed for the Committee. Item 4 was used to measure the extent to which Committee meetings were held. Item 9 was used to measure the extent to which the Committee was provided with sufficient physical resources to carry out its task.

Factors

The correlation data were further analyzed using a varimax rotated exploratory factor analysis procedure with a critical value (Eigenvalue) of 1. This procedure revealed four factors. The results are displayed in Table 11.6.

The first factor, labelled the Faculty-Committee linkage factor, incorporated Items 7, 8, 10 and 11 of the questionnaire and accounted for 50.8 percent of the variance in linkage activities. Item 7 was

Table 11.6
Results of an Exploratory Factor Analysis
of Linkage Activities

Item	Factor 1	Factor 2	Factor 3	Factor 4
1	-.01	.16	.32	-.01
2	.06	.54*	-.06	-.06
3	.06	.65*	.12	-.01
4	.15	.06	.75*	.21
5	.03	.55*	.30	.13
6	.25	.72*	.10	.04
7	.61*	.20	.46	-.04
8	.82*	.16	-.01	.20
9	.06	.02	.13	.89*
10	.43*	.00	-.04	.00
11	.88*	.16	.23	-.04

*Indicates the factor in which a particular item loads most strongly (at .40 or greater).

used to measure the communication between Faculty members and members of the Committee regarding the tasks of the Committee. Item 8 was used to assess the perceived effectiveness of the liaison relationships between the Faculty-at-large and the Committee. Item 10 considered the extent to which the Faculty-at-large perceived the task of the Committee to be worthwhile. The extent to which the linkages remained active and functional over the period of time during which the Committee and the Faculty were related was measured by Item 11.

The second factor, labelled Senior Administration/FEC-Committee linkage factor, incorporated Items 2, 3, 5 and 6 and accounted for 21 percent of the variance in linkage activities. Item 2 was used to measure the extent to which the Committee members and Senior Administration

or Faculty of Education Council cooperated in developing the terms of reference for the Committee. Item 3 assessed the extent to which an intermediary coordinated the relations between the Senior Administration or Faculty Council and the Committee. Item 5 was used to measure the extent to which the Committee met with Senior Administration. Item 6 assessed the extent to which the liaison relationships between the Senior Administration and the Committee were perceived to be effective.

The third factor, labelled Meetings, incorporated Item 4 and accounted for 17.4 percent of the variance in linkage activities. Item 4 was used to measure the extent to which the Committee met from the time it was founded until it was dissolved.

The fourth factor, labelled Physical Resources, incorporated Item 9 and accounted for 10.8 percent of the variance in linkage activities. Item 9 was used to measure the extent to which the Committee was provided with sufficient physical resources, as contrasted to human resources, to carry out its task.

Item 1, regarding the extent to which detailed terms of reference existed for the Committee, did not load in the factor analysis.

Generalizing Analysis and Summary

An exploratory factor analysis of the linkage variables and their relationship to the effectiveness of the linkage activities of temporary adaptive systems revealed four factors which incorporated all of the linkage items of the study, except for the item related to written terms of reference for Committees. The first two factors may be considered of major consequence, while the third and fourth factors are of lesser consequence.

The first factor, labelled the Faculty-Committee linkage factor, incorporated Items 7, 8, 10 and 11 of the questionnaire and accounted for 50.8 percent of the variance in linkage activities. In general, informal or formal communication between Committee members and other Faculty members regarding the task of the Committee (Item 7), positive consensus (Item 10), functionality-over-time (Item 11), and Faculty-Committee linkage effectiveness (Item 8) were positively related. A review of the correlations, which are the foundation for the factor analysis, indicated that the informal and formal communication between Committee members and other Faculty members (Item 7), and functionality-over-time (Item 11) are more significantly related to Faculty-Committee linkage effectiveness (Item 8) than was positive consensus (Item 10).

The second factor, labelled the Senior Administration/FEC-Committee linkage factor, incorporated Items 2, 3, 5 and 6 and accounted for 21 percent of the variance in linkage activities. In general, the cooperative definition of the task of the Committee by the Committee and the Senior Administration/FEC (Item 2), "linking person" activity (Item 3), the extent of meetings between Committee and Senior Administration (Item 5), and Senior Administration/FEC-Committee linkage effectiveness (Item 6) were positively related at the .001 level of significance.

The third factor, labelled Meetings, incorporated Item 4 and accounted for 17.4 percent of the variance in linkage activities. Item 4 was used to measure the extent to which the Committee met from the time it was founded until it was dissolved. The importance of this single-item factor can be questioned. A review of the correlations indicated that, although the "meetings" item was positively related to both Senior Administration/FEC-Committee linkage effectiveness and to

Faculty-Committee linkage effectiveness, the relationship did not achieve significance at the .05 level of significance. Thus, although Meetings has been identified as a linkage activities factor, it should be accepted with a great deal of caution.

The fourth factor, labelled Physical Resources, incorporated Item 9 and accounted for 10.8 percent of the variance in linkage activities. Item 9 was used to measure the extent to which the Committee was provided with sufficient physical resources to carry out its task. The importance of this single-item factor also can be questioned. A review of the correlations indicated that although this item was positively related to both Senior Administration/FEC-Committee linkage effectiveness and to Faculty-Committee linkage effectiveness, the relationship did not achieve significance at the .05 level of significance. Thus, like the Meetings factor, the Physical Resources factor should be accepted with a great deal of caution.

Although detailed written terms of reference (Item 1) existed for each Committee, the written terms of reference did not appear to be an important item related to linkage effectiveness. This item did not load in the factor analysis. As well, a review of the correlations indicated that Item 1 related positively to linkage effectiveness, but did not relate at a .05 level of significance.

Two items which appear to be significant indicators of Senior Administration/FEC-Committee linkage effectiveness and Faculty-Committee linkage effectiveness are Items 7 and 11. Item 7 measured the communication between Faculty members and members of the Committee regarding the task of the Committee. Item 11 measured functionality-over-time. Both Items 7 and 11 were positively and significantly related, as indicated

in the correlations, to Effectiveness Items 6 and 8.

In summary, effective temporary adaptive system linkage activities may be related primarily to two factors: the Faculty-Committee linkage factor and the Senior Administration/FEC-Committee linkage factor. These two factors account for 71.8 percent of the variance of the linkage activities.

1. Highly effective Faculty-Committee linkages may be characterized by high levels of communication between Committee members and Faculty members regarding the Committee's task, and by high levels of positive consensus and functionality-over-time.
2. Highly effective Senior Administration/FEC-Committee linkages may be characterized by high levels of cooperative definition of the Committee's task by Committee and Senior Administration/FEC (reciprocity), "linking person" activity, and Committee-Senior Administration meetings.
3. To a lesser and more questionable extent, highly effective temporary adaptive system linkages may be characterized by an intensive Committee meeting schedule and high levels of physical resources.

EXPLORATORY FACTOR ANALYSIS OF PROCESS ACTIVITIES

This section of the chapter explores the relationships among the questionnaire items which pertained to the process activities of the Committees.

Correlations

In an effort to identify the variables which had the strongest relationship to Committee process effectiveness and, presumably, contributed most significantly to the Committee process effectiveness, correlations were run between the Committee process effectiveness item and other Committee process items. Correlations are presented in Table 11.7.

Table 11.7

Correlations Between the Committee Process Variables and the Committee Process Effectiveness Variable

Selected Variables	Item	Committee Process Effectiveness Variable (Item 21)
Task Demands	12	-.28*
	13	.01
	14	.37**
	16	.12
Process	15	.35**
	17	.12
	18	.15
	19	.40**
Resources	22a	.16
	22b	.19
	22c	.06
	22d	.25*
	22e	.06
Product	20	.12
	23	.19

* Significant Coefficients at .05 level of significance.

** Significant Coefficients at .01 level of significance.


The items which correlated positively with Committee process effectiveness (Item 21) were Items 14, 15, and 19 at the .01 level of significance and Item 22d at the .05 level of significance. Item 12 correlated negatively with Committee process effectiveness at the .05 level of significance. Thus the Committee process effectiveness (Item 21) was related positively in particular to Committee members' commitment to task accomplishment within specific timelines (Item 14), the personal exertion of Committee members to accomplish the task (Item 15), and participative decision-making in the Committee (Item 19). To a lesser, but nevertheless significant extent, Committee process effectiveness was related positively to the members' expressed interest in the designated task area (Item 22d). Committee process effectiveness was related negatively to the extent to which the Committee's task was complex (Item 12).

Factors

The correlation data were further analyzed using a varimax rotated exploratory factor analysis procedure with a critical value (Eigenvalue) of 1. This procedure revealed three factors. The results are displayed in Table 11.8. Items 22 and 23 were omitted from the factor analysis since their response categories differed from the response categories used in the other items of the process activities section. These items will be discussed separately after the results of the factor analysis are presented.

The first factor, labelled Task Complexity, incorporated Items 12, 17, 18 and 20 and accounted for 51.5 percent of the variance in Committee processes. Item 12 refers to the extent to which the task

Table 11.8
Results of an Exploratory Factor Analysis
of Process Activities



Item	Factor 1	Factor 2	Factor 3
12	.64*	-.08	.17
13	.51	.13	.53*
14	.17	.49*	.35
15	.27	.47	.53*
16	-.10	-.06	.61*
17	.58*	.18	.01
18	.55*	-.02	.03
19	.39	.49*	-.03
20	.55*	.29	-.34
21	-.22	.85*	-.10

*Indicates the factor in which a particular item loads most strongly (at .40 or greater).

was complex. Item 17 refers to the extent to which well-defined procedures were established for the Committee. Item 18 refers to the emergence of different leaders depending upon conditions in the Committee. Item 20 refers to the production of recommendations by the Committee.

The second factor, labelled Committed Action, incorporated Items 14, 19, and 21 and accounted for 25.9 percent of the variance in the Committee processes. Item 14 deals with the Committee members' commitment to task accomplishment within specific timelines. Item 19 refers to participative decision-making in the Committee and Item 21 refers to the effectiveness of task accomplishment by the Committee.

The third factor, labelled Effort, incorporated Items 13, 15 and 16 and accounted for 22.5 percent of the variance in Committee processes.

Item 13 refers to the extent to which Committee members clarified Committee guidelines. Item 15 refers to the personal exertion of Committee members. Item 16 deals with the extent to which the Committee was viewed as having been detached from other Faculty members to accomplish the task.

In addition to the foregoing factors, Items 22 and 23, which were not included in the factor analysis since they had different response categories, require some discussion. Item 22 examined the perceived reasons for selection of personnel to the Committees. An analysis of correlations on this item indicated, as displayed in Table 11.7, that Committee process effectiveness (Item 21) and the selection of Committee members for their expressed interest in designated task area (Item 22d) were related positively. An analysis of significant differences on this item revealed that no significant differences existed from one Committee to another. As displayed in Table 11.9 a rank order analysis of the nature of the Committee personnel resources indicated that, in 3.5 out of 7 Committees, the primary personnel resource was perceived to be the representation of particular groups which members bring to the Committee (Item 22e). In 2 out of 7 Committees, the primary personnel resource was perceived to be expertise (Item 22b). In 1.5 out of 7 Committees, the members' expressed interest in the designated task area (Item 22d) was perceived to be a primary personnel resource to the Committee. Previous Committee experience (Item 22a) and availability (Item 22c) were not perceived to be primary personnel resources for the Committees. No significant correlations existed between the personnel resources of the Committee processes and

Table 11.9

Rank Order of Committee Personnel Resources

Potential Personnel Resource	Number of Committees	f*
Previous Committee experience	7	0
Expertise	7	2
Availability	7	0
Expressed Interest	7	1.5
Representativeness	7	3.5

*Indicates the number of occasions out of 7 in which the particular item was ranked first.

the resource investment (physical resources) identified as part of the intensity variable in the linkage activities of a Committee.

The other item which was not factor analyzed was Item 23. This item was one part of the productivity variable. No significant correlations existed between this item and Committee process effectiveness (Item 21). As displayed in Table 11.10, there was a significant difference regarding this item between the most productive and one of the less productive Committees although in overall terms the differences were not reflected in the aggregated product score. As well, Item 23, which measured the perceived satisfaction or recognition achieved by Committee members for their work, was perceived very differently from the other product measure; namely, the report. The report was rated more highly than personal satisfaction as a measure of productivity. A number of respondents even suggested that member satisfaction or

Table 11.10

Summary of Productivity of the Committees*

Product Variables	Item	Committees						Significant Differences Between Committees
		EC	FR	DGD**	CS	CASS	AAHE	
Report	20	1.6	1.4	3.0	1.4	1.8	2.0	1.1
Satisfaction/recognition	23	3.6	3.7	3.5	4.0	4.0	4.0	2.4
Aggregated Product		2.6	2.6	3.3	2.7	3.0	3.1	1.8

*Lowest score = highest productivity.

The figures in the table are the means of scores. In Item 20, a response on the questionnaire of 1 = to a very great extent; 2 = to a great extent; 3 = to some extent; 4 = to a small extent; and 5 = to a very small extent or not at all.

In Item 23, 1 = All, 2 = Most; 3 = About half; 4 = Some; and 5 = None.

**In view of the n(2), these statistics should be interpreted cautiously.

recognition was not a relevant means of measuring product and only warped the conception of the "real" product of the Committee which was perceived as the report.

An additional variable, labelled "the personal factor" by the researcher, was found to be important as a resource in the Committee. This variable is discussed in a later section of this chapter under the heading of Supplementary Variables.

Generalizing Analysis and Summary

An exploratory factor analysis of the process variables and their relationship to the effectiveness of the process activities of the temporary adaptive systems revealed three factors which were labelled Task Complexity, Committed Action, and Effort. Two items, which were not included in the factor analysis since their response categories differed, were discussed separately. An additional variable, labelled "the personal factor" by the researcher, was found to be important as a resource to the Committee. This variable is discussed in a later section of this chapter under the heading of Supplementary Variables.

The first factor, labelled Task Complexity, incorporated Items 12, 17, 18 and 20 and accounted for 51.5 percent of the variance in the Committee processes. A review of the correlations indicated that the extent to which well-defined procedures were established for the Committee (Item 17), that different leaders emerged depending upon conditions in the Committee (Item 18), and that recommendations were produced by the Committee were related positively to Committee process

effectiveness (Item 21) although not at a significant level. The extent to which the task was complex (Item 12) was related negatively to Committee process effectiveness at the .05 level of significance.

The second factor, labelled Committed Action, incorporated Items 14, 19 and 21 and accounted for 25.9 percent of the variance in the Committee processes. Members' commitment to task accomplishment within specific timelines (Item 14) and participative decision-making in the Committee were related positively to Committee process effectiveness (Item 21) at the .01 level of significance.

The third factor, labelled Effort, incorporated Items 13, 15 and 16 and accounted for 22.5 percent of the variance in Committee processes. The personal exertion of Committee members (Item 15) was related positively to Committee process effectiveness at the .01 level of significance. The extent to which Committee members clarified Committee guidelines (Item 13) and the extent to which the Committee was viewed as having been detached from the Faculty to accomplish the task (Item 16) were positively related to Committee process effectiveness, but not at a significant level.

Two items were not included in the factor analysis since their response categories were not the same as the categories for the factored items. Personnel appeared to have been selected to serve on Committees (Item 22) primarily for their representativeness of particular groups, expertise, and expressed interest in the task of the Committee. Only the expressed interest reason for member selection to a Committee was positively related to Committee process effectiveness at the .05 level of significance. Item 23, which refers to the extent to which Committee members received recognition for their Committee work, was related)

positively to Committee process effectiveness, but not at a significant level. Some respondents suggested that recognition was not a relevant means of measuring productivity and only warped the "real" productivity of the Committee which was perceived as the report.

In summary, effective temporary adaptive system process activities may be related primarily to three factors: Task Complexity, Committed Action, and Effort.

1. Highly effective Committee processes may be characterized by low levels of task complexity, and high levels of Committee procedural definition, democratic leadership, and production of recommendations.
2. Highly effective Committee processes may be characterized by high levels of committed action on the part of Committee members, as represented by high levels of commitment by members to accomplish the task within given timelines, and by high levels of involvement in decision-making within the Committee.
3. Highly effective Committee processes may be characterized by high levels of personal exertion by the members as represented by the extent to which they are detached from the ongoing tasks of the Faculty in order to accomplish the task or are involved in clarifying the Committee task.
4. Highly effective Committee processes may be characterized by personnel who are highly representative of particular groups in the Faculty, have high levels of expertise in the designated task area, and have high levels of expressed interest in the designated task area.

EXPLORATORY FACTOR ANALYSIS OF IMPLEMENTATION ACTIVITIES

This section of the chapter explores the relationship among the questionnaire items which pertained to the implementation activities of the Committees.

Correlations

In an effort to identify the variables which had the strongest relationship to implementation effectiveness, and, presumably, contributed most significantly to the implementation effectiveness, correlations were run between the items measuring the implementation effectiveness of Committees and other implementation items. The correlations are displayed in Table 11.11.

Item 32, which was used to measure the modifications which were made to Committee recommendations during the time of implementation, related positively to Items 33 and 34 but not at a significant level. Item 33, which measured perceived success in having recommendations implemented, and Item 34, which measured continuation of recommendations in Faculty, were related positively at the .001 level of significance.

The items which related positively with mutual adaptation (Item 32), as displayed in Table 11.11, were Item 30, at the .001 level of significance, and Item 31, at the .01 level of significance. Item 35b, which estimated the general attitude of the academic staff, related negatively to mutual adaptation at the .01 level of significance. Thus the modifications which were made to the recommendations at the time of implementation (Item 32) were related positively to those recommendations which generated the greatest need within Faculty for increased

Table 11.11

Correlations Between Items Representing Implementation
Variables and Implementation Effectiveness Items

Selected Variables	Item	Mutual Adaptation (Item 32)	Perceived Success (Item 33)	Continuation (Item 34)
Implementation Strategy	24	-.05	.20	.32*
	25	.01	-.19	-.09
	26	-.07	-.04	.08
	27	.08	-.13	-.08
	28	.06	-.06	.04
	29	.13	-.00	-.10
Project Characteristics	30	.47***	.15	.11
	31	.36**	.11	.09
	36	-.01	.08	.17
Institutional Setting	35a	-.20	.56***	.56***
	35b	-.39**	.38**	.36**
	35c	.07	-.03	-.06
	35d	.16	.06	.02
	35e	-.03	.05	.10
	35f	-.21	.15	.30*

* Significant Coefficients at .05 level of significance.

** Significant Coefficients at .01 level of significance.

***Significant Coefficients at .001 level of significance.

coordination (Item 30) and which required the greatest changes of Faculty regulations or procedures (Item 31). The modifications which were made to the recommendations at the time of implementation (Item 32) were related negatively to the general attitude of the academic staff (Item 35b).

The items which were correlated significantly with perceived success (Item 33) were Items 35a and 35b. Thus the attitude of the Senior Administration (Item 35a) was related positively to perceived success at the .001 level of significance. The attitude of the academic

staff (Item 35b) was related positively to perceived success (Item 33) at the .01 level of significance.

The items which were correlated significantly with continuation (Item 34) were Items 35a at the .001 level of significance, Item 35b at the .01 level of significance and Items 24 and 35f at the .05 level of significance. Thus the attitude of the Senior Administration (Item 35a), the attitude of the academic staff (Item 35b), and the attitude of the Provincial Department(s) of Education (Item 35f) and the extent to which the Committee assessed the "political forces" facing the implementation (Item 24) were all positively related to continuation of the recommendations in Faculty (Item 34).

Item 35b, the attitudes of staff to the recommendations, correlated significantly with all three implementation effectiveness items. However, staff attitudes related negatively to mutual adaptation (Item 32) and positively to perceived success (Item 33) and continuation (Item 34).

Items 25, 26, 27, 28, 29, 36, 35c, 35d, and 35e did not relate significantly to any of the implementation effectiveness items. Item 25 was used to measure the extent to which Committees assessed the economic feasibility of their recommendations. Item 26 was used to measure the development of alternative methods of implementing recommendations. Item 27 referred to holding meetings to adapt recommendations to groups within Faculty. Item 28 referred to inservice opportunities. Item 29 referred to the development of materials to carry out Committee recommendations. Item 36 was used to measure how many Faculty members were required to change their behaviors as a result of the Committee's recommendations. Items 35c, 35d and 35e were used to measure respectively the attitudes of students, Teachers' Association and Trustees' Association to Committee recommendations.

Factors

These data were further analyzed using a varimax rotated exploratory factor analysis procedure with a critical value (Eigenvalue) of 1. This procedure revealed four factors. The results are displayed in Table 11.12. Items 35 and 36 were not included in the analysis since their response categories differed from the response categories used in the other items of the implementation activities section. These items will be discussed separately after the results of the factor analysis are presented.

Table 11.12

Results of an Exploratory Factor Analysis of
Implementation Activities

Items	Factor 1	Factor 2	Factor 3	Factor 4
24	.71*	.24	.03	.28
25	.89*	-.18	.04	-.03
26	.69*	.10	-.02	.12
27	.55*	-.12	.08	.34
28	.26	.01	.06	.37*
29	.21	-.04	.15	.75*
30	.32	.13	.68*	.21
31	-.15	.09	.51*	.46
32	-.05	-.17	.79*	.02
33	-.06	.86*	-.00	.03
34	.09	.94*	-.03	-.04

*Indicates the factor in which a particular item leads most strongly (at .40 or greater).

C

The first factor, labelled Implementation Strategies, incorporated Items 24, 25, 26 and 27 of the questionnaire and accounted for 41.9 percent of the variance in implementation activities. These items refer to strategic implementation activities by the Committee such as the assessment of political (Item 24) and economic feasibility (Item 25) of the recommendations, the development of alternative methods for implementing recommendations (Item 26), and meetings to adapt recommendations to the needs of specific groups within Faculty (Item 27).

The second factor, labelled Implementation Results, incorporated Items 33 and 34 and accounted for 27 percent of the variance in implementation activities. Item 33 refers to the perceived success of recommendations and Item 34 refers to the perceived continuation of recommendations in Faculty.

The third factor, labelled Adaptive Capability, incorporated Items 30, 31 and 32 and accounted for 22 percent of the variance in implementation activities. Item 30 refers to the need for increased coordination within Faculty as a result of Committee recommendations and Item 31 refers to the need for changes in Faculty regulations or procedures. Item 32 refers to the extent to which modifications were made to Committee recommendations at the time of implementation.

The fourth factor, labelled Implementation Tactics, incorporated Items 28 and 29 of the questionnaire and accounted for 9.1 percent of the variance in implementation activities. Item 28 refers to inservice opportunities and Item 29 refers to Faculty involvement in developing materials to carry out the Committee recommendations.

Items 35 and 36 were not included in the factor analysis since their response categories were different from others in this section of

the questionnaire. Nevertheless they require some discussion. Item 35 was used to measure the respondents' estimates of the attitude of a series of groups to the Committee recommendations. As displayed in Table 11.13, the Committee perceived to have the highest level of aggregated implementation effectiveness (USR Committee) had high levels of receptivity from Senior Administration, the academic staff, the Trustees' Association and Departments of Education. There were no significant differences from Committee to Committee with regard to the receptivity of the Teachers' Association. Students, Trustees and Departments of Education were perceived to have a moderately receptive attitude to the action decisions of the Committee with the highest level of aggregated implementation effectiveness. The expected corollary, that the Committee with the lowest aggregated implementation effectiveness (EC Committee) would have the lowest levels of receptivity among the constituents of the institutional setting did not occur consistently.

Item 36 was used to measure how many Faculty members were required to change their behaviors significantly as a result of the Committee's recommendations. Although means ranged from 2.7 to 4.5, there were no significant differences among Committees on this item.

Generalizing Analysis and Summary

An exploratory factor analysis of the implementation variables and their relationship to the effectiveness of the implementation activities of temporary adaptive systems revealed four factors which were labelled Implementation Strategies, Implementation Results, Implementation Tactics, and Adaptive Capability. Two items which were not included in the factor analysis, since their response categories differed, were discussed separately.

Table 11.13

Summary of Project Characteristics and Institutional Setting Findings*

Variables	Item	Committees								Significant Difference Between Committees**
		EC	FR	DGD	CS	CASS	AAHE	USR	USR	
Project Characteristics										
- coordination	30	3.2	2.6	5.0	3.1	2.7	3.6	1.4		USR-AAHE
- change regulations or procedures	31	3.2	2.6	3.5	3.1	2.8	3.1	2.4		
- amount of behavior change	36	4.4	3.5	4.5	4.3	4.0	4.0	2.7		
Aggregate Project Characteristics										
		3.6	2.9	4.3	3.5	3.2	3.6	2.2		USR-EC; USR-AAHE; USR-CS
Institutional Setting										
- Senior Administration	35a	2.6	1.7	1.5	1.3	1.4	2.1	1.4		EC-CS
- Academic staff	35b	2.4	3.1	2.0	1.9	2.0	3.0	1.9		FR-CASS; FR-USR
- Students	35c	1.4	2.4	2.0	1.6	2.7	2.8	2.0		EC-FR; EC-CASS; EC-AAHE CS-CASS; CS-AAHE
- Teachers' Association	35d	2.0	2.1	3.0	2.6	1.8	3.0	1.9		CASS & USR from other Committees
- Trustees' Association	35e	2.3	2.9	3.0	3.0	2.0	3.0	2.0		USR-FR
- Departments of Education	35f	2.0	2.9	3.0	2.4	2.0	2.0	2.0		
Aggregate Institutional Setting										
		2.1	2.5	2.4	2.1	2.0	2.7	1.9		
Implementation Effectiveness										
- mutual adaptation	32	2.8	2.2	5.0	3.1	3.8	3.5	2.9		FR-CASS
- perceived success	33	4.6	3.3	1.5	2.0	1.8	3.4	2.5		EC-CS; EC-CASS; EC-USR; FR-CS; FR-CASS; CASS-AAHE
- continuation	34	5.0	3.3	1.5	2.3	2.0	2.8	1.3		USR-FR; USR-EC
Aggregate Implementation Effectiveness										
		4.1	2.9	2.7	2.5	2.5	3.2	2.2		EC-USR; EC-CS; EC-CASS

*Lowest score = highest implementation. The figures in the table are the means of scores. In Items 30-34, a response on the questionnaire of 1=to a very great extent; 2=to a great extent; 3=to some extent; 4=to a small extent; and 5=to a very small extent or not at all. In Item 35, 1=very receptive; 2=receptive; 3=indifferent; 4=hostile; and 5=very hostile. In Item 36, 1=All, 2=Most, 3>About half; 4=Some; and 5=None.

**DGD Committee was not included in these calculations due to the small n (2). Unless stated, there are no significant differences among Committees.

The first factor, labelled Implementation Strategies, incorporated Items 24, 25, 26 and 27 and accounted for 41.9 percent of the variance in the implementation activities. The fourth factor, labelled Implementation Tactics, incorporated Items 28 and 29 and accounted for 22 percent of the variance in implementation activities. These two factors incorporate all of the items which constituted the original concept of Implementation Strategy used in the study. A review of the correlations between the items constituting these factors and the items used to measure effectiveness indicated that only Item 24 related positively to the continuation of the recommendations in the Faculty. Item 24 was used to measure the extent to which Committee members assessed the political feasibility of their recommendations. Thus the key variable in terms of Implementation Strategies or Tactics may be the assessment by Committee members of the political feasibility of the recommendations.

The second factor, labelled Implementation Results, incorporated Items 33 and 34 and accounted for 27 percent of the variance in implementation activities. Item 33 refers to perceived success of recommendations. Item 34 refers to continuation of recommendations in Faculty. A review of correlations indicated that these items were positively related to one another and to the attitudes of the academic staff (Item 35b) at the .01 level of significance. Items 33 and 34 also were related positively to the attitudes of the Senior Administration (Item 35a) at the .001 level of significance.

The third factor, labelled Adaptive Capability, incorporated Items 30, 31 and 32. This factor resembles the Project Characteristics variable used in the study. A review of the correlations revealed that the extent to which modifications were made to the Committee's

recommendations during the time of implementation (Item 32) was related positively at the .001 and .01 levels of significance respectively, to the extent to which implementation of the recommendations generated a need within Faculty for increased coordination (Item 30) and for changes in Faculty regulations or procedures (Item 31). Project Characteristics did not appear to be significantly related to either perceived success (Item 33) or continuation (Item 34).

Items 35 and 36 were not included in the factor analysis since their response categories were not the same as the categories for the factored items. Item 35 was used to measure the respondents' estimates of the attitudes of a series of groups to the Committee recommendations. The Committee with the highest level of aggregated implementation effectiveness had the highest levels of receptivity from Senior Administration, the academic staff and the Trustees' Association. However, the Committee with the lowest level of aggregated implementation effectiveness did not consistently have the lowest level of receptivity from Senior Administration, the academic staff and the Trustees' Association. A review of the correlations suggests that high levels of receptivity by Senior Administration (Item 35a) and academic staff (Item 35b) may be related to high levels of perceived success (Item 33) and continuation (Item 34) of recommendations within Faculty. To a lesser, but still positively related extent, the continuation of recommendations in Faculty (Item 34) may be related to receptivity by the Department(s) of Education (Item 35f), although the receptivity of the Department(s) of Education does not appear to be positively related to perceived success (Item 33) of the recommendations in Faculty. As well, the attitudes of academic staff appear to be negatively related to the extent to which modifications

were made to Committee recommendations at the time of implementation (Item 32). In general, implementation success appears to be measured most significantly by perceived success (Item 33) and continuation (Item 34). The items which appear to relate positively and most significantly to these items are the receptive attitudes of Senior Administration (Item 35a) and academic staff (Item 35b).

Item 36 which was used to measure how many Faculty members were required to change their behavior significantly as a result of the Committee's recommendations, does not appear to be a significant item in reference to implementation effectiveness. There was no significant difference among Committees on this item and it did not relate significantly to any of the implementation effectiveness items.

In summary, effective temporary adaptive system implementation effectiveness may be related positively to four factors and the attitudes of certain members of staff. The four factors were labelled Implementation Strategies, Implementation Results, Implementation Tactics and Adaptive Capability.

1. Highly effective implementation activities may be characterized by Committee implementation strategies and tactics which have high levels of assessment of the political feasibility of the recommendations.
2. Highly effective implementation activities may be characterized by high levels of perceived success and continuation of recommendations within Faculty.
3. High levels of increased coordination or extensive changes in Faculty regulations or procedures as a result of Committee

recommendations may be reflected in high levels of modification to the recommendations of the Committee.

4. High levels of receptivity of the recommendations of the Committee by Senior Administration and academic staff may be reflected in high levels of perceived success and continuation of the recommendations in Faculty.
5. High levels of continuation of the recommendations in Faculty may be characterized by the receptive attitudes of Senior Administration, academic staff, and the Department(s) of Education as well as by high levels of assessment of political feasibility of the recommendations by the Committee.

SUPPLEMENTARY VARIABLES IN TEMPORARY ADAPTIVE SYSTEMS

The researcher took a dual approach to the task of identifying the variables that might constitute a temporary adaptive system. The initial and major approach was to review the literature in order to identify variables, which might contribute to the effectiveness of a temporary adaptive system. On the basis of the review of literature, a research methodology was selected which utilized questionnaires, interviews, documents, and limited observation.

Following the administration of the questionnaire, the researcher interviewed respondents to validate, clarify, and extend the questionnaire responses. As part of the interview process, one question was asked at the conclusion of each interview:

Are there any other matters not identified and covered through the questionnaire or interview which were important or critical to the operation of the Committee?

Three supplementary variables emerged: size, timing and something which the researcher has chosen to call the personal factor.

Size

The variable of size may have possible effects upon Committee linkages, processes and implementation. Three aspects of this variable must be noted: size of task, size of Committee and size of Faculty. The primary example of the potential effects of size is the DGD Committee. The DGD Committee had two members both of whom were committed to accomplishing a highly specific administrative task during a short period of time. In terms of linkage activities, positive consensus existed "to a great extent"; formalization and reciprocity existed "to a small extent"; and functionality-over-time existed "to a very small extent or not at all." These responses plus the interviews led the researcher to believe that much of the activity of this Committee was carried out in an informal fashion which was acceptable to Committee members and Faculty because of the general familiarity of members with one another, the topic and the Faculty. The high scores for positive consensus would tend to confirm this view. The members of the Committee knew one another well enough that, as one respondent noted, "Since _____ and I think alike on a lot of these things, it was fairly easy to work out some kind of report." The topic had been thoroughly discussed within FEC and so was very familiar to the Committee members. And the Faculty members were well known to the Committee members. As one respondent stated ". . . if you've been around in a small institution of this sort, you can almost tag in your mind those people who will be for and against such a recommendation and why."

The DGD Committee was rated very highly in terms of Committee

process effectiveness, but in terms of the task demands, processes, and product was rated moderate or low. How does a Committee which is rated low on most of the constituent process items come to be perceived by the members of the Committee to have been highly effective? Two things appear to be important in an analysis of this circumstance: the nature and scope of the task and the members' conception of effectiveness. Both members viewed the task of the Committee to have been complex "to a small extent." However, they also viewed it to have been a highly specific administrative, "housekeeping" task to which Faculty could respond either "yes" or "no." In fact, the scope of the task was highly specified, even if the nature of the task was somewhat complex. With such a highly specified scope, there was little need for such things as goal redefinition or separation. The result was a low task demand rating relative to the Committee process effectiveness rating. Processes in the Committee were highly informal and as such the conceptual view of Committee processes does not appear to be relevant. Once again, the result was a low rating in terms of Committee processes. Productivity was rated moderately as well, largely because the members of the Committee saw the product development as a "quick and dirty" task. It was not a major production, but relatively simple and straight forward. Nevertheless, the members perceived their Committee to have been highly effective. In their terms, they were given an essentially administrative task to perform. The Faculty responded positively. Thus the members perceived the task to have been accomplished and accepted. This constituted effectiveness. In terms of the conceptual framework for this study, it raises a question: If the task is highly specified in scope, will the need for effective Committee processes be as great as for Committees for which the task is not as

highly specified? The answer would appear to be in the negative.

The small size and general informality of the Committee appear to have affected the Committee implementation of action decisions in a number of ways. An inference was made by one Committee member that the small size of the institution, and the resulting close interpersonal knowledge that Faculty members had of one another may have facilitated implementation because members subliminally tested the feasibility of their proposals against the Faculty milieu. As well, the DGD Committee failed to have a mutual adaptation perspective in terms of implementation strategy, with the exception of the Committees' consideration of questions of political feasibility. The project characteristics affected implementation "to a very small extent or not at all." However, the recommendations were perceived by respondents to have been implemented and to have been continued "to a very great extent." A review of the Fullan and Pomfret (1977) findings reveals that a fidelity perspective rather than a mutual adaptation perspective to the measurement of implementation will be most useful for relatively explicit circumstances. The DGD Committee appears to be such an explicit circumstance. As such, the DGD's failure to abide within the conceptual framework laid out within this study may be a result of its explicitness of task or, in other terms, its small, specified, simple task. The mutual adaptation measurement of implementation effectiveness appears to be more appropriate for the larger, less well-defined, more complex tasks.

In summary, the linkage activities of the DGD Committee were effective "to a small extent." The process effectiveness existed "to a very great extent," and implementation effectiveness existed "to some extent." The successes of this Committee may be related to the small

size of the task, of the Committee, and of the institution. As well, there may be strong elements of the personal factor which are operative for this Committee. The personal factor is discussed later in this section.

Timing

Timing was a concept which surfaced in three Committees (EC, AAHE and FR Committees). Timing refers to the most auspicious time at which action decisions should be presented to Faculty, how they should be presented to Faculty to prevent blocking in FEC, and when they should be forwarded to GFC from Faculty. In general, members of three of the Committees believed that some of their failure had been due to poor timing. Timing may be a variable or factor which involves the conjunction of an external environment (assessed in a fashion similar to institutional setting) and such variables as the project characteristics, decision-making and leadership. At the implementation stage, timing could be incorporated as part of the concept of political feasibility since timing and political feasibility appear to refer to much the same thing.

The Personal Factor

The personal factor was another important supplementary variable which appeared in this study. This factor is very difficult to define. In general, the personal factor is conceived to be an amalgam of personality traits of Committee members and, in some instances, of other members of the Faculty who impinge on the work of the Committee. The traits which were mentioned on various occasions in this study are involvement and commitment, advocacy, vested interests, popularity, initiative, confidence and trust of members of the Committee by non-members,

prestige, clout, credibility, views held by the Dean, charisma, brilliance, skills of manipulation, argumentative skills, familiarity, leadership of Committee chairman and/or Dean, or a person's visibility or high profile. In every Committee some aspects of this personal factor surfaced. On occasion the personal factor surfaced in reference to linkages, processes, or implementation or all three. In some instances, one person who was committed to the topic of concern for the Committee could be seen to have shepherded the task through all three phases. This individual had certain personal qualities which, when attached to the situational specific, appeared to heighten the chances of success for the Committee. The same personal factor also can be seen working negatively to block rather than to facilitate the Committee functions. As one respondent noted, this may not be undesirable since some personal factors may not be in the best interests of the subject being considered by the Committee. The idea of the personal factor has face validity, yet does not appear in the organizational literature reviewed for this study. Suggestion for further research and the implications of this factor are discussed later in this chapter.

JUXTAPOSITION OF THE FINDINGS OF COMMITTEES WITH A SIMILAR TASK

The task of the FR and USR Committees was to reassess the programs and various needs of their respective Faculties. An initial review of the two Committees revealed that the USR Committee was more effective in linkages, processes and implementation than was the FR Committee. The researcher reasoned that juxtaposing the findings of the Committees would reveal differences between the Committees which would

identify critical variables. The juxtaposed data are presented in Table 11.14.

Surprisingly the Committees were not significantly different in their linkage variable scores, or process variable scores. In both instances, however, the USR Committee was perceived by USR respondents to be more effective than the FR respondents perceived their Committee's effectiveness. The converse circumstance existed for implementation. The Committees were significantly different in terms of implementation strategy, yet were perceived by their respective respondents to be

Table 11.14

Juxtaposed Findings of Committees with Similar Task

Variables (Aggregated)	FR Committee Means	USR Committee Means
Linkages		
Formalization	2.1	2.2
Reciprocity	2.5	2.0
Intensity	2.3	2.0
Positive Consensus	2.7	2.4
Functionality-over-time	3.1	2.3
Effectiveness	3.0	1.9 *
Processes		
Task Demands	2.3	2.0
Processes	2.2	2.1
Resources (personnel)	3.0	2.9
Product	2.6	1.8
Effectiveness	2.9	1.3 *
Implementation		
Implementation strategy	3.8	2.6 *
Project characteristics	2.9	2.2
Institutional setting	2.5	1.9
Effectiveness	2.9	2.2

*Significantly different at the .05 level of significance.

effective to the extent that no significant differences existed between them in terms of perceived implementation effectiveness.

An examination of items underlying the variables, except the effectiveness variables, revealed no significant difference between Committees on linkage or process items. However, in terms of certain implementation items, the USR Committee consistently had higher scores than did the FR Committee on the extent to which the Committee assessed political feasibility (Item 24), the extent to which Faculty members were provided inservice opportunities (Item 28), and the extent to which changes stimulated by Committee recommendations have been continued (Item 34). As well, members of the FR Committee consistently rated the academic staff, Trustees' Association and Departments of Education as less receptive to the recommendations of the Committee than did members of the USR Committee.

A review of the circumstances preceding and during the operation of the FR Committee may provide insight for the differences. In general, FR Committee members viewed the Committee as being less effective than USR Committee members viewed their Committee. Some of the differences in perception may result from a generally depressed attitude within the FR Committee's Faculty preceding the establishment of the Committee. As well, during the operation of the Committee, some Faculty members successfully blocked a major set of recommendations. These two circumstances may have influenced the perceptions of FR respondents in significant ways, in spite of the fact that to all appearances the Committees operated in much the same way and accomplished similar things. In general, the differences between the two Committees may be attributable more to the previously discussed supplementary variables of timing and

the personal factor. This latter view is a judgment by the researcher and must be considered highly conjectural.

EXPLORATORY FACTOR ANALYSIS OF RESEARCH VARIABLES

As mentioned earlier in this chapter, an exploratory factor analysis explores the underlying factor structure without specifying the number of factors or their loading. Tests of the construct validity were undertaken for each section of the conceptual framework using this technique. However, one of the purposes for using factor analysis is to reduce the number of variables to fewer, more basic factors. A decision was made by the researcher to subject all the data from the questionnaire to an exploratory factor analysis with listwise deletion of missing data. Of 51 possible cases, 37 remained after the listwise deletion. The results of the varimax rotated factor matrix may be found in Appendix D. Nine factors were identified. The factors, with incorporated items, are to be found in Appendix E. The results of the factor analysis should be accepted cautiously since the total number of cases for the analysis was very small.

The first factor, labelled Effectiveness, incorporated Items 2, 21, 33, 34, and 6 and accounted for 31.7 percent of the variance among the research variables in the study. In essence, most of the effectiveness items can be found in this factor, as would be expected.

The second factor, labelled Procedural Intensity, incorporated Items 1, 5, 17, 4 and 3 and accounted for 17.5 percent of the variance. Most of these items related to the nature of the Committee procedures such as the terms of reference; procedural definition; extent of meeting

with Committee, Faculty members, and Senior Administration.

The third factor, labelled Strategic Considerations, incorporated Items 24, 25, 26 and 27 and accounted for 10.7 percent of the variance. In essence, the Implementation Strategy variables of the original construct are subsumed in this factor.

The fourth factor, labelled Exertion, incorporated Items 13, 14 and 15 and accounted for 9.9 percent of the variance. Essentially, this factor defines the forces which need to be exerted and the involvement of individuals necessary for Committees to proceed reasonably smoothly.

The fifth factor, labelled Faculty-Committee Communication, incorporated Items 8, 11, 31 and 7 and accounted for 8.2 percent of the variance. This factor defines a variety of communication elements between the Committee and Faculty members.

The sixth factor, labelled Involvement, incorporated Items 10, 29 and 18 and accounted for 7.2 percent of the variance. This factor outlines some forms of involvement in the Committee task or product by both Committee members and Faculty members.

The seventh factor, labelled Coordination Needs, incorporated Items 20, 32, 16 and 30 and accounted for 5.7 percent of the variance. This factor identifies some coordination activities carried out by Committee members to facilitate their task, but also identifies activities which could generate a need for further coordination. For example, the production of new action decisions might require more coordination activities, as would the Committee's detachment from Faculty.

The eighth factor, labelled Resource Needs, incorporated Items 9 and 12 and accounted for 4.9 percent of the variance. This factor may

point out that resource needs may be greater when the task is complex and requires considerable clarification. The resources may be either physical resources, or human resources such as leadership requirements. The resources identified in Item 22, but omitted from this analysis, might also fit into this factor.

The ninth factor, labelled Participation, incorporated Items 28 and 19 and accounted for 4.2 percent of the variance. This factor identifies the participation required by Faculty members in implementation, and of Committee members in decision-making.

Four items (22, 23, 35 and 36) were omitted from the factor analysis. Their response categories were different from the categories of the items which were factor analyzed. Item 22 identified the reasons for selection of members on a Committee; Item 23 referred to the recognition and visibility Committee members received for their work; Item 35 assessed the perceived attitudes of selected groups to the recommendations; and Item 36 assessed how many members were required to change their behavior as a result of the Committee's recommendations.

The results of this factor analysis demonstrate the parsimony postulate of factor analysis. The 15 research variables (five linkage, four process, three implementation, and three effectiveness) were reduced to nine factors, with four items left unfactored. The effectiveness items of the original conception remained largely intact as the first and major variable of the factor analysis. The third factor labelled Strategic Considerations, incorporated much of the implementation strategy variable of the original concept. Factor 2 builds upon the intensity variable. As well, Factors 4, 6 and 9 (Exertion, Involvement and Participation) may

relate to the supplementary personal factor. These latter observations are, of course, highly conjectural.

COMPARISON OF SECTIONAL AND OVERALL FACTOR ANALYSES

Four exploratory factor analyses were performed on the data. One factor analysis was completed on data derived from each of the three sections of the questionnaire, namely the linkage activities, process activities, and implementation activities. A fourth overall factor analysis was carried out on the questionnaire data without restriction to the linkage, process and implementation sections. A comparison of the sectional factor analyses to the overall factor analysis was undertaken to determine whether or not the overall analysis reinforced the findings of the sectional factor analyses. The findings of the comparison are presented in Table 11.15.

The first factor in the overall factor analysis, labelled Effectiveness, incorporated half of linkage factor two (Senior Administration-Committee linkages) and all of implementation factor two (Implementation Results). In general, most of the effectiveness items clustered in this overall factor.

The second factor in the overall factor analysis, labelled Procedural Intensity, incorporated the remaining half of linkage factor two (Senior Administration-Committee linkages).

The third factor in the overall factor analysis, labelled Strategic Consideration, incorporated all of implementation factor one (Implementation Strategy).

The fourth factor in the overall factor analysis, labelled

Table 11.15

Comparison of Sectional and Overall Factor Analyses

OVERALL ANALYSIS		SECTIONAL ANALYSIS	
Factor	Items	Description	Comments
1	2, 21, 33, 34, 6, 16*	Effectiveness	Includes Items 2 and 6 of linkage factor 2 (Senior Administration-Committee linkages). Linkage factor 2 included Items 2, 6, 3 and 5. Includes Items 33 and 34 which were all of implementation factor 2 (Implementation Results). Includes most of the Effectiveness items; only omits Items 8 and 32.
2	1, 5, 17, 4, 3, 7*	Procedural Intensity	Includes Items 3 and 5 of linkage factor 2 (Senior Administration-Committee linkages). Linkage factor 2 included Items 2, 6, 3 and 5.
3**	24, 25, 26, 27, 30*	Strategic Consideration	Includes all of implementation factor 1 (Implementation Strategy) which was Items 24, 25, 26 and 27.
4**	13, 14, 15, 4*	Exertion	Includes most of process factor 3 (Effort) which was composed of Items 13, 15 and 16.
5**	8, 11, 31, 7	Faculty-Committee Communication	Includes most of linkage factor 1 (Faculty-Committee linkages) which included Items 7, 8, 10 and 11.
6	10, 29, 18, 13*	Involvement	Does not relate directly to any one sectional factor. Includes Item 29 of implementation factor 4 (Adaptive Capability) which included Items 28 and 29.
7**	20, 32, 16, 30, 3*	Coordination Needs	Includes most of implementation factor 3 (Implementation Tactics) which included Items 30, 31 and 32.
8	9, 12, 13*, 18*	Resource Needs	Includes Items 12 and 18 of process factor 1 (Task Complexity) which included Items 12, 18, 17 and 20.
9	28, 19	Participation	Does not relate directly to any one sectional factor. Includes Item 28 of implementation factor 4 (Adaptive Capability) which included Items 28 and 29.

* Indicates an item which loads weakly in the factor. The item loads more strongly in another factor.
 ** Indicates overall factors which were similar to sectional factors.

Exertion, incorporated most of process factor 3 (Effort).

The fifth factor in the overall factor analysis, labelled Faculty-Committee Communication, incorporated most of linkage factor 1 (Faculty-Committee Linkages).

The sixth factor in the overall factor analysis, labelled Involvement, did not incorporate any single sectional factor but clustered items from a number of sectional factors.

The seventh factor in the overall factor analysis, labelled Coordination, incorporated most of implementation factor 3 (Implementation Tactics).

The eighth factor in the overall factor analysis, labelled Resource Needs, incorporated half of process factor 1 (Task Complexity).

The ninth factor in the overall factor analysis, labelled Participation, did not incorporate any sectional factor.

In summary, the overall factor analysis would appear to reinforce some of the sectional factors since the overall factor analysis clustered the same items as were clustered in the sectional factor analyses. In particular, factor three of the overall factor analysis, labelled Strategic Consideration, was similar to implementation factor 1, labelled Implementation Strategy. The fourth factor of the overall factor analysis, labelled Exertion, was similar to process factor 3, labelled Effort. The fifth factor of the overall analysis, was similar to linkage factor 1, labelled Faculty-Committee Linkages. The seventh factor of the overall factor analysis, labelled Coordination Needs, was similar to implementation factor 3, Implementation Tactics. As well, the first factor of the overall factor analysis, labelled Effectiveness, clustered most of the items which were used in the study to measure sectional effectiveness.

CONCLUSIONS

Two notes of caution are worth sounding before proceeding with a presentation of the findings of this study. First of all, the total number of respondents in the study was small. As such, the findings must be accepted cautiously and tentatively as befits a study which was conceived as "descriptive and exploratory." Secondly, even though distinctions were made amongst Committees regarding their relative effectiveness to one another, all Committees were effective to one degree or another. Thus the distinctions in effectiveness among the Committees are relative, not finite.

Effectiveness of Committees

The effectiveness items used in the study generally were positively related. This was particularly true of the relationship amongst the items used to define linkage effectiveness, Committee process effectiveness, and the perceived success and continuation items of implementation effectiveness.

Linkage Activities

Scores for the linkage variables of formalization, intensity, reciprocity, positive consensus and functionality-over-time were related positively to scores for linkage activities effectiveness. However, an exploratory factor analysis of the linkage activities and their relationships to the effectiveness of linkage activities of temporary adaptive systems reduced the six variables of this section of the study into four factors which may more accurately reflect the concept of effective linkage activities in temporary adaptive systems. The four factors were labelled

Faculty-Committee linkage factor, Senior Administration/FEC-Committee linkage factor, meetings, and physical resources. The two factors of Senior Administration/FEC-Committee linkage and Faculty-Committee linkage accounted for 71.8 percent of the linkage activities and therefore appeared to be the major factors of temporary adaptive system linkage activities. The most significant items constituting Senior Administration/FEC-Committee linkage appeared to be "linking person" activity, cooperative definition of the Committee's terms of reference by the Committee and Senior Administration/FEC, and the extent of meetings between Committee and Senior Administration/FEC. The most significant items constituting Faculty-Committee linkage appeared to be informal and formal communication between Committee members and other Faculty members regarding the task of the Committee, functionality-over-time, and positive consensus.

Committee Processes

Scores for the process variables of task demands, processes, resources, and productivity did not relate positively to scores for process effectiveness. An exploratory factor analysis of the process activities and their relationships to the effectiveness of process activities of temporary adaptive systems reduced the five variables of this section of the study to three factors. The three factors were labelled Task Complexity, Committed Action and Effort. The findings indicated that, in terms of Task Complexity, Committees which have low levels of task complexity, well-defined Committee procedures, democratic leadership and production of recommendations may have the best likelihood of being characterized as effective. The Committed Action and Effort factors refer to characteristics of Committee personnel. Highly effective

Committee processes may be characterized by persons who are highly committed to the accomplishment of the task within given time lines, are highly involved in decision-making within the Committee, and are willing to exert themselves. As well, the Committee membership of effective Committees may be persons who are representative of particular groups in the Faculty, have high levels of expertise in the designated task area, and are interested in doing the task.

Implementation

Aggregated scores for the implementation variables of implementation strategy, project characteristics, and institutional setting were related positively to scores for implementation effectiveness. An exploratory factor analysis of implementation activities and their relationship to the effectiveness of implementation activities reorganized the four implementation variables into four implementation factors. The factors were labelled Implementation Strategy, Implementation Results, Implementation Tactics and Adaptive Capability. The most significant Implementation Strategy or Implementation Tactics appear to be the assessment by Committee members of the political feasibility of their recommendations. There appears to be less likelihood that Committee recommendations will be modified if the recommendations do not generate a need for increased coordination in Faculty or changes in Faculty regulations or procedures. Perceived success and continuation appear to be significant measures of implementation effectiveness. A receptive attitude on the part of Senior Administration and of academic staff may be reflected in high levels of perceived success and continuation of the recommendations in Faculty.

Supplementary Variables

The supplementary variables identified in the study were size, timing, and the personal factor. Size of task, of Committee, and of the institution may be related to Committee effectiveness. In particular, a Committee with a small, highly specific task, with a few Committee members, in a smaller institution may more appropriately be able to adopt a fidelity perspective to implementation than is possible for the larger Committees in large institutions with a more complex task. In even more simplified terms, the less complex the task, the lower the need for a mutual adaptation perspective of implementation.

Timing involves the presentation of Committee findings to a Faculty or other body at the most opportune moment for them to be accepted. Timing may involve some conjunction of the external environment, project characteristics, and decision-making and leadership, although this notion is purely conjectural.

The personal factor was considered to be a very important variable for a number of the Committees. Although difficult to define, it incorporates such things as involvement and commitment, advocacy, vested interests, popularity, initiative, confidence and trust of members of the Committee by non-members, prestige, clout, credibility, views held by the Dean, leadership of the Committee chairman and/or Dean, or a person's visibility or high profile. This variable appeared in reference to linkage, process and implementation activities of Committees.

A Simplified Construct

One of the purposes for using factor analysis is to reduce the number of variables to fewer, more basic underlying factors. The sectional factor analysis reduced the 15 variables of the study to 11 factors labelled Faculty-Committee Linkages, Senior Administration/FEC-Committee linkages, Meetings, Physical Resources, Task Complexity, Committed Action, Effort, Implementation Strategies, Implementation Tactics, Implementation Results and Adaptive Capability. Two factors were single-item factors and may have questionable discriminating capability. The overall factor analysis reduced the 15 variables of the study to nine factors. The factors, in descending order of the variance they accounted for were labelled Effectiveness, Procedural Intensity, Strategic Considerations, Exertion, Faculty-Committee Communication, Involvement, Coordination Needs, Resource Needs and Participation. The Resource Personnel variable and the Institutional Setting variable were unfactored in both the sectional and overall factor analyses and should be considered in any simplified construct of temporary adaptive systems as should the supplementary variables of size, timing and the personal factor.

IMPLICATIONS

The study has implications for educational administrators. Committees can be important administrative tools when used effectively. As well, Committees appear to be an increasingly integral part of the organizational life of most educational organizations. Many of the Committees are temporary and related to a specific problem which requires a fairly rapid solution. As such, there is a practical need

for educational administrators to understand how temporary adaptive systems, or ad hoc committees, work and how they can be made to work most effectively from inception to implementation. The suggestions which follow are extrapolated from the findings of the study and may assist the educational administrator who wishes to use ad hoc committees. However, since the number of committees in the study was small and they were selected carefully, the suggestions must be considered as tentative and should be accepted cautiously.

Three types of "ad hoc" committees can be identified. They are the symbolic, information gathering, and action-oriented types of committees. Each type of committee may be useful in relation to a specific purpose. However, if an administrator wished to actually accomplish something, the action-oriented ad hoc committee would appear to be the necessary choice. In other words, the administrator should be aware of the purpose for which the committee is to be used. A committee which mixes the symbolic and the action purposes may be headed for considerable frustration and eventual failure. The purpose of the committee should be understood by committee members or, at the minimum, by the chairman. However, the mandate need not be written down although in some cases this may be useful.

The linkages between the committee and the administrator should be strong. This may be accomplished by having an administrator act as chairman or by having the appointed chairman provide regular formal and/or informal reports on the progress of the committee to the administrator. As well, the administrator should attempt to involve the committee members in cooperatively defining the nature of the task to be accomplished. The cooperative defining process may give the committee a certain sense of "proprietaryship" and encourage involvement of the committee members in the task.

A committee chairman should attempt to communicate frequently and for the duration of the committee's life with members of the Faculty regarding the progress of the committee's task. This activity may prevent the Faculty from being surprised by committee recommendations and also may provide input to the committee members so that they may develop recommendations which may be most acceptable to Faculty, if they wish.

The more complex the task of the committee, the more likelihood that the committee may founder. Particularly for committees with complex tasks, an administrator may be able to forestall some committee problems by careful selection of the committee members. The leaders most likely should be task-oriented, but also able to permit others to participate significantly in the leadership and decision-making within the committee when occasions demand. The members of the committee should be prepared to exert themselves to accomplish the task within the designated time lines. If possible, the members of the committee also should be representative of particular groups within the Faculty, and have high levels of expertise and interest in the task area. Extensive physical resources may aid the committee, but apparently will not ensure its effectiveness.

Even though the committee will be dissolved upon completion of its report, the full measure of its effectiveness may be determined after its dissolution. If the recommendations as evidenced in a report are simply shelved in some way, there is strong reason to question why the committee was formed unless, of course, the purpose of the committee was largely symbolic. If the committee was symbolic, termination of action at the report stage may be acceptable. If a committee is established

to actually "do" something, then the full measure of its effectiveness can only be judged by ~~the impact its recommendations~~ have upon the educational staff and their tasks. Certain recommendations can be made to an educational administrator which may facilitate implementation and change in the organization.

During the committee's operation, some consideration should be given to implementation strategies and tactics. More precisely, committee members could be directed to examine the political feasibility of their recommendations and to determine whether or not the "timing" is right to implement the recommendations. In some instances, a series of implementation steps might be used wherein the most acceptable steps are implemented first and less acceptable measures are introduced later once the Faculty has become used to the new ideas proposed through the committee's recommendations. As well, committee members should realize that the more the recommendations require modification of the Faculty structure and/or procedures in order to be implemented, the more resistance there is likely to be from Faculty members. Committee members possibly should consider this potential problem and prepare plans to counter such resistance. Ultimately, the effectiveness of the committee may be measured not only by the extent to which the committee's recommendations are accepted, but by the extent to which they are continued in Faculty. A receptive attitude by Faculty to the recommendations, facilitated by the administrator, may help to ensure the acceptance and continuation of the recommendations.

The educational administrator who takes into consideration some of the foregoing suggestions should be able to use ad hoc committees

more effectively to resolve some of his/her organizational problems and thus enhance the organization's effectiveness.

RECOMMENDATIONS

Several recommendations for further research can be identified as a result of this study.

1. Further studies of other temporary adaptive systems in educational and other settings could be undertaken in order to refine and verify the findings of this study.
2. An alternative methodology which would rely on the perceptions of committee non-members, in addition to committee members, could make the results of this study more valid and reliable, or might reject them to some degree.
3. Further studies are necessary to identify the distinctions between the symbolic, information gathering, and action types of temporary adaptive systems.
4. Any assessment of productivity should involve the development of an instrument to assess the quality of the product since no consistent standards as to what constituted an "effective" product could be identified in this study.

However, in the view of the researcher, replications of this particular study using the rational conceptual framework as devised for the study may yield marginal additional findings. There are alternative conceptual models which may be more productive in enriching our knowledge regarding temporary adaptive systems.

One possible alternative model could be the political model. In such a model, the relationship of power, leadership, size, timing, and

the personal factor might be explored as they relate to the effectiveness of the committee. The contingent nature of the situation in which the committee operates also might be more productively explored using a political model. The literature related to political science or policy science may provide a starting point in a search to develop such a model.

A second possible alternative model could be the collegial model. The effects of prestige, leadership, positional authority and "personal factors" as they relate to the effectiveness of temporary adaptive systems might be explored more completely through this model. The literature related to group processes, and organizational development may provide a starting point in a search to develop such a model.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE

QUESTIONNAIRE PURPOSE

This questionnaire is designed to provide a profile of ad hoc committees within your Faculty. The questionnaire will attempt to determine the perceptions of selected individuals regarding the relationships between the Faculty and the Committee, the processes of the Committee, the factors affecting the implementation of Committee recommendations, and the extent to which implementation of Committee recommendations has occurred.

QUESTIONNAIRE ORGANIZATION

The questionnaire is divided into three sections. Section A is designed to determine the relationships between the Faculty and the Committee. Section B is designed to solicit information regarding the processes of the Committee. Section C requests your views of the Committee's accomplishments and the factors affecting those accomplishments.

Responses will not be used in any way that will allow them to be identified with individual respondents. Responses will be in an aggregate form for the Committee.

Your attention to this questionnaire is greatly appreciated.

SECTION A

LINKAGE ACTIVITIES

The purpose of this Section of the questionnaire is to determine the nature of the relationships which existed between the Committee and the Faculty. Please respond to each item as accurately as possible. Circle only one response per item.

- | | To a
Very Great
Extent | To a
Great
Extent | To
Some
Extent | To a
Small
Extent | To a Very
Small Extent
or Not at All |
|--|------------------------------|-------------------------|----------------------|-------------------------|--|
| 1. To what extent did detailed written terms of reference exist for the Committee specifying the tasks, resources, processes and/or expected product of the Committee? | 1 | 2 | 3 | 4 | 5 |
| 2. To what extent were the terms of reference for the Committee arrived at cooperatively by the Committee members and Senior Administration (or Faculty Council)? | 1 | 2 | 3 | 4 | 5 |
| 3. To what extent did at least one member of the Committee act as "linking person" to Senior Administration (or Faculty Council)? | 1 | 2 | 3 | 4 | 5 |
| 4. To what extent did the Committee meet from the time it was founded until it was dissolved? | 1 | 2 | 3 | 4 | 5 |

	To a Very Great Extent	To a Great Extent	To Some Extent	To a Small Extent	To a Very Small Extent or Not at All
5. To what extent did the complete Committee meet with Senior Administration?	1	2	3	4	5
6. To what extent were the liaison relationships between the Senior Administration (or Faculty Council) and the Committee effective?	1	2	3	4	5
7. To what extent did the Committee members communicate formally or informally with other members of the Faculty regarding the tasks of the Committee?	1	2	3	4	5
8. To what extent were the liaison relationships between the Faculty-at-large and the Committee effective?	1	2	3	4	5
9. To what extent was the Committee provided with sufficient resources (funds, material, equipment, release time, and/or facilities) to carry out the task?	1	2	3	4	5
10. To what extent did the Faculty-at-large consider what the Committee was trying to achieve to be worthwhile?	1	2	3	4	5
11. To what extent did the relationships between Faculty and Committee remain active and functional throughout the life of the Committee?	1	2	3	4	5

SECTION B
COMMITTEE PROCESSES

The purpose of this Section of the questionnaire is to solicit information regarding the processes of the Committee. Please respond to each item as accurately as possible. Circle only one response per item.

	To a Very Great Extent	To a Great Extent	To Some Extent	To a Small Extent	To a Very Small Extent or Not at All
12. To what extent was the Committee task(s) complex?	1	2	3	4	5
13. To what extent did Committee members clarify Committee guidelines?	1	2	3	4	5
14. To what extent were Committee members committed to task completion within the designated timelines?	1	2	3	4	5
15. To what extent did Committee members exert themselves in order to accomplish the assigned task?	1	2	3	4	5
16. To what extent were members of the Committee viewed as having been detached from other members of the Faculty to accomplish the assigned task?	1	2	3	4	5

	To a Very Great Extent	To a Great Extent	To Some Extent	To a Small Extent	To a Very Small Extent or Not at All
17. To what extent were well defined procedures established for the operation of the Committee?	1	2	3	4	5
18. Even though formal leadership in the Committee was established when the Committee was created, to what extent did different leaders emerge depending upon conditions within the Committee?	1	2	3	4	5
19. To what extent was decision-making within the Committee participative in nature?	1	2	3	4	5
20. To what extent were recommendations or "action guidelines" produced by the Committee?	1	2	3	4	5
21. To what extent do you perceive the Committee to have been effective in accomplishing the task(s) assigned to it?	1	2	3	4	5

	All	Most	About Half	Some	None
22. Members of the Committee were selected for their:					
a) previous Committee experience	1	2	3	4	5
b) expertise in the designated task area	1	2	3	4	5
c) availability	1	2	3	4	5
d) expressed interest in designated task area	1	2	3	4	5
e) representativeness of particular groups	1	2	3	4	5
23. Following the completion of the Committee task(s), did Committee members receive recognition and visibility for their work?	1	2	3	4	5

SECTION C

IMPLEMENTATION

The purpose of this Section of the questionnaire is to determine the actual use made within the Faculty of Committee decisions and recommendations, and factors which may have affected the actual use of the decisions and recommendations. Please respond to each item as accurately as possible. Circle only one response per item.

	To a Very Great Extent	To a Great Extent	To Some Extent	To a Small Extent	To a Very Small Extent or Not at All
24. To what extent did the Committee assess the "political forces" in the environment facing the implementation of the Committee recommendations?	1	2	3	4	5
25. To what extent did the Committee assess the economic feasibility of implementing the Committee recommendations?	1	2	3	4	5
26. To what extent did the Committee develop alternative methods for implementing their recommendations?	1	2	3	4	5
27. To what extent did members of the Faculty-at-large hold meetings to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty?	1	2	3	4	5

	To a Very Great Extent	To a Great Extent	To Some Extent	To a Small Extent	To a Very Small Extent or Not at All
28. To what extent were Faculty members provided either staff training, orientation seminars, or "release time" to acquaint themselves with the Committee recommendations?	1	2	3	4	5
29. To what extent did Faculty members develop materials or other aids to be used in carrying out some aspects of the recommendations of the Committee?	1	2	3	4	5
30. To what extent did the implementation of the recommendations of the Committee generate a need within the Faculty for increased coordination?	1	2	3	4	5
31. To what extent did the implementation of the recommendations of the Committee require changes of Faculty regulations or procedures?	1	2	3	4	5
32. To what extent were modifications made to the Committee's recommendations during the time of implementation?	1	2	3	4	5
33. To what extent do you perceive Committee recommendations to have been implemented?	1	2	3	4	5
34. To what extent have the changes, which were the result of Committee recommendations, been continued within the Faculty?	1	2	3	4	5

	Very Receptive	Recep- tive	Indif- ferent	Hostile	Very Hostile
35. Estimate the general attitudes of the following groups to the recommendations of the Committee:					
a) Senior Administration	1	2	3	4	5
b) Academic Staff	1	2	3	4	5
c) Students	1	2	3	4	5
d) Teachers' Association	1	2	3	4	5
e) Trustees' Association	1	2	3	4	5
f) Provincial Department(s) of Education	1	2	3	4	5
	All	Most	About Half	Some	None
36. How many Faculty members were required to change their behavior significantly as a result of the Committee's recommendations?	1	2	3	4	5

ADDITIONAL COMMENTS:

If there are additional comments which you wish to make regarding the operation or effect of the Committee and which have not been covered in the questionnaire, or not covered adequately, note them in point form in this space.

APPENDIX B

THE INTERVIEW GUIDE

APPENDIX B

INTERVIEW GUIDE

1. Do you remember the Committee?
2. Who set up the Committee? (Faculty of some sub-set of Faculty).
3. Why was it set up? a) Primarily
 1. to diffuse conflict
 2. to gather information
 3. to provide direction to Facultyb) Political, social, economic context.
4. Did the total Faculty consider the work of the Committee to be important?
5. How often did the Committee meet, and how long were the meetings?
6. What were the most significant successes, if any, of the Committee? What contributed most to those successes?
7. What were the most significant failures, if any, of the Committee? What contributed most to the failures?
8. To what extent have Committee recommendations been implemented (as is, with modification, not at all)? Why?
9. What was done, if anything, to ensure that recommendations were implemented?
10. In general, how effective was the Committee?
11. Other than Committee members, who would be the "key actors" or knowledgeable regarding this Committee?
12. Are there any other matters not identified and covered through the questionnaire or interview which were important or critical to the operation of the Committee?

APPENDIX C

SAMPLE LETTER OF REQUEST REGARDING
COMMITTEE SELECTION



THE UNIVERSITY OF ALBERTA

Department of Educational Administration

EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

Office 7-130D

November 14, 1978.

Dear

Re: Research Concerning Faculty of Education
Ad Hoc Committees 1975-1976

As you are aware, I recently perused the minutes of the University of Lethbridge's Faculty of Education Council meetings (1975-1976). The purpose of my examination of the minutes was to identify the more obvious "ad hoc" committees which existed within Faculty between January 1975 and December 1976. I wish to select some of the "ad hoc" committees for detailed study. I would appreciate your assistance in that selection from the attached list. You may select the Committees yourself, designate the task to someone who would be "knowledgeable" about the topic, or make the selection yourself based on input from other "knowledgeables."

First of all, if any of the Committees which are listed were not "ad hoc" committees, please strike them from the list.

Secondly, categorize the committees as to their primary task on the basis of three categories (C, I, or A):

C--to resolve or diffuse a conflict;

I--to collect information (no "action recommendations" expected); or

A--to complete a task which provided "action recommendations" or directions to Faculty.

.../2

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Page 2.

Thirdly, for each of the committees identified as A ("action recommendations" expected), attempt to rate the overall importance to the Faculty, and the overall effectiveness of the committee. The importance scale ranges from more to less important; the effectiveness scale ranges from more to less effective. Circle one rating in each scale for each committee.

I sincerely appreciate the cooperation I already have received from your office in initiating this study, and thank you for your time and attention in attending to the requests contained in this letter.

Sincerely yours,

David G. Young,
Doctoral Candidate.

DGY/gf.
Att.

APPENDIX D

VARIMAX ROTATED FACTOR MATRIX FOR EXPLORATORY
FACTOR ANALYSIS OF RESEARCH VARIABLES

APPENDIX D

Varimax Rotated Factor Matrix for Exploratory
Factor Analysis of Research Variables*

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
V 1	-.03	.50**	.06	-.01	.01	-.06	.12	-.21	.06
V 2	.57**	.16	.19	-.17	.24	-.08	.17	.08	-.04
V 3	-.01	.38	.27	-.06	.16	.16	.41**	.26	-.13
V 4	-.12	.54**	.06	.52	.27	-.04	.26	.05	.13
V 5	-.01	.65**	.15	.04	.20	.07	.01	.29	.07
V 6	.39**	.35	.30	.00	.31	.19	.12	.25	.07
V 7	-.02	.47	.14	.18	.59**	-.10	.17	-.08	.12
V 8	.04	.09	.19	.20	.72**	.20	-.00	.23	.06
V 9	.10	.03	-.13	.35	-.09	-.05	-.05	.75**	.28
V 10	.18	-.09	.15	.16	.12	.63**	.11	-.06	.03
V 11	.09	.24	.35	.24	.65**	.22	.18	-.05	.05
V 12	-.27	.11	.21	.04	.14	.03	.29	.54**	.11
V 13	-.11	.06	.11	.45	.10	.45	-.02	.47**	-.24
V 14	.10	.07	.05	.61**	.12	-.06	-.06	.18	.07
V 15	-.13	-.16	.15	.80**	.32	.16	.15	.03	.15
V 16	-.40	-.2	.04	.26	-.03	-.22	-.60**	.07	-.05
V 17	-.06	.60**	.23	.06	.08	.07	.25	.23	.00
V 18	-.04	.26	-.02	-.05	.17	.47**	.04	.36	-.24
V 19	.29	.15	.27	.16	.16	.18	.00	.27	.39**
V 20	.16	.24	.04	-.03	.27	.04	.56**	.16	.24
V 21	.67**	.05	.35	.31	.15	.02	-.21	-.34	.27
V 24	.25	.14	.72**	.03	.15	.16	.05	.13	.20
V 25	-.16	-.01	.77**	.15	.30	.08	.11	-.01	-.01
V 26	.11	-.04	.74**	.01	.06	-.02	-.00	-.01	-.02
V 27	-.01	.31	.54**	.05	.03	.30	-.12	-.04	.19

Appendix D (Continued)

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
V28	-.06	.11	.11	.14	.16	.01	.10	.11	.79**
V29	-.30	-.04	.26	-.27	-.16	.74**	.13	.02	.31
V30	.03	.17	.42	.29	-.07	.13	.68**	-.17	.10
V31	-.17	.22	-.07	.05	-.45**	.31	.13	.06	-.17
V32	-.35	.27	-.03	.17	-.06	.02	.67**	.14	-.09
V33	.87**	-.15	-.12	-.01	-.02	.11	.06	-.05	-.08
V34	.86**	-.12	.07	.03	-.05	-.13	-.06	-.01	.03

* V22, 23, 35 and 36 have been omitted.
Listwise deletion of missing data; total n of 37 out of 51 cases.

**Indicates the factor in which the particular item loads most strongly.

APPENDIX E

FACTORED RESULTS OF AN EXPLORATORY FACTOR
ANALYSIS OF RESEARCH VARIABLES

APPENDIX E

Factored Results of an Exploratory Factor Analysis of Research Variables*

Factor	Item	Comments
Factor 1 Effectiveness	2. To what extent were the terms of reference for the Committee arrived at cooperatively by the Committee members and Senior Administration (or Faculty Council)?	Percent of variance-- 31.7
	21. To what extent do you perceive the Committee to have been effective in accomplishing the task (s) assigned to it?	
	23. To what extent do you perceive Committee recommendations to have been implemented?	
	24. To what extent have the changes, which were the results of Committee recommendations, been continued within the Faculty?	
	6. To what extent were the liaison relationships between the Senior Administration (or Faculty Council) and the Committee effective?	--weak loading
	16. To what extent were members of the Committee viewed as having been detached from other members of the Faculty to accomplish the assigned task?	--loads weakly --loaded in Factor 7

*Any item marked in this fashion loads in more than one factor, but has its strongest loading in the factor where the item is marked. Other loadings are identified in the comments column.

Appendix E (Continued)

Factor	Item	Comments
Factor 2 Procedural Intensity	<p>1. To what extent did detailed written terms of reference exist for the Committee specifying the tasks, resources, processes and/or expected product of the Committee?</p> <p>5. To what extent did the complete Committee meet with Senior Administration?</p> <p>17. To what extent were well defined procedures established for the operation of the Committee?</p> <p>*4. To what extent did the Committee meet from the time it was founded until it was dissolved?</p> <p>1. To what extent did the Committee members communicate formally or informally with other members of the Faculty regarding the tasks of the Committee?</p> <p>3. To what extent did at least one member of the Committee act as "linking person" to Senior Administration (or Faculty Council)?</p>	<p>Percent of variance-- 17.5</p>

Appendix E (Continued)

Factor	Item	Comments
Factor 3	Strategic Considerations	Percent of variance-- 10.7
	24. To what extent did the Committee assess the "political forces" in the environment facing the implementation of the Committee recommendations?	
	25. To what extent did the Committee assess the economic feasibility of implementing the Committee recommendations?	
	26. To what extent did the Committee develop alternative methods for implementing their recommendations?	
	27. To what extent did members of the Faculty-at-large hold meetings to adapt the Committee recommendations to the perceived needs of specific groups within the Faculty?	
	30. To what extent did the implementation of the recommendations of the Committee generate a need within the Faculty for increased coordination?	--loads more strongly in Factor 7

Appendix E (Continued)

Factor	Item	Comments
Factor 4 Exertion	14. To what extent were Committee members committed to task completion within the designated timelines?	Percent of variance-- 9.9
	15. To what extent did Committee members exert themselves in order to accomplish the assigned task?	
	4. To what extent did the Committee meet from the time it was founded until it was dissolved?	--loads equally well in Factor 2
	13. To what extent did Committee members clarify Committee guidelines?	--loads equally well in Factors 6 and 8
Factor 5 Faculty-Committee Communication	8. To what extent were the liaison relationships between the Faculty-at-large and the Committee effective?	Percent of variance-- 8.2
	11. To what extent did the relationships between Faculty and Committee remain active and functional throughout the life of the Committee?	

Appendix E (Continued)

Factor	Item	Comments
Factor 5 (Continued)	31. To what extent did the implementation of the recommendations of the Committee require changes of Faculty regulations or procedures?	--loads negatively
*7.	To what extent did the Committee members communicate formally or informally with other members of the Faculty regarding the tasks of the Committee?	--loads less strongly in Factor 2
Factor 6 Involvement	10. To what extent did the Faculty-at-large consider what the Committee was trying to achieve to be worthwhile?	Percent of variance-- 7.2
	29. To what extent did Faculty members develop materials or other aids to be used in carrying out some aspects of the recommendations of the Committee?	
	13. To what extent did Committee members clarify Committee guidelines?	--loads equally well in Factors 4 and 8
	18. Even though formal leadership in the Committee was established when the Committee was created, to what extent did different leaders emerge depending upon conditions within the Committee?	--loads weakly in Factor 8

Appendix E (Continued)

Factor	Item	Comment
Factor 7 Coordination Need	*3. To what extent did at least one member of the Committee act as "linking person" to Senior Administration (or Faculty Council)?	Percent of variance-- 5.7 --loads more weakly in Factor 2
	20. To what extent were recommendations or "action guidelines" produced by the Committee?	
	32. To what extent were modifications made to the Committee's recommendations during the time of implementation?	
	*16. To what extent were members of the Committee viewed as having been detached from other members of the Faculty to accomplish the assigned task?	--loads weakly in Factor 1
	*30. To what extent did the implementation of the recommendations of the Committee generate a need within the Faculty for increased coordination?	--loads more weakly in Factor 3

Appendix E (Continued)

Factor	Item	Comments
Factor 8 Resource Need	9. To what extent was the Committee provided with sufficient resources (funds, material, equipment, release time, and/or facilities) to carry out the task?	Percent of variance-- 4.9
	12. To what extent was the Committee task(s) complex?	
	13. To what extent did Committee members clarify Committee guidelines?	--loads equally well in Factors 4 and 6
	18. Even though formal leadership in the Committee was established when the Committee was created, to what extent did different leaders emerge, depending upon conditions within the Committee?	--loads more strongly in Factor 6
Factor 9 Participation	28. To what extent were Faculty members provided either staff training, orientation seminars, or "release time" to acquaint themselves with the Committee recommendations?	Percent of variance-- 4.2
	19. To what extent was decision-making within the Committee participative in nature?	--weak

Appendix E (Continued)

Factor	Item	Comments
Unfactored Items	<p>22. Members of the Committee were selected for their:</p> <ul style="list-style-type: none"> a) previous Committee experience b) expertise in the designated task area c) availability d) expressed interest in designated task area e) representativeness of particular groups <p>23. Following the completion of the Committee task(s), did Committee members receive recognition or visibility for their work?</p> <p>35. Estimate the general attitudes of the following groups to the recommendations of the Committee:</p> <ul style="list-style-type: none"> a) Senior Administration b) Academic staff c) Students d) Teachers' Association e) Trustees' Association f) Provincial Department(s) of Education <p>36. How many Faculty members were required to change their behavior significantly as a result of the Committee's recommendations?</p>	