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ADDNG A PROFESSIONAL PROGRAM IN A LIBERAL ARTS SETTING:
A STUDY OF TWO INSTITUTIONS

The Ohio State University

Ph.D. 1981

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ADDING A PROFESSIONAL PROGRAM IN A
LIBERAL ARTS SETTING:
A STUDY OF TWO INSTITUTIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Julia Bever George, B.S., M.S.

* * * * *

The Ohio State University
1981

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CHAPTER I

INTRODUCTION

This is a study of the development of mutually satisfactory relationships between liberal arts institutions of higher education and baccalaureate programs in nursing. Two liberal arts institutions of higher education which began baccalaureate nursing programs within the last seven years (since 1974) were analyzed using the constant comparative method.

Background

The role of nursing in the health field is the epitome of women's role in American society. Not accorded full professional status or an opportunity to obtain it, the nurse is viewed as a working female who is not expected to make a lifelong commitment to her career. Like health care itself, the development of the potential of women's contributions to the betterment of society have not been a priority consideration in the United States. Nurses' efforts to obtain an education and professional standing have been impeded. With educational programs isolated in locally and privately controlled hospitals, nursing did not get public interest or support for its development . . . Both the public and educators need to consider the dangers inherent in forms of education that meet only the service needs of hospitals as defined by management . . . (Ashley, 1976, pp. 125, 128)

Ashley's statement describes nursing education as occurring in isolated settings and nursing as being viewed as an occupation rather than a profession. Between 1970 and 1981, seventeen Ohio institutions of higher education began or announced the planning of a baccalaureate nursing education program. The development of such programs should help
overcome the isolation of nursing education and support the view of nursing as a profession.

Of these seventeen Ohio institutions of higher education, ten are private institutions and are classified as comprehensive colleges or liberal arts colleges in the Carnegie classification (Carnegie, 1976). Traditionally the focus of liberal arts colleges has been on education for education's sake, to enlarge the mind and prepare an enlightened citizenry (Blau, 1973) rather than on preparation for a particular employment setting. What are the reasons why a liberal arts institution of higher education decides to begin a baccalaureate nursing program and what changes in the institution are associated with having a nursing program in a liberal arts setting? In addition, why a baccalaureate degree in nursing?

In the United States ninety-seven percent of the nurses are women and ninety-four percent of the physicians are men (Weaver, 1976, p. 93). The concern for lack of full professional status in the health field expressed by Ashley (1976) is shared by other female dominated health care groups such as social workers and dietitians (Lewis, 1979). Efforts are being made to aid nurses in obtaining public recognition as professionals. A major focus of these efforts has been the movement toward requiring a baccalaureate degree in nursing for recognition as a professional nurse.

Since the publication of the American Nurses' Association Position Paper, "Educational Preparation for Nurse Practitioners and Assistants to Nurses" (1965), there has been a significant increase in the number of academically based baccalaureate nursing education pro-
grams. In the period from 1959 to 1979 the number of baccalaureate nursing programs more than doubled and enrollment in them increased more than fivefold. In contrast, the number of hospital based diploma programs in nursing decreased by sixty percent and enrollment in them decreased by forty-two percent (National League for Nursing, 1979).

The need for baccalaureate education in nursing has been supported by resolutions passed by the House of Delegates of thirty-four state nurses associations and the American Nurses' Association. These resolutions advocate the requirement of a baccalaureate degree in nursing as the minimum educational preparation for entry into the practice of professional nursing. Five other state nurses associations have indicated formal support of the concept is under discussion (Stand on BSN, 1980). Factors involved in the move toward longer educational programs in nursing include increasing specialization, changes in the location of those needing nursing care from the hospital to ambulatory settings, increasing complexity of equipment and an increase in emphasis on preventive health care (Fields, 1980c).

The concept of baccalaureate preparation for nursing is not a new one in the United States. In 1899 a program for graduate nurses was established at Teachers College, Columbia University and in 1910 the Teachers College Department of Nursing and Health was officially organized (Christy, 1969). In 1909 the University of Minnesota established a nursing program associated with the university hospital. The University of Minnesota School of Nursing became a degree granting basic nursing program in 1919. In 1916 five year programs leading to both a diploma in nursing and a Bachelor of Science degree were offered by
Teachers College and the University of Cincinnati School of Nursing (Christy, 1969; Watson, 1977; College of Nursing and Health, 1979). The 1923 Goldmark report, *Nursing and nursing education in the United States*, recommended nursing education be autonomous from hospitals (Committee for the Study of Nursing Education, 1923).

In 1948 Esther Lucile Brown published a major report which recommended a synthesis of liberal arts and nursing education for preparation of the professional nurse. That same year the Ginsberg report recommended two categories of nursing personnel with the professional nurse having collegiate preparation (Committee on the Function of Nursing, 1948). The results of the National Commission for the Study of Nursing and Nursing Education's project, conducted primarily by non-nurse investigators, were published in 1970 and again recommended that nursing education be located in institutions of higher education (Lysaught, 1970).

More recently a federal report indicated

A baccalaureate degree is considered more valuable than a diploma or associate degree by substantial numbers of registered nurses of all types, as evidenced by the many associate degree and diploma graduates who go on to obtain a baccalaureate degree. The baccalaureate is also held in high esteem by many leaders in the nursing field, and is sometimes required for promotion to key supervisory or administrative positions. Naturally, baccalaureate graduates and those with post-baccalaureate degrees predominate in nursing education . . . and are preferred in some clinical areas and in public health nursing because of the need in these fields for initiative and complex psychosocial and health delivery skills. (U.S. Department of Health, Education, and Welfare, 1973)

While baccalaureate nursing education is not a new concept the recent growth of these programs has increased their visibility in the higher education setting. Certain aspects of these programs, such as
the educational preparation of the faculty, the predominance of women in the faculty and student bodies and the expense of clinical courses, serve to differentiate them from some other programs in higher education. While nursing and higher education are having an impact on each other, other interest groups have expressed opinions about baccalaureate nursing education.

The non-nurse group which has been most outspoken about nursing education has been physicians. In general, the view of medical groups has been in opposition to what they label "overeducation" for nurses. In 1906 Thompson indicated that nursing was a vocation and nothing more, and The New York Medical Journal indicated that "to feed their vanity with a notion they are competent to take any considerable part in ordering the management of the sick is certainly a most erroneous step" (Editorial, 1906). Sixty-one years later, in 1977, a Committee on Medical Education identified their ideal nurse as one who is trained (not educated!) by "daily emphasis on the care of patients, service to others, self-discipline, integrity, character and good manners" (Nursing education, 1977). A discussion at the 1979 meeting of the American Medical Association House of Delegates revolved around opposition to the movement toward baccalaureate nursing education as the basis for entry into professional practice (Kuehn, 1979).

Indeed, Lynaugh (1980) indicates the influence of physicians is one of three distinct explanations for nursing, in contrast to teaching and social work, having "so long remained outside of the legitimizing influence of the university" (p. 269). The first explanation of the length of time nursing has remained outside the influence of the university is the rapid growth of hospital schools of nursing, from thirty-
five schools in 1890 to 1,096 schools with 29,000 pupils in 1909. This paralleled a period of important professional development in American universities, described by Rudolph (1962) in his chapter entitled "Flowering of the University Movement." These 29,000 student nurses provided such an important source of cheap labor in that poorly financed, labor-intensive institution known as hospitals that Lynaugh states "it was an unbreakable embrace" (1980, p. 269).

Lynaugh's (1980) second explanation for the slowness of nursing's affiliation with institutions of higher education is the one alluded to previously—the wholehearted acceptance by nurses of science as a cultural authority and of those in medicine as the leaders in applying science to health care. The public image of the nurse (nurturer, guardian of morals and provider of empathy) required not academic preparation but rather the necessary technical skills. According to Lynaugh (1980), social workers moved more readily into university education at least partly because the major focus of their work was with the poor and thus they were not in competition with other health care providers. Also, social workers were not as essential as nurses to the day-to-day functioning of hospitals and medical care.

Lynaugh's (1980) third explanation of the prolonged existence of nursing education outside of institutions of higher education is the profound influence of the Nightingale model on nursing education in the United States. This model emphasized the hierarchy, discipline and predictability found in the English tradition of great hospital schools of nursing. The American copy supported the hospital based education but failed to include two key factors found in the English system.
These factors were the employment of graduate nurses in their training hospital after graduation and independent budgetary power of the nursing program. Lynaugh (1980) further indicates that without the role modeling of experienced graduates, control of budget or the academic influence of the university, nursing in America was slowed in its movement toward autonomy.

These three explanations help place in perspective why programs in nursing education in the United States waited until the 1960s to begin significant movement into the academic milieu with the other professions. "The years 1962 to 1972 saw the greatest proliferation of basic RN [registered nurse] programs since 1929 . . . the number of baccalaureate and associate degree programs in the U.S. continued to increase . . . and the number of diploma programs continued to decrease." (National League for Nursing, 1978) In 1959, of 1,128 basic RN programs in the United States only 218 were baccalaureate or associate degree programs, while 910 were hospital based diploma programs. In 1969, of 1,324 basic RN programs, 636 were baccalaureate or associate degree and by 1979, of 1,374 basic RN programs, 1,030 were baccalaureate (353) or associate degree (677). (National League for Nursing, 1978, 1979). (See Table 1, p. 8). Thus, the overall trend has been for an increase in the overall number of basic nursing programs with the greatest growth in associate degree programs, a steady increase in the number of baccalaureate programs and a significant decrease in the number of diploma programs.

As shown in Figure 1 and 2 (pp. 9, 10), between 1970 and 1979 nursing education in the state of Ohio developed in a pattern very
### TABLE 1

**BASIC RN PROGRAMS IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ALL BASIC RN PROGRAMS</th>
<th>BACCALAUREATE</th>
<th>ASSOCIATE DEGREE</th>
<th>DIPLOMA</th>
</tr>
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<tbody>
<tr>
<td>1959</td>
<td>1,128</td>
<td>170</td>
<td>48</td>
<td>910</td>
</tr>
<tr>
<td>1965</td>
<td>1,180</td>
<td>197</td>
<td>172</td>
<td>813</td>
</tr>
<tr>
<td>1969</td>
<td>1,324</td>
<td>252</td>
<td>384</td>
<td>688</td>
</tr>
<tr>
<td>1975</td>
<td>1,362</td>
<td>326</td>
<td>608</td>
<td>428</td>
</tr>
<tr>
<td>1979</td>
<td>1,374</td>
<td>353</td>
<td>677</td>
<td>344</td>
</tr>
</tbody>
</table>

Number of Programs


Legend:

- All basic nursing education programs
- Baccalaureate nursing education programs
- Associate degree nursing education programs
- Diploma nursing education programs

FIGURE 1

NATIONAL TRENDS IN BASIC NURSING EDUCATION PROGRAMS, 1970-1979
Ohio Trends in Basic Nursing Education Programs, 1970-1979
similar to that of the nation, especially in the growth of programs in institutions of higher education. The major difference between Ohio trends and national trends in that Ohio has maintained more diploma programs. Otherwise, Ohio is similar to the nation in relation to issues concerning nursing and nursing education. Of the fifty states, thirty-nine have either taken or are discussing taking a formal stand advocating the baccalaureate degree in nursing as the minimal preparation for entry into the practice of professional nursing (Stand on BSN, 1980). Ohio is one of these thirty-nine.

In April, 1976, the Ohio Nurses Association (ONA) House of Delegates adopted "Concepts of Change to Nurse Practice Act" (1976) which included recommendations for two levels of nurses (professional and technical) with the baccalaureate degree in nursing the requirement for entry into professional practice. The "Concepts" were reaffirmed by the ONA House of Delegates in October, 1977. Much debate has occurred in the state in relation to this educational requirement. As a result of this continuing debate about levels of nurses and requiring a baccalaureate degree in nursing for entry into professional practice, and the divisive effect the debate has had on Ohio nurses, the ONA has softened its position in relation to these concepts. For example, in February, 1980, a bill was introduced in the Ohio House of Representatives to change the nurse practice act. This bill was supported by ONA and did not seek to create professional and technical levels of nurses or to require a baccalaureate degree in nursing for entry into practice.

Nevertheless, since 1970, at least eleven additional baccalaureate nursing programs began in the state. These are Bowling Green State
University, University of Toledo in 1971; Wright State University in 1973; Bluffton College, Cleveland State University, Miami University, Ohio University and Ohio Wesleyan University in 1975; Edgecliff College of Xavier University in 1977; University of Steubenville and Youngstown State University in 1979 and Otterbein College in 1980. There is potential for at least four additional programs at Ashland College, Cedarville College, Franklin University and Walsh College. Well over half of these programs began between 1975 and 1980. It was during this period that Arth (1980) characterized institutions of higher education as acknowledging that enrollments would level and then decline with similar effects on revenues. Arth (1980) indicates that as a result, there has been much discussion about "coping with decline" and that one coping mechanism has been to seek to attract previously unserved (or underserved) populations. For institutions of higher education in Ohio, the push for baccalaureate degrees in nursing has complemented this coping mechanism by identifying, or creating, an underserved population to be attracted.

Statement of the Problem

In the United States, and in Ohio, nursing education is moving into the higher education setting. This movement has been supported by the professional nursing organization but questioned by other groups in our society.

Baccalaureate nursing programs exist in all types of higher education settings from small private colleges to multiversities. Some have developed originally as programs for those seeking the bachelor of science in nursing degree (BSN) as their initial educational preparation;
others have evolved through cooperative arrangements involving a hospital diploma school and an institution of higher education. Still others have developed as upper division programs for graduates of associate degree programs or for those who can establish they have the equivalent of such a program. These programs are usually differentiated as generic, or full baccalaureate programs for those students with no previous nursing preparation, and upper division RN programs for those programs which require RN licensure for entry into the program.

Of the fifteen baccalaureate nursing programs in Ohio which have been established since 1970, or are currently being planned, five are generic and ten are upper division RN programs. At least three were developed in cooperation with hospital diploma programs. Table 2 (p.14) indicates the 1976 Carnegie Commission on Higher Education classification of the seventeen institutions of higher education associated with new baccalaureate nursing programs.* Six of the new programs are associated with public supported institutions of higher education and nine with private institutions. Of these nine, six were classified as liberal arts institutions. In the 1973 Carnegie classification Ohio Wesleyan University was classified as a Liberal Arts I institution. The 1975 addition of a baccalaureate nursing program at Ohio Wesleyan may be the reason for the change in its classification from Liberal Arts I to Comprehensive Universities and Colleges I. Franklin University has broadened the scope of its offerings and with the addition of a

*Seventeen institutions are involved since Bowling Green State University and the University of Toledo offer a joint program and Edgewood College has become part of Xavier University since the 1976 classification.
### TABLE 2

**CARNegie Commission on Higher Education 1976 Classification of Ohio Institutions Which Have Added a Baccalaureate Nursing Program Since 1970**

<table>
<thead>
<tr>
<th>Classification*</th>
<th>Public</th>
<th>Private</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Ohio University, main campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Toledo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bowling Green State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Miami University, main campus</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Universities I</td>
<td>Cleveland State University</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Universities II</td>
<td>Wright State University</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Colleges I</td>
<td>Youngstown State University</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Colleges II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schools of business and management</td>
<td></td>
</tr>
</tbody>
</table>

baccalaureate nursing program might be considered for classification as a Private Comprehensive University II since its enrollment is above 1500 (Carnegie, 1973a, 1976). Thus, a majority of the new baccalaureate nursing education programs in Ohio are associated with private institutions of higher education, usually ones which have been classified as liberal arts institutions. The classification as a liberal arts institution indicates a strong emphasis on a broad base of general education with few or no programs which focus on occupational preparation (Carnegie, 1973a, 1976).

The Carnegie criteria for identification as a liberal arts institution reflect the traditional view of liberal education. Hughes (1973) indicates that well into the nineteenth century a liberal education, that worthy of a gentleman, was required for entry into the professions (usually defined as divinity, medicine and law). The basic assumption, according to Hughes (1973), was that those who were liberally educated could easily acquire the necessary professional skills. Hutchins (1968) supports the need for a liberal education in which the pursuit of knowledge is an end in itself. However, Hughes (1973) identifies the development in higher education of the vocational characteristics of preparing for practical, technical duties as beginning in land grant institutions about the middle of the nineteenth century. This development continued in the twentieth century. Hughes (1973) describes higher education in the latter half of the twentieth century as

... strongly vocational. One can add that it is highly professional, for as an occupation gets admitted to the league of those for which higher schooling is required, it makes the claim that it is, or ought to be, recognized as a profession ... But
there are various grades of higher schooling and various proportions of "general", theoretical, and practical content in the academic preparation for various occupations (p. 275).

Liberal arts institutions are part of the higher education system described by Hughes (1973) as vocational. However, by traditions and as defined by the Carnegie Commission, the liberal arts institution has sought to de-emphasize the vocational nature of the education provided and to continue emphasis on theoretical rather than practical preparation.

This, a professional program (nursing) which includes practical, occupational preparation has been, or is being, developed in an educational setting (liberal arts institution) which previously did not have highly visible occupational preparation. These baccalaureate nursing programs are relatively new to the liberal arts institutions in which they are situated. It is assumed that these institutions had reasons for establishing the nursing programs. The developing relationships between baccalaureate nursing education programs and the liberal arts institutions of higher education in which they exist are of interest.

The general problem of concern in this study is:

What were the reasons for establishing a baccalaureate nursing program in a liberal arts institution of higher education and what changes are associated with the presence of this nursing program within that institution of higher education?

The major objectives are to describe:

-the factors involved in the decision to begin a baccalaureate nursing program in a liberal arts institution of higher education,

-the implementation of that decision, and
the changes associated with the presence of such a program in the institution.

A further major objective is to develop a substantive grounded theory of the development of mutually satisfactory relationships between liberal arts institutions of higher education and baccalaureate nursing education.

In studying the process of adding a professional program (nursing) in a liberal arts setting it is important to be familiar with information about several related areas. These include: (1) the current status of change in higher education; (2) liberal arts institutions; (3) vocational preparation in higher education; (4) trends in nursing education in its movement into institutions of higher education; (5) educational institutions as organizations; and (6) how change occurs in organizations.
CHAPTER II

REVIEW OF LITERATURE

This study is focused upon liberal arts institutions and nursing education. Since liberal arts institutions exist as part of an overall system of higher education it is important to have a basic understanding of current changes in higher education in general, especially in relation to professional preparation, and of liberal arts institutions in particular. The traditional liberal arts preparation did not include vocational or professional preparation. One of the overall trends in higher education, since the mid-nineteenth century, has been the inclusion of vocational/professional preparation in all institutions of higher education (Hughes, 1973). Preparation in nursing is included in the category of professional preparation and is occurring in institutions of higher education, including liberal arts institutions. In addition, it is helpful to view educational institutions as organizations and then be able to consider theories of change in organizations. Thus, literature pertinent to the study of the addition of a baccalaureate nursing education program in a liberal arts institution of higher education includes that related to the current status of change in higher education, liberal arts institutions, vocational preparation in higher education, trends in nursing education in its movement into institutions of higher education, educational institutions as organizations and how change
occurs in organizations. Each of these areas will be considered.

**Higher Education**

Higher education and American society have a common interest in working out purposeful mutual relationships as each shapes and, in turn, is shaped by the other. Fortunately, higher education in the United States has demonstrated a degree of adaptability to changed circumstances which distinguishes it from some other more rigid national systems that respond only to governmental direction in emergency situations. Fortunately, also, American society has demonstrated substantial support for and tolerance of a major degree of independence by higher education . . . (Carnegie, 1973b)

This is the description of the relationship between higher education and the American society given by the Carnegie Commission on Higher Education in 1973. In this same publication were several recommendations related to the purpose and functions of higher education as it approaches the year 2000. Those recommendations which relate to nursing education and institutions of higher education are:

- More broad learning experiences should be made available to students . . . (p. 21),
- More attention should be paid to the occupational training interests of students, and to occupational counseling and guidance as students and adults seek to adjust to changing labor market conditions (p. 21),
- The training of health care personnel should be substantially expanded for the immediate future to eliminate the one remaining major deficit in highly trained manpower. (p. 27)

These issues remain matters of concern. This is reflected in two recent "Points of View" in *The Chronicle of Higher Education*. First, Dieter (1980) in his discussion of the current changes in higher education argues that "education must be more devoted to creativity, productivity, and problem solving." He indicates higher education is undergoing a significant internal change as professional
fields become more important to economic growth and the quality of life. Dieter (1980) further states "higher education must be of higher quality, more problem-oriented and more professional in the 1980s" (emphasis added). His major focus is that higher education needs to recognize and provide academic programs to meet the increasing demand in our society for collegiate prepared professionals in fields "from nursing, finance and manufacturing to farming, lumbering, and mining" (emphasis added).

Second, Daniel (1980) supports the need for changes in higher education as a consequence of the financial chaos of higher education. He recommends a process of "strategic planning" which would involve broadening the fundamental concepts of higher education. He suggests in particular that institutions of higher education need to examine "mission, goal and packaging" in relation to change.

These points of view speak to institutions of higher education in general. They reflect a concern for the need for change to occur in higher education, most specifically in the area of professional preparation.

Liberal Arts Institutions

While all institutions of higher education need to be concerned about these issues of needed change in higher education, the private liberal arts institutions may be particularly involved. According to a survey by The Chronicle of Higher Education, 1980 fall enrollment trends indicated an overall increase of 3.8 percent over the 1979 fall enrollment figures. However, public institutions had a 4.1 percent
increase while private institutions had only a 2.5 percent increase. In addition, freshman enrollments increased 4.1 percent in public institutions but only 1.5 percent in private institutions (Magarrell, 1980a).

To understand why private liberal arts institutions may be particularly concerned about the trend toward professional preparation in higher education, it is important to answer the question of what is a private liberal arts institution of higher education? Mayhew (1962) describes private liberal arts colleges as small with enrollments ranging from less than 200 to around 2000 students. They are likely to be closely related to one or several religious denominations or at least stress a Christian orientation. Financial resources are derived from student fees (over fifty percent), endowments (twenty percent) and gifts and grants (ten to twenty-plus percent). Their greatest common bond is represented by statements of purpose which generally emphasize Christian scholarship, liberalizing studies, high academic standards, and preparation for the professions. General or liberal education is coupled with some concern for the vocational training of students, but how far the college should go in this direction is one of the debated issues (Mayhew, 1962, pp. 5-6).

The conflict is between the concepts of education as a liberalizing influence and as vocational preparation. McGrath (1959) indicates the purposes of a liberal education are to provide essential knowledge, to cultivate intellectual skills and to cultivate traits of personality and character. Hughes (1973) defines vocational education as that which prepares for the performance of practical, technical duties. Vocational education focuses on preparing for an identified employment
setting while liberal education focuses on preparing an educated citizenry.

The private liberal arts colleges have been ranked from highly visible or elite to invisible. The elite institutions are prestigious, well known institutions described by Baldridge, et al (1978) as having "highly trained faculties and high-quality degree programs" (p. 60). These institutions are "strong scholarship and research centers" such as "Dartmouth, Reed, Smith, Swarthmore and Vassar" (Baldridge, 1978, p. 60). Astin and Lee (1972) define visibility in terms of selectivity (the average academic ability of the institution's undergraduate students as measured by the mean aptitude scores of entering freshmen) and relative enrollment size. Of the 918 private institutions classified in Astin and Lee (1972), 494 are identified as invisible—the combined SAT Verbal and Mathematical scores are less than 1000 and enrollments are less than 2500. These 484 institutions represent more than half of all the private four-year colleges in the country, one-third of all institutions offering at least a bachelor's degree and about 21.5 percent of all institutions of higher learning in this country. They also enroll an estimated 500,000 students, or 15 percent of all students attending four year institutions (Astin and Lee, 1972, p. 10).

Of these same 918 institutions, there are 44 colleges which may be classified as elite on the basis of selectivity (combined SAT Verbal and Mathematical scores above 1235). While these 44 elite private colleges account for sixty-seven percent of all the higher education institutions in the nation which are in this elite selectivity level, they represent less than five percent of the private colleges in the country.
Between the elite and the invisible colleges are those institutions which make up what Astin and Lee (1972) describe as the substantial middle class. These middle class institutions have selectivity based on mean SAT combined Verbal and Mathematical scores between 998 and 1235 and enrollments of 2500 or more.

Of the Ohio colleges classified as Liberal Arts in the 1973 Carnegie listing (the 1973 listing is used since it is closer in time to the Astin and Lee report which was published in 1972) only two, Oberlin and Ohio Wesleyan, had enrollments of more than 2500. However, Astin and Lee (1972, p. 27) indicated that there were three elite colleges in Ohio but did not identify them by name. Nevertheless, the large majority of private liberal arts institutions in Ohio would be classified as either middle class or invisible colleges by the Astin and Lee standards.

Astin and Lee (1972) discussed additional characteristics of the elite and invisible colleges. These characteristics may have altered to some extent since 1972. Geographically the invisible colleges were the most broadly distributed and were located in forty-seven states but were most prominent in the Midwest and Southwest. Elite colleges were more frequently located in the Northeast. In terms of religious affiliation, sixty-seven percent of the invisible colleges were sectarian while over ninety percent of the elite colleges were nonsectarian. Colleges with over fifty percent enrollment of black students were all invisible. Seventy-five percent of the invisible colleges were coeducational compared to forty-one percent of the elite colleges. The elite colleges charged higher tuition, had larger
Academically, all the elite colleges had faculty with PhDs and more than seventy-five percent of them had faculties in which at least half of the members had the doctorate. Also, more than ninety percent of the elite colleges had libraries with 100,000 volumes. In over half of the invisible colleges, at least twenty percent of the faculty were doctorally prepared but in only two percent were more than one-half of the faculty prepared at this level and in nearly thirty-three percent of the invisible colleges no faculty member had doctoral preparation. In sixty-seven percent of the invisible colleges there were less than 50,000 volumes in their libraries. Thus in comparison with the elite college, the invisible college was described as smaller, with students of lower quality, more likely to be in the Midwest or Southwest and to be associated with a religious body. The invisible college also was identified as poorer financially in relation to all sources of income (fees, endowments and research contracts), with a less qualified faculty and a smaller library.

Mayhew (1974) states that "private liberal arts colleges, facing an uncertain financial future, seek a distinctiveness that will be true to their traditions yet will attract students and dollars away from the more affluent public sector" (p. 136). Mendelson (1972) further supports that privately controlled institutions of higher education have been receiving a diminishing share of the market for higher education and must make changes in their approach to reverse this trend. Thus, the private liberal arts institution tends to fit the description
of an invisible college and yet is seeking to gain more public attention in order to gain a greater share of the educational market. The quandary is how do the invisible attract more attention?

**Vocational Preparation in Higher Education**

One approach to solving this question of how to attract attention and increase the share of the market is to combine the classic liberal, or general, education with professional, or vocational, preparation. For his study, McGrath (1959) used Flexner's criteria * as a basis for defining the eight professions of agriculture, business administration, education, engineering, journalism, nursing and pharmacy. McGrath (1959) indicates that the degree to which each of these eight professions meets all six of Flexner's criteria varies. He states that all eight

"involve essentially intellectual operations with large individual responsibility", although those engaged in business and journalism, for example, may exercise their skills within a larger framework of policy established by others. All these occupations increasingly "derive their raw material from science and learning" although the amount of established fact in some fields is smaller than in others; they all apply their learning to practical ends; they all possess an educationally communicable technique; they tend to self-organization, though here again the age, the cohesiveness and the influence of some of these professional groups would differ widely from others; and they vary considerably in their altruistic motivation. (McGrath, 1959, p. 27)

*Flexner's criteria were presented in a 1910 report on medical education in the United States and Canada and included: intellectual operations with large individual responsibility, based on science and learning, a definite and practical end, educationally communicable technique, self-organization and altruistic in motivation. (Flexner, 1910)
All of the eight groups are moving toward Flexner's criteria, some
more rapidly than others. However, McGrath (1959) continues

There is a more practical reason for classifying these eight
types of education as professional. Rightly or wrongly it has
become the practice in American higher education to refer to the
divisions or curricula outside the college of liberal arts as
professional schools or colleges. (McGrath, 1959, p. 27)

There is a tendency in the United States to use the term profes­
sional rather loosely, as in "professional cleaners," "professional
house painters," or "professional poodle groomers." Etzioni (1969)
identified certain groups, such as teachers, nurses and social workers,
as semi-professions, at least in part because the members of these
groups do not exercise true autonomy over their work. However, the
blurring of the meaning of professionalism is exemplified in two
different discussions by Everett C. Hughes. In 1958 Hughes contrasted
scientists and professionals, stating that scientists do not have
clients while professionals do. In 1973 he stated

Professions, defined by the least common denominator, are white­
collar occupations requiring longer and presumably higher
schooling, but not necessarily longer apprenticeship, than most.
(Hughes, 1973, p. 267)

In his latter definition, Hughes is no longer applying criteria similar
to that of Flexner but is indicating that a profession is a higher
level of occupation. This definition does help explain the use of the
term profession for activities which have long been termed occupations.

Hughes (1975) also discusses the vocational characteristics of
higher education. He points out that many bachelor's degrees are
undergraduate professional degrees whose intent is to prepare people
to make practical innovations rather than to preserve traditions.
Thus, liberal education may prepare for a general education while including technical preparation for a vocation. The necessity for emphasis on technical preparation has been somewhat difficult for the classic liberal arts setting to accept. This is supported by a study which demonstrated that professional undergraduate programs are the least concentrated in liberal arts institutions (Carnegie Foundation, 1977).

**Nursing Education in Institutions of Higher Education**

This "area of least concentration" in liberal arts institutions has been at least as true for nursing as it has been for other professional programs. In part, this is related to the relatively slow movement (until recently) of nursing education into higher education settings as well as to reluctance on the part of liberal arts institutions to deviate from the classical liberal education.

As discussed earlier, nursing education first became associated with an institution of higher education in 1899 (Christy, 1969). The need for collegiate preparation for professional nursing has been identified and supported in many studies since (Committee, 1923; Brown, 1948; Committee, 1948; Lysaught, 1970; USDHEW, 1973).

In 1960 the American Nurses' Association House of Delegates accepted the following recommendation from its Committee on Current and Long Term Goals:

To insure that within the next 20-30 years, the education basic to the professional practice of nursing, for those who enter the profession, shall be secured in a program that provides the intellectual, technical, and cultural components of both a professional and liberal education. Toward this end ANA shall
promote the baccalaureate program so that in due course it becomes the basic educational foundation for professional nursing. (Hanson, 1960)

The rationale for this recommendation recognized the importance of the relationship between quality of education and quality of practice and included this statement:

the baccalaureate programs, with their ready access to instruction in all fields, with their emphasis on intellectual discipline and with their only purpose that of education can best prepare professional nurses. (Hanson, 1960)

Later, the 1965 Position Paper (American Nurses' Association) was based on the assumption that the expansion of scientific knowledge required increasing depth and breadth of education for practitioners in the health professions. Four principles were set forth in this document:

1. The education for all those who are licensed to practice nursing should take place in institutions of higher education.
2. Minimum preparation for beginning professional nursing practice at the present time should be baccalaureate education in nursing.
3. Minimum preparation for beginning technical nursing practice at the present time should be associate degree education in nursing.
4. Education for assistants in the health care occupations should be short, intensive preservice programs in vocational education institutions rather than on-the-job programs. (American Nurses' Association, 1965, pp. 5-9)

A 1979 American Nurses' Association publication, A Case for Baccalaureate Preparation in Nursing, further states:

1. The scope of nursing practice is changing and expanding, and it is baccalaureate preparation that bests (sic) equips the nurse to enter professional practice.
2. The availability of and accessibility to health care will not improve unless more nurses are equipped to function in a variety of health care settings. The depth and breadth of knowledge acquired while earning a bachelor's degree in nursing equips a nurse for beginning professional practice
3. Throughout nursing history, the need to have nursing education in institutions of higher learning has been stressed by nursing leaders and individuals and groups studying nursing education and nursing practice. Today there is increasing pressure from groups outside the profession to upgrade the standards of nursing education. (ANA Commission on Nursing Education, 1979, p. 8)

In further support, Loomis (1974) stated "Integration of the liberal arts and professional aspects of the students education should be of primary concern to nursing educators. The traditional training school is no longer an image that can support a profession." (p. 45)

In 1957 there were one hundred sixty-six baccalaureate nursing programs in the United States; in 1979 there were three hundred fifty-three (National League for Nursing, 1979). Of the three hundred fifty-three baccalaureate nursing program in 1979, two hundred seventy-eight were nationally accredited by the National League for Nursing. With a greater than one hundred percent increase in the number of programs in just over twenty years, and especially since nearly one hundred of the new programs were developed in a seven year period (1964-1971), there has been a concern for the quality of the programs. As Fields (1980b) has documented, unlike most academic departments, there is a shortage of qualified faculty to teach in baccalaureate nursing programs. In 1976 only fifty-two percent of nursing faculty had earned master's or doctoral degrees. An effort is being made to increase the number of nurses who are prepared at the graduate level but the supply has not yet met the demand. In part this is related to the need for more nurses with baccalaureate preparation to be eligible for graduate study.
Another concern has been identified by both Fields (1980a) and Reed (1979). This concern is the offering to registered nurses with basic preparation in a hospital diploma school or an associate degree program of a baccalaureate degree which contains no further preparation in nursing. The other, and related, concern is the degree which is ostensibly in nursing but which is taught by unqualified, or minimally qualified, faculty and which is likely to be unable to achieve national accreditation. These two types of programs are of particular concern because they are designed primarily for the student who has already met state licensure requirements and thus the program does not come under the jurisdiction of the state nursing board. Not only do such programs not prepare for improved practice but also they do not provide the basis for graduate education. In many instances, programs of one of these types (either no additional nursing or an inadequate base of nursing) have been located in liberal arts institutions of higher education.

While the number of baccalaureate nursing programs has steadily grown since 1957, the number of hospital based diploma programs has steadily declined—from nine hundred twenty-seven in 1958 to three hundred forty-four in 1979. Reasons for the closing of diploma programs vary. Fields (1980c) indicates the rising costs of education and the increasing availability of nurses prepared in other types of programs are involved. One program, it was indicated, closed due to an excess of all types of nurses in the area and because of the need to spend over a quarter of a million dollars to upgrade dormitory facilities should the program remain open (Diploma, 1975). Lysaught
(1970) attributes the closing of diploma programs to three factors: (1) the efforts of organized nursing (i.e., the American Nurses' Association); (2) changing patterns of public support; and (3) changing expectations for higher education. In addition, the National Commission for the Study of Nursing and Nursing Education, directed by Lysaught, conducted a survey of hospital diploma programs which had closed within a three year period. The results of the survey indicated the schools closed primarily because they could not find qualified faculty, attract an adequate number of qualified students and/or secure adequate financing (Lysaught, 1970, pp. 104-105).

There is a relationship between the increasing number of baccalaureate nursing programs and the decreasing number of hospital diploma programs. In several communities, baccalaureate and associate degree programs have had to demonstrate the ability to graduate a sufficient number of nurses to meet the needs of the community before a hospital program would close.

Many of the institutions of higher education which have developed baccalaureate nursing programs have been public supported. In 1979, of three hundred fifty baccalaureate nursing programs, one hundred eighty-nine were in public institutions of higher education. In 1981, of twelve public supported institutions of higher education in Ohio, eleven had nursing education programs. It is not anticipated the twelfth, Central State, is likely to begin a nursing program since such a program would be in direct geographical competition with existing ones. However, there are many private institutions in Ohio which do not currently have a nursing program.
As there is a continuing need for baccalaureate prepared nurses, and private liberal arts institutions of higher education are seeking additional students, it is likely that with increasing frequency new baccalaureate nursing programs will be associated with private liberal arts institutions in the state of Ohio.

The association of baccalaureate nursing education with liberal arts institutions of higher education involves change for these institutions. Before considering the literature on change, literature related to educational institutions as organizations will be reviewed.

**Educational Institutions as Organizations**

Institutions of higher education are organizations. Katz and Kahn (1966) indicate organizations may be viewed as open systems. A key factor in viewing organizations as open systems is that both the organization or system and its units or subsystems interact with the environment. Such interaction implies that the organization and the environment influence each other. It should also be realized that for each of the subsystems all of the other subsystems act as influencing factors. Influence occurs in the form of environmental inputs into the system, the system's processing of throughputs, the system's return to the environment in the form of outputs and feedback from the environment about the outputs. Both internal and external environments are important to the system or organization. Thus, a nursing program in a liberal arts institution of higher education would be a subsystem of that institution. The nursing program would influence, and be influenced by, in varying degrees, all other programs of the institution.
Mintzberg (1979, pp. 348-379, 431-465) identifies that the structural configuration common in the organization known as a university is that which he terms the "professional bureaucracy." The standardization required in a bureaucracy is gained through standardization of skills by the employment of "duly trained and indoctrinated specialists—professionals" (p. 349) to perform the basic work of the organization. Because the work is complex, it is important that the person doing the work (the professional) directly control that work and that job specialization be recognized. This specialization and control over the work done means that the professional works relatively independently of colleagues and results in decentralization of most decision making processes in the system. While particular tasks are relatively standardized (e.g. grades are given for students taking the courses taught) each faculty member has control over how the tasks are done (e.g. decides on the mechanism for determining the grade in a given course). In Mintzberg's (1979) terms, since authority is derived from the power of expertise standardization is derived from sets of skills. Particular job situations require a specified, or standardized, set of skills. These skills often are gained through training obtained outside the system, training which is in itself standardized through requirements of professional organizations such as national accrediting bodies. The administrative organization in a professional bureaucracy is typically rather democratic as professionals not only control their own work but also seek collective control over administrative decisions which affect them or their work. Mintzberg describes the environment of the professional bureaucracy as complex and stable.
In many educational systems the environment is less than stable, so these systems may take on characteristics of the structure Mintzberg terms an "operating adhocracy." Professionals remain the key personnel but the operating adhocracy relies on mutual adjustment rather than standardization. In these circumstances, liaison positions gain increasing importance. Also, decision making power is distributed throughout all levels of the organization, depending on the nature of the decision to be made. In either a professional bureaucracy or an adhocracy, the faculty of a nursing program would be part of the operating core which is in contact with the organization's environment.

Emery and Trist (1965) described four ideal types of organizational environments. In the simplest ideal type, "placid randomized," goals, goods and bads are randomly distributed and relatively unchanging in themselves. The second ideal type, "placid clustered," is characterized by clusters of goals, goods and bads rather than by random distribution. The third ideal type, "disturbed reactive," is characterized by the presence of similar organizations in the environment. Unlike the first two types which are static, this third type is dynamic with dynamic processes arising from the interaction of the component organizations. The fourth ideal type, first identified by Emery and Trist (1965) and discussed in further detail by Terreberry (1968), is called "turbulent field." The turbulent field is a dynamic environment in which the activity or turbulence arises from the field itself and not just from the interaction of the similar component organizations. Terreberry (1968) relates turbulence to complexity and to rapidity of change. Emery and Trist (1965, p. 26) relate turbulent
fields to an increasing interrelationship between the economic and other facets of our society and to an increasing emphasis on research and technology to meet the challenges of competition resulting in a significant growth in the degree of relevant uncertainty for the organization. The current environment of institutions of higher education, and of nursing education, would appear to be that of a turbulent field.

For example, economically institutions of higher education have become increasingly involved in governmental funding, subsidies and grants. This mixes the economic, political and service-providing aspects of our society. In nursing education, one small indication of this economic relationship is the 1975 Nurse Training Act with its 1978 extension which has provided capitation grants, loan guarantees, traineeships, construction grants, advanced training grants, student loans and scholarships and financial distress grants to nursing schools. By 1978, 1,082 of 1,349 nursing schools in the United States were receiving at least capitation support (Congress, 1979). The forecast for the federal budget for the 1982 fiscal year indicates a strong likelihood that these funds will no longer be available at their previous levels. The status of governmental funding has increased the uncertainty for institutions of higher education.

In further support of the turbulent field environment in relation to higher education and research and technology, Baldridge, et al (1978) indicate "research is greatly over-stressed in the evaluation process compared to the actual time spent on it" (p. 109). When stated expectations (evaluation process) do not match actions
(actual time spent) uncertainty must exist, especially for the newcomer to the organization. Complex technology may also increase uncertainty and turbulence. An example of technological complexity in higher education is presented by Magarrell (1980b) in a discussion of competition between national computerized library networks for membership, especially of major research libraries. Specifically mentioned technological examples are Xerox machines, computers and telecommunications. Institutions of higher education are open systems impacted by turbulence in their environmental fields arising from increasing economic complexity and competition related to research and technology.

As open systems, institutions of higher education have exchange with their environments through inputs and outputs. Dill (1958, 1962) discusses some of these aspects of the environment in what he describes as the "task environment." The task environment consists of these elements "which bear potentially on goal setting and on goal attainment within organizations" (1962, p. 96). Dill divides these elements into four major categories. The first category is that of market or customers, those in the environment who absorb the organization's product. The second category is the suppliers or those who provide inputs or resources to the organization. The third category is that of competitors, those who are seeking the same customers or vying for resources from the same suppliers. The fourth category consists of regulatory groups which create pressures on the organization. These groups may include governmental agencies, public pressure groups and professional associations.
An important characteristic of an open system is that all of the subsystems interact, directly or indirectly, with the system's environment. This interaction takes place across the system's boundary and may be termed boundary spanning. Thompson (1967) states the function of boundary spanning units is to adjust to constraints which are not controlled by the organization. Dror (1968) speaks of the importance of knowledge and information to those involved in policy making and speaks of "informed intuition" as an important aspect of effective functioning in decision situations. Boundary spanning activities function in an effort to control uncertainty. The boundary spanning activities involved in establishing a new baccalaureate nursing program—feasibility studies, negotiations for clinical facilities, efforts to seek approval from appropriate governing bodies—may well be related to efforts to decrease relevant uncertainty.

In addition to considering the system and subsystem relationships with the environment, relationships within the system need to be described. Baccalaureate nursing programs exist as subsystems of their institutions of higher education. The influence of various subsystems on each other may be as great as that of the environment on the system. Baldridge et al (1978, pp. 49, 67) state that "the American higher education system is incredibly diverse" and "extremely complex." Weick (1976) describes educational organizations as loosely coupled systems in which "coupled events are responsive, but ... each event also preserves its own identity and some evidence of its physical or logical separateness" (p. 3). Such responsive separateness allows th-
organization to be more sensitive to its environment, more diverse in response and increases the possibility of localized adaptation. However, Weick (1976) also indicates loosely coupled events increase ambiguity which may increase pressure on members of the system "to construct or negotiate some kind of social reality they can live with" (p. 13). Such efforts toward social reality may occur between subsystems as well as among members. Also, each of the subsystems may be viewed as a potential part of the input for the other subsystems of the organization and/or as a potential recipient of the output of another subsystem.

The addition of a nursing education program to a curriculum of a liberal arts institution of higher education represents an increase in the diversity and complexity of that institution. From a systems perspective, such an addition means the addition of another subsystem (the nursing program) to the system (the liberal arts institution). As previously discussed, the decision to make such a change may be a response to a turbulent field environment or an effort to decrease uncertainty or a localized adaptation within a loosely coupled system. Whatever the influence, such an addition involves change in the organization.

Organizational Change

Several frameworks for describing or investigating organizational change, or the decision or policy making processes involved in such a change, have been presented in the literature. Hanson (1975) describes educational organizations as a modern bureaucracy and relates change to
an internal balance of power relationships. Miles (1980) discusses the importance of politics in organizational decision making and notes that political activity increases as resources become scarce, as decisions involve ambiguity, as organizational goals become more complex, as organizational technology requires discretion, as the rapidity of change in the organizational environment increases and/or as real or potential changes are viewed as having important consequences.

Lindblom (1959) discusses "muddling through" as a decision making process which limits innovation to marginal changes. Others have presented the concept of planned change as a rational, intended process arising from within the organization with a change agent serving as a catalyst (Bennis, Benne and Chin, 1961; Miles, 1965). In contrast to the internal organizational focus of these authors, Hedburg, Nystrom and Starbuck (1976) argue for the importance of mapping the environment to the organization and maintaining a dynamic balance of processes between the organization and its environment.

Dror (1968) and Lasswell (1977) present models of policy making. Dror provides the three phases of meta policy-, policy- and repolicy-making as well as a set of standards for measuring outcomes. Lasswell develops the concept of a decision seminar which involves a seven phase decision process, five intellectual tasks, a social process and eight value categories.

Specific to education, Baldridge et al (1978) present a political systems model of university governance which focuses on social structure, interest articulation, legislation, policy formulation, policy execution and is being expanded in scope to include
external factors and long-term decision patterns and structures. Conrad's (1978) theory of academic change has five stages: social structure, conflict and interest group formation, administrative intervention, policy recommendation and policy making.

Many of these approaches look at a single aspect of change. Conrad (1978, p. 102) states that his purpose was to seek to identify the major sources of academic change and the major processes through which such change occurs. However, he ends the change process with policy making. Differences in the organization occurring in association with the implementation of the policy may also be considered a part of change. Few, if any, of these theories of change view the process from the beginning of the decision process through identification of organizational differences associated with the implementation of the decision.

It is the intent of this study to investigate a particular decision—that of adding a baccalaureate nursing program in a liberal arts setting—from the initiation of the idea of possible change through the identification of organizational differences associated with having professional preparation in the liberal arts setting. As demonstrated in this review, institutions of higher education have been increasing their inclusion of professional preparation in their programs. Liberal arts institutions have traditionally focused on essential knowledge and development of intellectual skills. Financial needs are forcing many liberal arts institutions to seek ways of generating additional revenues. One of these ways is program expansion through addition of professional programs. The particular direc-
tion of expansion considered in this study is the addition of a bacca-
laureate nursing education program. The selection of nursing as the 
professional program is especially appropriate since the number of 
baccalaureate nursing programs in the United States increased 
significantly between 1957 and 1979.

Liberal arts colleges, as institutions of higher education, are 
organizations which may be viewed as open systems. As open systems, 
they become increasingly diverse and complex and are in constant 
exchange with their environments. The addition of a nursing education 
program is considered as the addition of a subsystem. This addition 
in itself increases the diversity and complexity of the system. This 
study will seek to identify what factors were involved in the decision 
to add a subsystem, how the addition occurred and what changes in 
diversity/complexity have been associated with the presence of an 
additional subsystem.
CHAPTER III

METHODOLOGY

The review of literature revealed no previous studies which linked the decision process and differences associated with the implementation of the planned change of adding a nursing program in a liberal arts setting. Previous conceptual and theoretical developments have dealt with organizational dynamics or with decision making in organizations or with the planning of change. No conceptual or theoretical developments were found which relate the process of decision making and differences occurring in the organization with the implementation of the decisions. Previous development of such theoretical background is necessary to use a deductive thought process. Deduction involves applying general conclusions (the developed theories) to specific instances (the situations being investigated). Indeed, Kerlinger (1973) indicates the scientific method is based in deductive reasoning.

When the general conclusions have not yet been drawn, deductive reasoning is not applicable. In inductive reasoning, the inquiry occurs through observing particular instances and then establishing general conclusions (Van Dalen, 1973). "The inductive approach involves developing the research and then the theory. In essence it includes answering a question or questions and then explaining relationships . . ." (Williamson, 1981, p. 66). Theory may be defined as a
group of interrelated concepts which are testable and which predict or explain phenomena (Glaser and Strauss, 1976; Kerlinger, 1973). Since the review of the literature did not reveal appropriate general conclusions or concepts, an inductive methodology was selected for this study. The chosen methodology is that of comparative case study or grounded theory.

**Grounded Theory Methodology**

Case study methodology has been variously described as "indepth investigation . . . to understand variables important to historical development" (Polit and Hungler, 1978, p. 230) and as "intensive investigation of the particular unit" (Good and Scates, 1954, p. 726). Van Dalen (1973, pp. 207-208) indicates the case study may investigate present status, past experience and environmental forces, the total life cycle or a specific phase of the cycle and be based in a multi-method data collection approach.

Walton (1973, p. 175) discusses comparative case studies as including

more or less unsystematic comparative strategies that rely on an admixture of techniques such as historical studies, selective interviewing, observation and the casual use of archival data. In detectivelike fashion, comparative case studies probe here and there, assembling as many pieces of information as are available into a general picture. Usually these studies are unsystematic out of necessity, and this characterization is not intended as disparaging.

The use of comparative analysis as a general approach is discussed by Glaser and Strauss (1967) in their presentation of grounded theory. They describe a constant comparative method of the use of induction to ground theory in data rather than deductively
searching for data to support an identified theory. In this approach, the theory is developed from, or grounded in, the data generated in the field. This approach has been used, or suggested for use, in such varied areas as cognitive development, traffic court interactions, disasters, role transition and maternal attachment (Hursh and Borzak, 1979; Coleman, 1976; Turner, 1976; Minkler and Biller, 1979; Gottlieb, 1978).

The four stages of the constant comparative or grounded theory method are: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4) writing the theory. In the first stage each incident is coded into as many categories of analysis as possible and as the incident is being coded it is compared with previous incidents in the same and different groupings. Categories and properties of two kinds emerge—those which are researcher constructed as explanations and those which are abstracted from the language of the research situation as labels. The second stage starts with comparing incident with incident, then develops to comparing incident with category properties. Diverse properties begin to become integrated to make related theoretical sense of each comparison. The comparisons in and between these stages are ongoing, thus the name "constant comparative." The third stage occurs as the number of categories are reduced and the theory solidifies as major modifications decrease. The development of theory from these data-produced categories is the basis of the identification of "grounded theory." The fourth stage is the writing process. (Glaser and Strauss, 1976, pp. 105-113)
This constant comparative or grounded theory method is "not built upon a predetermined design of data collection and analysis but represents a method of continually redesigning the research in light of emerging concepts and interrelationships among the variables" (Conrad, 1978, p. 103). Data are collected through theoretical rather than statistical (random) sampling. "Theoretical sampling is done in order to discover categories and their properties and to suggest the inter-relationships into a theory" (Glaser and Strauss, 1967, p. 62). Theoretical sampling yields information about the direction rather than the magnitude of relationships and ceases when theoretical saturation occurs. "Saturation means that no additional data are being found, whereby . . . [the investigator] can develop properties of the category" (Glaser and Strauss, 1967, p. 61).

Theoretical sampling does not dictate the kinds of data or data collection techniques. Glaser and Strauss (1967) emphasize the importance of the use of different views which they term slices of data.

. . . strategy will be constrained by such structural conditions as who is available to be observed, talked with, overheard, interviewed, or surveyed, and at what times. . . . [The investigator] should realize that no matter what slices of data he is able to obtain, comparing their differences generates properties, and most any slices can yield the same necessary social-structural information. The data need not be important in themselves, only the category which they indicate must be theoretically relevant (Glaser and Strauss, 1967, pp. 66-67).

The data to be collected are guided by the categories which are developed. Since all categories will not have equal relevance, it is important that the core categories (those with the most explanatory power) be the ones which are saturated as completely as possible (Glaser and Strauss, 1967, p. 70).
In addition to the previous discussion of the use of observation, conversation and interviews, Glaser and Strauss (1967, pp. 75-76) describe data collection techniques as:

In field studies, theoretical sampling usually requires reading documents, interviewing, and observing at the same time, since all slices of data are relevant. There is little, if any, systematic interviewing of a sample of respondents, or interviewing that excludes observation. At the beginning of the research, interviews usually consist of open-ended conversations during which respondents are allowed to talk with no imposed limitations of time. Often the researcher sits back and listens while the respondents tell their stories. Later, when interviews and observations are directed by the emerging theory, he can ask direct questions bearing on his categories. These can be answered sufficiently and fairly quickly. Thus, the time for any one interview grows shorter as the number of interviews increases . . .

Patton (1980) indicates there are three approaches to qualitative data collection through interviewing. One is the informal conversational interview which relies on the generation of questions as a natural flow of the interaction. The second is the use of a general interview guide which serves as a checklist of the topics to be covered but does not use standardized questions or a particular sequencing of topics. The third is the standardized open-ended interview which consists of a sequenced, carefully worded series of open-ended questions. In the grounded theory method, further data sources are suggested by the data collected and by the developing categories and theory.

The investigator

must . . . be clear on the basic types of groups he wishes to compare. . . . the simplest comparisons are, of course, made among different groups of exactly the same substantive type. . . . These comparisons lead to a substantive theory that is applicable to this one type of group. (Glaser and Strauss, 1967, p. 32)
Glaser and Strauss (1967, p. 32) define substantive theory as that developed for an empirical area of inquiry and formal theory as that developed for a conceptual area of inquiry. Both are considered middle range theories, i.e. falling between minor working hypotheses and all inclusive grand theory.

For this study, the focus is upon two liberal arts institutions of higher education which have recently added a baccalaureate nursing program to the curriculum. The constant comparative approach is appropriate since two educational institutions of the same substantive type have been used as the units of analysis and induction is the appropriate method of analysis. Advantages of such an approach include the detail and depth of data which improves the validity of the results, the potential for insights into previously unsuspected relationships, the rich fund of data for generating theory or at least providing information for subsequent synthesis (Walton, 1973, p. 175; Polit and Hungler, 1978, p. 230; Glaser and Strauss, 1967).

Since the constant comparative or grounded theory method requires immersion in the data, and one investigator collected the data for this study, the data collection was limited to two liberal arts institutions of higher education which began baccalaureate nursing programs since 1974 (within the last seven years). Liberal arts institutions were selected since a majority of recent new baccalaureate nursing programs (nine of fifteen) in Ohio have begun in such institutions. In addition, there is only one state supported institution of higher education which does not have a nursing program. Thus, the development of new baccalaureate nursing programs in Ohio in the future is most likely to
occur in private institutions and the majority of private institutions in Ohio are liberal arts institutions. Programs which began in the last seven years have been in existence long enough to have graduated at least one class. They have also achieved some stability, yet the institutional differences associated with the presence of the nursing program should not have been compounded or clouded by the passage of time.

Data Collection Methods

In this chapter the data collection methods will be discussed. The data analysis will be presented in Chapter IV. For purposes of confidentiality, the institutions will be identified as Institution A (IA) and Institution B (IB). The data collection methods will be described in chronological order. After this description, the relative effectiveness of the various methods used will be considered.

Date were collected about each institution before personal contact was made. Some of these data were obtained from printed materials such as The college blue book and State approved schools of nursing RN 1979. Also, during the period of data collection, the investigator had several conversations with nurse educators associated with institutions other than those included in the study. In addition, since both nursing administrators and faculty from the institutions included in the study and the investigator attended some of the same meetings of nursing organizations, some conversations occurred casually and without notation at the time. Notes were made after the conversations concluded. While data concerning the institutions in the study
were acquired through these conversations, no new data were collected in this manner. All data collected through such casual conversations served only to confirm that collected from other sources.

As a point of entry for each of the institutions, it was decided to make initial contact with the administrative heads of the nursing programs at IA and IB. These individuals were contacted by telephone. They were introduced to the study and the investigator (see Appendix), verbal consent to participate was obtained and an appointment for an interview was sought. Consent and arrangements for an interview at a mutually convenient time were readily obtained from each of these individuals.

The interviews were held in their offices. They were begun with a general explanation of the purpose of the study and of grounded theory methodology. The three general areas of discussion were identified as why and how the decision to begin a nursing program was made; how planning and implementation of the program occurred; and what changes in the institution were associated with the presence of a baccalaureate nursing program. Then the first general question, "How was the decision made to begin a nursing program at ______?", was asked. Notes were made during the interviews and follow-up questions to clarify and to redirect the discussion toward one of the three general areas were used.

In both of the introductory interviews the administrators shared freely of their knowledge and feelings about the institution and the nursing program. Since both were the initial administrators of the nursing programs they were very knowledgable about the early days of
the nursing programs and events within the institutions in relation to the nursing programs. In one instance, faculty were also available. There was no formal interview with these faculty. They were observed and conversations were held with them. Notes were made after these conversations.

In addition to gaining specific information in relation to the decision making, planning and implementing processes, and institutional change, leads were developed for further data collection. These leads included documents of application for approval to appropriate state agencies (these documents were made immediately available), files of an archival nature and identification of individuals in the institutions who had been involved in the process of decision making.

As indicated by Glaser and Strauss (1967), these interviews were fairly long (about three hours each) and, other than note taking, had many of the characteristics of an open-ended conversation. The interviews were begun with a broad opening question followed by responses from the investigator of a nature to encourage continued discussion. Clarifying questions were used as needed. Other than the three general areas of interest mentioned in the introduction of the interview, there was little or no structure to the process. As items of interest appeared in the discussion, the investigator asked a question to gather further information in that area.

The time of these interviews was also utilized for making observations. Before each of the interviews, the investigator drove around the communities in which the institutions are located to obtain a general impression of the nature of the surroundings of each campus.
During the interview itself, there was an opportunity to become acquainted with the nursing administrative offices. In one instance, faculty offices and a conference room were also seen. In addition, nursing learning resource laboratories were located and opportunities occurred which allowed observations by the investigator of interactions among various personnel related to the nursing programs.

Copies of printed materials including the admissions recruitment brochures, current catalogs and flyers for the nursing program were given to the investigator at both institutions. Also, the complete documents sent to appropriate state agencies for application for approval to begin the nursing programs were provided. In one instance, these were available for use immediately after the interview. In the other, the documents were loaned to the investigator.

After the beginning analysis of the data collected in these interviews and from printed materials, follow-up of leads identified in this analysis occurred. Individuals currently in top level institutional administrative positions had been identified as not only having been with the institutions at the time the decision to add a nursing program was made but also to have been actively involved in the decision making and implementation processes. Interviews were sought with these individuals. In one institution, both the individuals sought were available on the same day which enhanced the interview process. In the other institution, the specific individual sought was not available. However, another administrator who had dealt with the day to day implementation of the nursing program was available for interview.
These interviews began with the same format as the initial interviews—introduction of the study and a broad opening question. The responses were not in as great a depth as the opening interviews. However, based on the developing categories, the investigator asked more specific questions during these interviews in order to assure that data relevant to the categories of particular interest were generated. These sessions definitely were more semi-structured interviews than open-ended conversations. Again, notes were taken, except when the interviewees specified "This is off the record" or "I'd prefer not to be quoted on this." None of these interviews exceeded one hour.

During the visits to the institutions for these interviews observations continued. Included in these observations were the general characteristics of the office space for administrators of the institution as well as general observations of campus buildings during a brief tour of each campus. These interviews took place during times when students were not on campus, so there was no opportunity for general observation of the students.

Archival records for one institution were being read during the same time period the second set of interviews was taking place. An administrator who had been actively involved in the process of deciding to add a nursing program was no longer with the institution. However, he had left his files concerning the program with the nursing administrator who was willing to share them with the investigator. The nursing administrator agreed to bring the files to the clinical agency where the students obtain the majority of their clinical experience. This provided access to the files and to nursing faculty as well as
opportunities for further observation.

At this clinical agency, there are offices for a secretary and for the nursing administrator and faculty, as well as conference rooms and a learning laboratory. These facilities were toured and conversations held with four of the nurse faculty. The faculty were not interviewed in the same manner as the initial interview with the nursing administrator. Instead, the investigator explained briefly the focus of the study and used the rest of the available time to gather general impressions and to use questions to verify or clarify. These contacts with faculty occurred in the cafeteria at lunch and later in the conference room where documents were being reviewed and notes taken. Notes were not taken during discussions with the faculty but were written after these contacts.

The documents available for review included correspondence, interim and final reports from two national firms who had conducted feasibility studies in relation to the initiation of this nursing program, proposals to national foundations, some internal correspondence and personal notes about nursing programs made by the academic administrator, a report of a consultation with the National League for Nursing and letters of response to a series of questions sent to similar institutions of higher education with ongoing nursing programs. All questions about materials which were unclear were freely answered.

With the wealth of data in the written documents, in addition to that obtained through interviews, the categories were approaching saturation, i.e. little new information was being found. However, one group of individuals to whom leads had appeared had not yet been
contacted. These were members of the institutional boards of trustees. Since the individuals were scattered not only all over the state of Ohio but also in other states, it was decided to contact them by telephone. One institution provided a complete list of the members of the board, including home and office numbers, with permission to use the president's name when contacting them. The other institution provided a list of selected trustees who had been involved in the decision process to add a nursing program and their office numbers. A total of three trustees from the two institutions were eventually contacted.

The telephone interviews began with the same basic introduction and then the question, "Why was the decision made to begin a nursing program at ______?" The trustees were all willing to be interviewed, gave fairly broad responses to the questions and tended to respond in terms of institution-community interface and in terms of overall institutional goals and finances. Again, specific clarifying questions were used and notes were taken. These contacts lasted an average of fifteen minutes. As these interviews served mainly to confirm what other sources had already indicated about the trustees, very little new data were collected in these interviews and the categories appeared to be saturated.

Data collection sources included printed materials; casual conversations; interviews—open-ended, semi-structured, face-to-face and telephone; and observations. A wide range of printed materials were involved—from personal notes through institutional informational materials and approval applications to national publications. The national publications provided some general information and gave the
opportunity to make comparisons with similar institutions on a national basis. The institutional publications (catalogs, brochures and program flyers) provided details about the institutions as well as the opportunity to infer how the institutions wish to be viewed. The applications for approval by state agencies were an excellent source of detailed information about the institution, the planning process, and the beginning of the nursing program. The feasibility studies enhanced the information from the approval applications. The other archival materials aided comprehension of the planning process. Detailed notes were taken while reading all printed materials.

Casual conversations were sources of enrichment rather than enlightenment. No new data were obtained through such conversations. However, these casual contacts did provide support for data collected from other sources. The data from these conversations were recorded after the completion of the conversations.

All contact with people was a vital source of data. The use of an open-ended interview with a knowledgable individual before the detailed inspection of institution-specific materials was valuable. The interview could be open-ended and topics could flow as appeared appropriate. Since the categories were not yet developed, an open-ended interview provided for multiple slices of data without interviewer-enforced constraint on the topics. The interview information then alerted the investigator to details in the documents which might otherwise have been overlooked in the wealth of detail available in materials such as approval applications and feasibility studies.
The ensuing interviews became shorter and shorter as questions became more focused. The telephone interviews were the shortest of all. They were also the least satisfactory as observations could not be made and nonverbal communication was limited to that of word choice, voice tone and inflection. They may also have been constrained by the realization of both parties that the calls were long distance and thus expensive. However, the interview opportunities would have been limited if telephone interviews had not been used.

An advantage of face-to-face interviews was the opportunity they provide for observation. The face-to-face interviews provided the investigator occasions to observe the settings of the institutions and of the nursing programs within them. Of particular importance was the opportunity this gave to verify descriptions of these locations and to observe for congruencies and incongruencies among data pieces.

In this study, the order in which data sources were contacted was beneficial. The detailed data collection began with someone closest to the program of interest. The sources generated during data collection gradually led further away from direct day-to-day involvement in the nursing program and to those with a broader view of the institution. By the time those with the broadest view were contacted, categories had been identified and questions could be focused on the areas needed to assure saturation of the categories.

The most useful sources of data were open-ended interviews and documents containing details about the institution, the planning and the implementation of the nursing program. The additional data sources served to augment these.
Since the interviewee's permission was sought after the purpose of the study was explained, rights of privacy were protected. In addition, the investigator repeated the verbal permission of the right to refuse to discuss a topic if the interviewee appeared hesitant to respond and did not note any information which the interviewee indicated as off the record. As the data were compared and categorized, they were coded so that a specific source could not be identified even though most of the data came from multiple sources. This was also done in an effort to provide confidentiality for the institutions. Further discussion of data analysis may be found in Chapter IV.
CHAPTER IV

ANALYSIS

As the data were collected the constant comparison technique was used for data analysis. The field notes, taken during interviews and perusal of documents, were carefully reviewed and rewritten in the form termed by Glaser and Strauss (1967) as analytic memos. These memos consisted of the elimination of repetitive data and the grouping of data into categories through comparison of data pieces with each other. As multiple pages of field notes were reduced to fewer pages of analytic memos distinctive properties of specific categories gradually began to emerge. As these properties developed, additional data could be more readily categorized and saturation identified. When no additional data for development of new properties were being found, the categories were identified as saturated. From these saturated categories a grounded theory was developed.

The three general areas of questions indicated initial categories of decision process, rationale and associated changes. After the two initial interviews, it was apparent that although there were many similarities between IA and IB, there were significant differences in the acceptance of the baccalaureate nursing programs in these two institutions (part of the associated changes category). Additional categories suggested by the data at this point were institutional age and size, environment, characteristics of nurse
faculty, and characteristics of institutional faculty.

As the documents were perused, the importance of environment was increasingly evident and environment was identified as a core category. Institutional age and size began to expand to include other aspects of the institutions and consideration of the category of institutional characteristics began. Additional categories were the decision and planning processes, idea generation and rationale, personnel, goals, methods of implementation and associated changes. There were data pieces or incidents for each category. The categories developed from groupings of incidents.

As data collection progressed, incidents continued to be compared with each other and with the properties of the categories. Categories began to be combined into the following: institutional characteristics; idea generation; rationale and goals; environment; planning and implementation; associated changes in relation to students, faculty and the institution. The coded data will be presented in these categories for each institution.

**Institution A**

**Institutional Characteristics**

Since adding the nursing program, IA has become eligible for classification by the Carnegie Commission as a Comprehensive College or University I. Before adding the nursing program, IA was classified as Liberal Arts I (Carnegie Commission, 1973a) and has been described as an elitist institution.

Founded in the mid-1800s, IA became co-educational late in the nineteenth century. IA is devoted to the free pursuit of truth and
desires to be a quality institution for teaching and learning. IA seeks to prepare its graduates to serve society but does not view its own function as that of serving society.

IA is a regionally accredited, church related institution located on a two hundred acre campus. The oldest building on campus is one hundred fifty years old, the newest is five years old. There are eleven residential facilities. In addition, upperclass men may live in fraternity houses. The students live in university housing or with their parents or spouses.

Of about 2300 students, approximately one-third are from Ohio. The others are from forty states, predominantly the Middle Atlantic and Northeastern areas, and many foreign countries. There is an enrollment ceiling which was established to avoid decreasing educational standards. There are three applicants for every admission. The men to women ratio in the student body is fifty to fifty; the women tend to be more academically able than the men. Students are drawn from professional families. It is not unusual for a student to be the fourth generation of a family to attend IA. The student to faculty ratio is fourteen to one.

The annual tuition is over $4300, room and board about $2000 so a student living in the residence hall pays more than $6300 plus books and personal expenses each year. Students are strongly encouraged to apply for financial aid. In 1979, of approximately four hundred ninety accepted freshmen who applied for financial aid, all were judged to have need and ninety-four percent of them received the full amount requested. Over seventy-five percent of this financial aid was in the
form of grants and loans. Student activities include campus clubs, fraternities and sororities.

Degrees offered at IA are the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science in Nursing. There are essentially an unlimited number of liberal arts majors. The major is determined by the department(s) in which a specified number of courses are taken. Fifty-one majors, described as traditional majors, are listed in the IA recruiting material. In addition, students may develop interdepartmental majors based on individual interests.

Of one hundred sixty full time faculty members, eighty-five percent have earned doctorates from Ivy League or European institutions. Many faculty come to IA and stay to retirement. Faculty typically have a four day work week and in each academic year of three 10 week sessions they teach two courses for each of two terms and three courses the third term. A laboratory section is considered equivalent to a course. Faculty who teach twelve terms are eligible for a one term sabbatical.

There are no faculty job descriptions. Evaluation of faculty is based sixty percent on teaching, thirty percent on scholarship and ten percent on service. Evaluation procedures include students and peers. Faculty do not see the evaluation materials or necessarily know who has evaluated them. There is a rigid salary structure. It is the perception of faculty women at IA that the average time for promotion to associate professor for a man is six years and for a woman is sixteen years. This perception did not include comparison of starting rank or educational preparation.
The campus is described as a democratic one on which faculty committees are very influential. There are many committees—one estimate was two dozen. These committees deal with a variety of functions. For example, they include a personnel committee which determines the employment or release of faculty members; a governance committee which acts in liaison with the Board of Trustees; a committee which establishes academic policies; one which deals with matters relating to teaching and learning; an affirmative action group; a committee on academic status; one which acts on students' petitions in relation to academic matters; a student programs committee; a permissions committee which deals specifically with requests to vary from the standard course load; a committee on special languages; a faculty evaluation committee; one which handles general curriculum matters; and a faculty executive committee which, among other activities, nominates faculty members to serve on the other committees. Committee membership is elected by the faculty.

The organizational chart shows the IA Faculty above the academic programs and below the institutional administration. The campus style is to avoid confrontation and group decisions are valued over those made by individuals.

The structure is that of departments with rotating chairmanships. Since the early 1970s, in a four year period, there were three academic deans and three provosts. Budgeting is done by lump sum. With no internal accounting procedures, it is difficult to identify the contributions of a given unit. The institution has had no true financial difficulties.
There are no all-institution social events and limited opportunities for informal interaction among the faculty. While there is a noon buffet available many faculty go home for lunch.

Environment

IA is located in a community of 19,000, twenty miles from a major metropolitan area. In addition to two long-established bacca­laureate nursing programs in the metropolitan area, students have ready access to a wide variety of higher education programs from technical through doctoral.

IA is an active member of a tri-state consortium of liberal arts institutions whose members cooperate in educational programs. IA is also part of a network of church related schools who communicate with each other as the need arises. This was particularly evident in communications with those other schools in this network who also have nursing programs.

IA is fully accredited by the North Central Association of Colleges and Schools. IA also has national approval for programs in chemistry and music and state approval for its nursing program and for the education of elementary and secondary teachers. IA graduates have had no difficulty in finding employment.

Most of the IA faculty live in the community, about half of them within walking distance of the campus. The nursing faculty live in the metropolitan area.
Idea Generation

In the early 1970s an area hospital which is associated with the same denomination as IA began considering closing its diploma program in nursing. The program was described as a good program with ample clinical facilities. The hospital was described as a forward thinking institution whose decision making personnel (trustees and administrators) thought diploma education in nursing was passe and were willing to commit resources to revision. The hospital had a feasibility study done. The firm which conducted this study recommended closing the diploma program and providing clinical resources for baccalaureate nursing education.

The hospital then sought an institution of higher education which would be interested in affiliating with it as a major clinical resource. The science courses in the diploma program were being taught by faculty from a liberal arts institution which did not have a nursing program of its own. After consideration, this liberal arts institution rejected the offer of affiliation if a baccalaureate nursing program would be started there. This rejection was based on the distance between the hospital and the institution and on the projected cost of a nursing program. Next the hospital representatives had dialogue with another liberal arts institution which already had a baccalaureate nursing program. It was reported that the hospital representatives were uncomfortable with the health maintenance emphasis of that program and that they desired a baccalaureate program with more emphasis on hospital skills. At this point, an individual who was a member of the Boards of Trustees of the hospital and of IA contacted the administrator
of IA to ask if a baccalaureate nursing program might be developed at IA.

This inquiry about developing a baccalaureate nursing program at IA came as an "accidental conjunction" with an unexpected slump in enrollment. In the year of the enrollment slump faculty vacancies were left unfilled and an emergency planning committee was formed. The next year enrollment figures returned to the expected levels.

Rationale and Goals

A second feasibility study was done at the request of IA administrators. Guidelines for this study indicated a concern that a study was needed which would focus on IA, rather than on the involved hospital. Factors listed as not needed in the study were nursing trends, hospital surveys and details of the existing hospital nursing program. What was needed was information about the potential for recruiting students for a nursing program at IA; costs of nursing education for a private liberal arts institution; prospects for financial support, including indirect cost subsidy from the involved hospital; the availability of qualified nurse faculty and the climate for support at IA.

The authors of this study indicated an adequate student pool for a baccalaureate nursing program at IA existed. Reasons given in this study in favor of adding a nursing program were that such a program might have financial gain for IA, it would help attract students to IA and it would be consistent with the mission of IA which historically had a strong social service dimension. Furthermore, the necessary resources were available, especially those needed for the clinical
component. It was recognized that a nursing program would be academically unlike the current programs. An internal memorandum written during this period indicated that "(a faculty member) does not think this \text{adding nursing} is as good as you think it is." With recognition of these concerns the IA administration decided that, if a nursing program could break even financially, IA would like to offer nursing.

Goals specified for the program were to attract desirable students, to financially break even and to have one hundred twenty nine to one hundred forty eight nursing majors. It was indicated the President of IA decided a nursing program would be economically feasible, thought such a program would help use institutional resources and set a goal of one hundred fifty students and eight faculty for the nursing program.

Planning

In 1974 IA began providing the science courses for the involved hospital diploma program. IA did its own feasibility study with a national consulting firm which stated that the necessary resources were available at IA in the form of a strong science department and support services. The study indicated the only new resources IA would need would be the nursing faculty and courses in human anatomy and physiology.

The President of IA, an economist, was looking favorably on adding a nursing program. After a third feasibility study, this time a cost study, he decided a nursing program would be economically feasible and would help use institutional resources. An IA administrator con-
tacted the National League for Nursing. A National League for Nursing consultant recommended the hospital diploma program be closed and the baccalaureate program be started as separate events rather than trying to phase-out the diploma program and phase-in the baccalaureate one. This consultant also questioned a proposal to have the nursing students off campus, at the hospital, for two years.

Major IA faculty involvement began when a "Nursing Committee" of eight IA faculty, none of them nurses, was formed. These faculty represented mainly the biological, social and behavioral sciences. Faculty from the arts and humanities were expressing a particular concern that a nursing program would not be in the liberal arts tradition. The Nursing Committee consulted with other nursing programs through their catalogs and deans.

In the face of faculty concerns and the National League for Nursing recommendations, the Nursing Committee developed a model curriculum plan for nursing students to spend two years on campus and two years living and studying at the hospital.

Late in 1974 a Special Faculty Meeting was held to vote on adding a nursing program. Of one hundred sixty faculty, forty three attended. The rest boycotted the meeting. Those who were present voted to approve the proposed two years on campus, two years off campus nursing program.

Based on this faculty recommendation, the IA Board of Trustees ultimately made a decision with the Board of Trustees of the hospital that the hospital would close its diploma program and IA would begin a baccalaureate nursing program which would depend on the hospital as its
major clinical facility. The appropriate approvals were sought and obtained from the Ohio State Board of Nursing Education and Nurse Registration. In addition a one year planning grant was obtained from the Department of Health, Education and Welfare and a search for the administrative head of the nursing program was begun.

The administrative head of the nursing program was hired in the summer of 1975 and the "Nursing Committee" became advisory. During the next year more specific planning for the nursing program occurred. The nursing program was identified as a school with the name of the hospital (IA [hospital name] School of Nursing). It is the only school at IA, all other academic divisions are known as departments. The curriculum was presented for general faculty approval one course at a time—reportedly to avoid resistance to the total curriculum package, particularly from the arts and humanities faculty.

Letters of support were obtained from the following:

- the hospital which was closing its nursing program, "we can and will agree" (to IA beginning a baccalaureate nursing program);
- a second area hospital which indicated they were seeking realistically prepared graduates and "all concerned with nursing need to work together";
- a third area hospital simply stating support;
- the County Health Commissioner;
- two area Technical Colleges which indicated no problems with competition for clinical placements were foreseen;
- an area Practical Nursing Program;
-two area hospital schools of nursing; and
-an area baccalaureate nursing program.

As planning progressed, it developed that nursing students would remain on campus all four years and commute to clinical sites as needed. Space for nursing administrative and faculty offices and learning laboratories were identified on campus and at the associated hospital. Audiovisual materials were contributed to the campus library by the hospital program and arrangements were made for students to have access to the library facilities at the hospital. Private foundation grants were obtained for increasing library facilities on campus, to furnish a nursing learning laboratory and to develop the needed human anatomy and physiology courses. An additional Department of Health, Education and Welfare grant was approved but not funded.

In the summer of 1976 nursing faculty were employed with "considerable difficulty." All nursing faculty employed had earned master's degrees in nursing and had prior university teaching experience. They averaged six years teaching and five years clinical experience. In the fall of 1976 the first transfer class entered nursing at IA and the first baccalaureate nursing degrees were granted by IA in 1979. After this graduation, National League for Nursing accreditation was sought. This accreditation was deferred by the National League for Nursing.

At the time of data collection there were seven full time and two part time nursing faculty, all with earned master's degrees in nursing and previous university teaching experience. These faculty were involved in the teaching and the ongoing development of the
program. They were also increasing their involvement in the recruitment of students. The time required by the as yet unsuccessful national accreditation efforts was identified as having delayed nursing faculty involvement in recruitment. There were one hundred generic (those with no previous nursing preparation) students in the program and the program was described by outsiders as a hospital program in a baccalaureate setting.

Associated Changes

Students

The one hundred nursing students enrolled in the program at the time of data collection were less than the projected number of students. These students were described as "bright," as ones who "go to class and do their assignments" and who are less imaginative but more goal directed than other students on campus. The nursing students are seen as good quality students. There has been a summa cum laude in each graduating class and at least one nursing student selected for Phi Beta Kappa. At IA older students are described as a rarity. Of 2300 students, six were married and three of these were nursing majors.

The presence of hard working nursing students was viewed by the faculty as an advantage. Other students view the nursing program as rigorous and have expressed admiration and respect for nursing students. All nursing students have passed all required science courses. The Board of Trustees believes that the indicated goals for the nursing program have been achieved through the presence of a motivated group of students who have a positive influence on others. However, there is a
major problem in the need for more nursing students.

While the institution does have limits on the total number of students who may be admitted the nursing enrollment has been a disappointment since it has not grown at the predicted rate. This slower than anticipated rate of growth has been attributed to other career opportunities for women, idiosyncratic causes, and nursing student activism in 1978 with public protests about the deferral of National League for Nursing accreditation.

Faculty

One of the changes associated with the presence of a nursing program at IA was described as the problem of "integrating and differentiating the nursing program." Since IA has a ceiling on the number of faculty the slots for nursing faculty had to come from other areas.

The view of IA faculty toward nursing is ambivalent as nursing is seen as not characteristic of liberal arts programs. The three major views among IA faculty are disappointment in the nursing program, support of nursing and ambivalence about having a nursing program at IA. The junior faculty are also concerned about the effects of any possible retrenchment.

Conflict does exist. The nursing faculty wish to be an integral part of the institution as professionals, many other IA faculty view nursing from an industrial model. The average IA faculty member is described as viewing the School of Nursing as being at the hospital and the nursing faculty as "invisible contributors" to IA. The nursing faculty view the campus as "clannish." The nursing faculty are at the
hospital for clinical from seven in the morning until noon three days a week. As a result, they often come to campus after two or three in the afternoon when many of the other IA faculty have left campus for the day. The administrative head of the nursing program spends one day a week in the clinical area in full uniform and indicates she finds this very satisfying. It is unusual for the administrator of a baccalaureate nursing program to spend a full day each week in the clinical area. It is even more unusual for an individual in this position to wear full uniform, including cap.

It is questionable if the nursing faculty are identified as a group since their offices are scattered across the campus. The administrative head of the nursing program rejected the offer of space which would place all nursing program offices together but would require moving the nursing administrative offices out of the Science building.

The workload of the nursing faculty is seventeen to twenty-one contact hours per week while the average IA faculty workload is eight to twelve or fourteen contact hours per week. The committee on academic policies has suggested decreasing the number of nursing faculty or increasing the number of students so nursing faculty contact hours would be thirty hours per week.

Major opposition toward the nursing program has come from the humanities faculty who have indicated there are "not enough humanities in the nursing curriculum." Humanities courses make up over one-third of the nursing curriculum. Prior to the nursing program, all degrees offered at IA were Bachelor of Arts degrees. For accreditation reasons, the nursing degree is a Bachelor of Science degree.
Of about two dozen faculty committees at IA there is one nursing faculty member on one committee. IA is strongly influenced by faculty committees whose membership changes annually. The nursing faculty view this as requiring a continual education process to help the new committee members each year be knowledgeable about the nursing program.

Institution

The nursing faculty offices are spread about campus in groups of two. This is atypical for IA. It was also stated that nursing is "called a school, but treated as a department." The nursing faculty provide such campus services as a blood donor program and cardio-pulmonary resuscitation classes. They are considering sponsoring a Health Fair to increase the visibility of the nursing program.

Sixty percent of the courses required by the nursing program are in the arts and sciences. Nursing supports Bacteriology, two sections of Anatomy and Physiology, one section of Chemistry, and one in Zoology. The Human Anatomy and Physiology courses were developed for the nursing program. This development was grant funded. Even though the courses are open to all students on campus, there are de facto sections of courses with only nursing students due to the scheduling of blocks of clinical time. Concern was expressed about the rigidity of clinical schedules (until noon three days a week) so nursing students are not available for classes outside of nursing until mid-afternoon on clinical days. The tradition at IA has been that campus classes are over by mid-afternoon.
The nursing faculty feel that nursing is viewed as a second rate discipline. The Nursing Committee has continued in an advisory capacity and ambivalence about the nursing program does exist. One attitude is that nursing is all right as long as it can pay its own way. Those IA faculty and administrators who have visited clinical facilities and gotten to know nursing students are impressed with the effect of the nursing program on the lives of the students. To have a positive effect on the lives of students is identified as part of the liberal arts philosophy. The Board of Trustees views that it is "important for the institution to offer as broad a scope as possible" and offering a nursing program helps achieve this goal.

Administrators at IA indicate they have spent a lot of time with the nursing program. Part of this time has involved efforts to understand nursing education and the needs of a program which differs from the traditional liberal arts program. Also, much time has been spent with the National League for Nursing accreditation process. The self-evaluation report for this process is very detailed and requires a great deal of effort to prepare. The deferral of National League for Nursing accreditation was related in part to administrative structure since the administrative head of the nursing program does not have control of the employment and release of nursing faculty. Such control by the nursing administrator is one of the criteria for national accreditation. Since the deferral, additional administrative time has been required to deal with public protests by nursing students about the deferral and to work with the nursing administrator to make the changes needed to obtain national accreditation.
The nursing program was variously described as "not the most expensive major" and as "the most expensive cost per student." It was indicated there are many ways to calculate the cost of a program and the relative standing of the nursing program depended upon which method of cost calculation was employed. There is an additional difficulty in calculating program costs at IA by the number of students in a major since there are so many majors and students are not required to declare a major until the end of their sophomore year. Nursing majors are identified at the end of their freshman year. It was recognized that at the time of data collection the nursing program was a financial advantage to the institution since the income from the nursing students was exceeding expenses. If the program should cease to be financially advantageous, it would lose support at IA.

**Institution B**

**Institutional Characteristics**

IB has been classified as a Liberal Arts II institution by the Carnegie Commission (1973a, 1976). Founded at the turn of the twentieth century, IB granted its first baccalaureate degree sixteen years later.

During its existence there have been seven Presidents whose time in office has ranged from three to twenty-seven years. IB's ideal is to be an excellent educational institution with no desire to be a large one. IB views education not as "just a mental exercise" but as being for the whole person.

IB is a regionally accredited, church related institution located on a two hundred thirty-four acre campus, of which sixty-five
acres are used for the main campus. The oldest building on campus is eighty years old, the newest is three years old. There are seven residential buildings. Students live in the residence halls or with their families.

The approximately six hundred sixty students represent a recent increase of forty full time equivalents. The majority of students are from Ohio with others from at least ten states and six foreign countries. Six percent of the students are non-white and the men to women ratio is forty-five to fifty-five. Fifty-five percent of the students graduate four years after entering IB. Many of the students are among the first in their families to attend college. The student to faculty ratio is thirteen to one.

The annual tuition is over $3500, room and board expenses are about $1500 for an annual cost to the residential students of over $5000 plus books and personal expenses. Students are strongly encouraged to apply for financial aid. In 1979, of nearly two hundred accepted freshmen who applied for financial aid, all were judged to have need and thirty-five percent received the full amount needed. Eighty percent of the financial aid was in the form of grants or loans. Student activities include on campus clubs but there are no fraternities or sororities.

IB holds a certificate of authorization from the Ohio Board of Regents to grant baccalaureate degrees. Degrees offered include twenty-four Bachelor of Arts majors and Bachelor of Science degrees in Medical Technology and in Nursing. One of the Bachelor of Arts programs includes evening courses in a nearby community to provide the opportunity for
individuals with associate degrees in business and accounting to earn Bachelor of Arts degrees.

Of forty-six full time and fifteen part time faculty, fifty percent have earned doctorates. Seventy percent of these doctorates were earned in Midwestern institutions of higher education. The faculty teach four sessions in an academic year. These sessions are one month, three months, three months and two months in length. Performance evaluation standards are the same for all IB faculty. These standards, and their use, have created no problems for the nursing faculty.

The Board of Trustees and Faculty have parallel committee structures of six to seven committees each. These committees deal with academic affairs, student affairs, recruitment and admission of students, business affairs and institutional development. In addition, there is a faculty executive committee. The Faculty elects its officers and committee chairpersons.

The structure is that of chaired departments. Since the early 1970s IB has had three Presidents. The current President "came up through the ranks on campus." The budget is, and has been, balanced.

Opportunities for informal interaction among administrators, faculty and students are planned on a regular basis. A voluntary chapel service is held once a week. Also held once a week is a forum to discuss current issues and problems in society. Everyone on campus is encouraged to attend this forum. The forum is followed by a faculty lunch where informal dialogue continues.
Environment

IB is located in a community of three thousand which is central to a nine county agricultural area. It is approximately ninety minutes from major airports. IB graduates have had no difficulty finding employment.

IB is part of an active association of church related schools and an institutional member of fourteen regional groups associated with higher education. IB is accredited by the North Central Association of Colleges and Secondary Schools and has state approval for programs in nursing and teacher education.

The closest institutions of higher education are community colleges. There are no other baccalaureate nursing programs in the area. Area associate degree nursing programs identified a critical need for a baccalaureate nursing program. Another institution of higher education in the same general geographical area had offered an "unauthorized" Bachelor of Science with a "nursing major" which had no nursing courses. This program had been the target of strong protests by nursing organizations.

The older faculty at IB live in the community. New faculty, including the nursing faculty, live in the community or within commuting distance.

There are few baccalaureate prepared nurses in the area. IB receives active support from and is involved in a communication network with other institutions of higher education associated with the same denomination, especially those which also have nursing programs.
Idea Generation

The impetus for a baccalaureate nursing program occurred over a period of time with a developing awareness among IB administrators of the number of registered nurses, especially those with associate degrees in nursing, who were seeking a way to earn a baccalaureate degree in nursing. These registered nurses had been enrolling in such available IB programs as education, social work, sociology and psychology but were not truly satisfied with these options. In addition, registered nurses were requesting assistance in becoming eligible for school nurse certification which requires a baccalaureate degree. The IB administrators noted in the early 1970s that this demand for a baccalaureate nursing program was increasing.

Concurrent with the recognition of this increasing demand was the work of the Long Range Planning Committee. This committee's membership represented the Board of Trustees, faculty, and administrative staff. The Long Range Planning Committee was discussing areas of enlarging the curriculum to increase the number of students and the tuition income to help "keep the school going and tap other resources" to meet anticipated changes such as the predicted decreasing pool of new students. The criteria established for any such expansion were that there must be a need, there must be students available, and a good purpose must be served.

Rationale and Goals

At the time serious discussion about starting a baccalaureate nursing program was taking place, IB was developing a business service program to provide opportunities for those with associate degrees in
business fields who wished to earn a Bachelor of Arts degree in business.

The idea of adding a baccalaureate nursing degree had been "under study for some time" since there was no baccalaureate degree program available for registered nurses in the area and such a program could utilize existing courses. A nursing program was seen as in keeping with IB's mission. It would fit well with IB's service orientation and would be consistent with the institution's beliefs about education. In addition, a qualified and capable department head, already known to people at IB, had recently returned to the area and would be available to help begin a nursing program.

The goals for the development of the baccalaureate nursing program were:

- to develop a quality program in keeping with the institution's history of excellence,
- to develop a program which would prepare a nurse at the baccalaureate level as a generalist who would be able to provide care in a variety of settings,
- to offer a legitimate Bachelor of Science in Nursing degree which was well done and academically respectable,
- to have sixteen students per class, and
- to seek National League for Nursing accreditation at the appropriate time.

Planning

The addition of a baccalaureate nursing program was considered over a two year period by the IB Board of Trustees and the decision was
described as "well thought out." In the Spring of 1975 a doctorally prepared, nationally known, nurse educator was hired on a part-time basis as consultant to the President for planning and development. In the Fall of 1975, the Curriculum Committee, faculty and Board of Trustees approved a planning year. The nurse consultant continued on a part-time basis for the 1975-76 academic year.

The first task undertaken was a review of the literature to define baccalaureate nursing education. Also, an area consortium, described as "looking for things to do," funded a feasibility study which indicated a high level of interest among people in the area in support of the development of a baccalaureate program in nursing. The Long Range Planning Committee was also supportive. Additional consultations were sought with the Ohio Board of Nursing Education and Nurse Registration, the Ohio Commission on Nursing, the National League for Nursing, the Ohio Board of Regents Vice Chancellor of Higher Education and other liberal arts institutions which had, or were planning, baccalaureate programs in nursing.

During the 1976-77 year the nurse consultant was employed as the administrative head of the nursing program on a full-time basis and one faculty member employed half-time for the purpose of curriculum development. A proposal submitted to the Department of Health, Education and Welfare for a special projects grant was approved but not funded. Relationships with potential clinical facilities were established. The IB faculty were invited, by departments, for a coffee hour to educate them about nursing and nursing education. The introduction of a baccalaureate nursing program at IB was related to the institution's history
as a service institution. The IB faculty were also "kept posted" about the progression of the nursing curriculum development so there would be no surprises. This "keeping posted" included discussion of the costs and risks of having a nursing program at IB and occurred during both the structured "coffee hours" and the opportunities for informal interaction.

In December, 1976, an Advisory Council for the nursing program was formed. The identified functions of this Council were to advise on curriculum, the development of facilities and resources, policies and procedures and finances. The members of the Advisory Council were:

- the Chairperson of an area associate degree nursing program;
- the acting Director of a second area associate degree nursing program;
- the Chair of a third area associate degree nursing program;
- the executive director of the area Health Systems Agency;
- an area medical doctor, a family practitioner;
- a registered nurse in Staff Development from an area hospital;
- the Assistant Director of Nursing from a second area hospital;
- a Nurse Clinician from a third area hospital;
- the Director of Nursing of the county health department;
- the Health Commissioner of the General Health District;
- the Dean of Nursing from a private college;
- the Dean of Nursing from a public university with a relatively new baccalaureate nursing program;
- the President of the League of Women Voters; and
- the President of the Ohio Council of Churches.
In the Spring of 1977 the IB Curriculum Committee recommended the nursing program to the IB Faculty. At the faculty meeting the many questions centered on the expense of the program; nursing faculty salaries which violated the basic scales (especially the administrative head of nursing); and the concern that nursing could be another step away from the liberal arts tradition. After discussion, vote was taken by secret ballot. An essentially unanimous vote of support was given to approve establishing a baccalaureate completion program in nursing as part of the curriculum. The IB Board of Trustees also approved the proposal for a baccalaureate nursing program and indicated they were "committed to the program regardless of the status of external funding."

In June, 1977, the nursing administrator and two IB administrators consulted with the National League for Nursing in New York. They met with the Assistant Director of the Council of Baccalaureate and Higher Degree Programs and were encouraged to plan a generic nursing program and implement the last two years first.

In the Fall of 1977 IB's President and the nursing administrator met with the Ohio Board of Regents to present IB's petition for a certificate of authorization to grant a baccalaureate degree in nursing. The petition was approved. The application to the Ohio Board of Regents for approval was accompanied by letters of support from:

- the Chair of an area associate degree nursing program who stated there is "a critical need" for a baccalaureate nursing program in the area;

- the District Association of the Ohio Nurses Association stating a "tremendous need";
the associate degree nursing program geographically closest to IB indicating its graduates were very interested in the development of a program which would build on the knowledge gained in the associate degree program;

a third area associate degree nursing program supporting the "great need for a baccalaureate nursing program";

the Health Commissioner indicating an "obvious need";

the Chief of Nursing, Ohio Department of Health, documenting a need for access to baccalaureate education in nursing;

the Director of Nursing of an area hospital stating a program at IB would "help meet our present needs";

the Director of Nursing of a second area hospital who indicated such a program would "assure continuation of a high quality of care, keep in line with current trends in health care"; and

the area Health Systems Agency listing approval and support.

In September, 1977, three nursing faculty members were employed. These faculty were involved in the total process of curriculum development, implementation and evaluation. The IB faculty continued to be informed of the progression of the planning process for the nursing program. Also, in 1977, the Department of Health, Education and Welfare planning and development grant was funded for a three year period. Private foundations funded library and learning laboratory acquisitions.

The nursing program is structured as a department as are the other academic divisions at IB. The chief nursing administrator is identified as a Director while other departments are administered by chairpersons. Office space for nursing administration and faculty is
located on campus in the same building as the nursing learning laboratory.

The first group of fifteen students was admitted to the nursing program in 1977. The first baccalaureate degrees were granted at IB in 1979 to fifteen graduates. In the Spring of 1978 eleven nursing students were admitted. The maximum number to be admitted to any one class is sixteen. A student must be a registered nurse to enter the program and can complete the program in two years of full time work. However, many of the nursing students are employed and attend school on a part time basis. In the 1980-81 academic year, all nursing courses were offered twice a year to facilitate students progression through the program. National League for Nursing accreditation has not yet been sought.

At the time of data collection, the nursing faculty consisted of the administrative head of the nursing program, three full time and two part time faculty members and a consultant in community health nursing. All nursing faculty had at least a master's degree in nursing and had had experience teaching in associate degree nursing programs. One faculty member had experience teaching in hospital diploma, associate degree and baccalaureate nursing programs. The nursing faculty continued involvement in implementation and evaluation of the curriculum. They also were active participants in the recruiting and advising of students.

Associated Changes

Students

Eleven to sixteen students have been admitted to each class.

This meets the projected number of students.
The "typical" IB student is eighteen to twenty-two years old. Since the nursing students must be registered nurses to enter the program, they are older than the "typical" student. The IB faculty indicate they enjoy the nursing students and describe them as "so articulate," "refreshing," "willing to ask questions." Nursing students are also identified as "better students with clearer goals" and "students of good quality." The traditional students view the nursing students as different. It was indicated that this view probably would change when generic nursing students were on campus.

The nursing students meet the same entrance requirements as the other students and also must be registered nurses with demonstrated clinical competency in acute care settings. When needed, nationally standardized examinations are used to establish competencies.

IB has added new continuing students especially in the sciences. The overall enrollment has increased. Some of the nursing students began course work before the nursing program officially began.

Faculty

The administrative head of the nursing program is highly respected on campus. She has been elected to the Curriculum Committee and to a recent Dean Search Committee. A nursing faculty member has been elected to the student affairs committee and will serve as the committee chairperson. Nursing faculty have also been requested to guest lecture in other departments.

The nursing faculty are also accepted on a personal level. When the father of a nursing faculty member died the IB faculty were described as "rallying." IB faculty have expressed continuing interest in the three
babies born to nursing faculty members. Also, when the administrative head of nursing's mother died there were many expressions of concern and caring. All data sources confirmed that the nursing faculty are an identifiable group, located in one area of campus and integrated into the institution. Members of the IB faculty do continue to question the expense of the nursing program.

**Institution**

All nursing offices and classrooms are in one building. This building was constructed as a dormitory during a time of over-expansion and has been converted for use as classrooms and offices. Grant monies gained by nursing have supported an increase in library holdings. The Advisory Council continues to be active.

The nursing department sponsors an annual "Spring Thing" with a focus on holistic health. The first year this was done sixty faculty and staff attended; the second, eighty were there. Other departments have similar activities on campus in their areas of expertise.

The nursing students help support science courses. A course in advanced human physiology was added for the nursing program and is open to all IB students. About two-thirds of the courses in the nursing program are from the arts and sciences. In addition, nursing offers two general education courses.

As a result of the nursing program IB has seen a change in course scheduling. Many of the nursing students are employed and only available for late afternoon or evening classes. Traditionally, classes at IB were over by three in the afternoon. There has been an increase in the number of courses offered later in the day. A Board of Trustees
member stated "most schools are making such accommodations."

The on campus relationships are identified as good. The Board of Trustees and IB administrators have been supportive of the nursing program. IB faculty are aware of this and have been positively influenced by it. In general, the attitudes about the addition of a nursing program are that of pleasure with the view that nursing fits in, has rounded out the curriculum, has used excess dormitory space, and has added variety to the student body. A Board of Trustees member indicates that since the program began no complaints about nursing have been heard. This individual also characterizes the program as having a good faculty and good morale, as being economically sound and states the healing arts are a part of the church scene.

It is recognized that the grants are running out. The institution is "picking up" program costs for nursing. Nursing is described as "expensive but no greater a problem than inflation."

Ninety-two percent of the nursing graduates have stayed in the area, increasing the number of baccalaureate prepared registered nurses in the area by twenty-two percent. Evaluations done by the graduates and their employers indicate that the nursing graduate's performance is different after completing the program than before beginning it. As a result, positive community relationships have developed. Nursing is a highly visible program with clinical experiences in areas in which IB would not otherwise be involved. This is especially true of area industries.
Summary Comparison of IA and AB

Institutional Characteristics

IA and IB have many institutional characteristics in common with each other and with Mayhew's (1962) and Astin and Lee's (1972) description of liberal arts institutions. They are both regionally accredited church related institutions located on campuses of approximately two hundred acres. They seek quality education which develops the whole person. Student to faculty ratios are thirteen or fourteen to one. Students live in residence halls or with their families. The majors which are offered cover a wide range of Bachelor of Arts programs. IA also offers a Bachelor of Music and IB a Bachelor of Science in Medical Technology. Neither institution has had major financial difficulties, unlike the institutions discussed by Mendelsohn (1972).

IA is nearly fifty years older than IB. IA was found prior to the Civil War while IB was founded over three decades after the Civil War. IA has a student body three and one half times larger than IB. IA has been described as elitist, IB fits the Astin and Lee (1972) description of an invisible college. The elitist status of IA is supported by the size of the student body, the professional family background of the students, the number of faculty with earned doctorates from prestigious institutions, the presence of fraternities and sororities and the greater expense of the program.

IA has many faculty committees with limited opportunities for informal interaction. IB has a small number of faculty committees with many opportunities for informal interaction among faculty.
The major areas of difference between IA and IB in institutional characteristics are age, visibility and amount of informal activity among the faculty.

Environment

IA is located in a town in a major metropolitan area, IB in a village in a large agricultural area. The majority of IA faculty live in the local community, many within walking distance of the campus. Traditionally, IB faculty have lived in the local community but more recently faculty have been choosing residences outside the community but within commuting distance of the campus.

In addition to these physical environment characteristics the categories of Dill's (1958) task environment are useful for comparison. Both IA and IB have had no problems with their markets, or consumers of their products. Graduates of these institutions have readily found employment. Both are involved with a number of regulatory agencies at the state and national level. Both IA and IB participate in a network of church related institutions of higher education. While neither have achieved national accreditation in nursing, IA has sought such accreditation and IB has not.

IA has more competition for students than IB while IB has a wider source of suppliers of students for a nursing program. There are two baccalaureate nursing programs within easy commuting distance of IA as well as ready access to many programs of higher education from technical through doctoral preparation. IB is the only baccalaureate degree granting institution in an area with several associate degree programs.
Thus, IA is located in an area where there is much competition for the undergraduate student. IB is in an area of little competition for baccalaureate students. Rather, in addition to the student with no college preparation, there is also a ready source of associate degree graduates seeking upper division course work and/or baccalaureate degrees. The major environmental difference is in the task environment in the availability of an identified pool of potential students and in the degree of competition for them.

Idea Generation

The initial source of the discussion about adding a nursing program was the environment for both IA and IB. At IA this was through the hospital program which was seeking an institution of higher education which would be interested in beginning a baccalaureate nursing program to use the hospital's clinical facilities. IA was presented with an answer or a long lasting resource and needed to find the problem or a source of that continually renewable resource known as students. At IB the problem was presented by the environment in the form of numerous inquiries from potential students and the addition of a nursing program was the answer developed within the institution. IB was presented with a source of the necessary renewable resource and needed to find the long term resources of a program and facilities.

Thus, IA began considering a baccalaureate nursing program as a result of an answer in the form of an offer of facilities needed for such a program while IB began such consideration on the basis of a problem, an identified need in the environment. IA began with the identification of a long term resource. IB began with the identification of
a source of a continually renewable resource.

Rationale and Goals

Both IA and IB describe their missions as including a strong service dimension. While a nursing program was not consistent with the traditional liberal arts focus, it was consistent with the service ideal.

IA identified that resources were available, including the potential for an adequate number of students and decided that a nursing program could be of benefit to the institution in the form of possible financial gain, use of institutional resources and helping to attract students at a time when it appeared the traditional high level of competition for admission at IA might be reversing. The focus was basically internal and a major consideration was financial feasibility.

IB was concurrently developing another upper division program, had been considering a nursing program for some time due to the apparent demand from the environment for such a program, and had contact with an experienced and qualified nurse educator. The focus was to meet an identified area need with an academically respectable program.

The differences in rationale and goals are mainly that IA focused the rationale and goals internally with a concern for financial feasibility, while IB focused on meeting an environmental need with a concern for program quality. Neither ignored finances or quality of education but the area of emphasis differed.
Planning and Implementing.

Both IA and IB considered the adding of a nursing program over a period of one to two years and conducted feasibility studies during that time. Both also consulted the National League for Nursing and other nursing programs. The formal decision process in each institution was essentially the same. A formal recommendation from a faculty committee was presented to the faculty for vote, and after being accepted by the faculty was presented to the Board of Trustees for approval. Both institutions received funding for the new programs from the federal government and from private foundations. Both also received approval from appropriate state agencies.

At IA the initial study and planning was done by IA faculty and no one with experience in baccalaureate nursing education was involved until after the proposal for a nursing program, with a tentative curriculum, had been approved. This approval by the faculty occurred at a meeting which was attended by approximately one-third of the faculty and reportedly boycotted by the majority of the faculty. Only after program approval did a nurse educator become involved in the planning. The subsequent nursing curriculum which was planned differed from the original proposal and was presented for IA faculty approval one course at a time.

At IB, an experienced nurse educator was involved in the planning process several months before the official recommendation to plan a nursing program was made to the faculty. The structure of the IB nursing curriculum was developed by nurse educators who kept the IB faculty informed of the progress of the planning. After a year of curriculum planning, the official recommendation to establish a
baccalaureate nursing program at IB was made and received essentially unanimous support.

At IA, the nursing program is the only school, all other academic divisions are departments. At IB all academic divisions are departments, including the nursing program. IA nursing administration and faculty have offices both on campus and at a clinical agency and spend as much time in the clinical facility as on campus. The IA nursing faculty are not highly visible on campus. IB nursing administration and faculty have their offices on campus and are visible in a variety of ways.

At IA administrative and nursing faculty efforts to gain National League for Nursing accreditation have involved a great deal of time with only a limited degree of success. Nurse faculty involvement in the recruiting of students is just becoming evident. At IB accreditation has not yet been sought and nurse faculty involvement in recruiting and advising students has occurred at a level consistent with other departments on campus.

The major differences in planning and implementing were the early involvement of nurse educators at IB with initial planning at IA being done by individuals who did not have specialized knowledge about nursing curricula; the continual information flow to IB faculty in contrast to the fragmented flow to IA faculty; and the integration of nursing faculty with IB faculty and a greater degree of differentiation of nursing faculty from IA faculty.
Associated Changes

Students

At both institutions the nursing students are recognized by both faculty and fellow students as motivated, goal directed and hard working.

At IA, the number of nursing students has not met projections and this is a disappointment. At IB, the projected numbers of nursing students have enrolled. In the area of students, IB has been more successful than IA at meeting the projected goal.

Faculty

At IA nursing faculty are described as "invisible contributors" who are not necessarily identified as a group by other faculty. The IA faculty continue to be ambivalent about the presence of a nursing program and in an institution in which faculty committees exert a strong influence, after four years on campus, only one nursing faculty member (of seven full time nursing faculty) has been elected to a committee.

In contrast, at IB the nursing faculty are described as integrated with the IB faculty to the extent that they are invited to guest lecture in other departments and receive communication from other IB faculty when such personal events as birth or family death occur. While the IB faculty still express concern about the expense of the nursing program, the nursing faculty themselves are accepted as members of the IB community. The administrative head of nursing has been elected to one of the seven standing committees and to an ad hoc search committee. After three years on the IB campus, of three full time nursing faculty, one
has not only been elected to a standing committee but also selected to serve as chairperson of that committee.

Thus, the IA nursing faculty are differentiated from and/or "invisible" to the rest of the IA faculty while the IB nursing faculty have been integrated with the IB faculty.

Institution

At both IA and IB the enrollment of nursing students supports science courses. Both also had traditionally scheduled classes for morning and early afternoon and have had to schedule classes later in the day as a result of the presence and needs of the nursing students. Both nursing programs rely on the arts and sciences for sixty to seventy percent of their coursework. Both libraries have expanded their holdings through contributions of grant monies.

At IA there continues to be ambivalence among faculty and administrators about the nursing program. The most prevalent attitude is that nursing is "all right as long as it can pay its own way."

At IB the administration and Board of Trustees have been encouraging further development of the nursing program into a generic one. Campus relationships are supportive and positive community relationships have developed as a direct result of the nursing program.

The differences in associated changes are in the meeting of enrollment projections, integration of nursing faculty with institutional faculty and attitudes toward the presence of a nursing program.

Study Objectives

The major objectives of the study were to describe
- the factors involved in the decision to begin a baccalaureate
nursing program in a liberal arts institution of higher education,
-the implementation of the decision,
-the changes associated with the presence of a nursing program in
such an institution,
-and to develop a substantive grounded theory of the development
of mutually satisfactory relationships between liberal arts institutions
of higher education and baccalaureate nursing education.

The data relevant to the first three objectives follow and then
the grounded theory will be presented.

Factors Involved in Decision-Making

Two major factors were involved in the decisions to begin bacca-
laureate nursing programs in liberal arts settings. These were resources
and philosophy.

Resources included facilities, student enrollment, available
courses, costs of nursing education and availability of external funding.
Facilities included both on and off campus space. On campus space was
needed for administrative and faculty offices, classrooms, nursing
learning laboratory, and expansion of library holdings. The major off-
campus facilities needed were those for clinical experience to include
student access not only to recipients of nursing care but also to locker
and conference rooms. All needed facilities were available and condi-
tions were favorable to making the decision.

Both actual and projected student enrollments were factors.
Each institution of higher education had identified an optimal number of
students for itself. When the actual and/or projected number of
students was less than this optimal number, the possibility of adding
new programs or changing existing ones to attract more students was enhanced. This was particularly true when there was a clearly identifiable pool of potential students for the new program.

In considering a new program one of the major resource concerns was that of course offerings. A new program which relied heavily on existing courses, particularly those courses which were not fully enrolled, and which required only limited development of new courses, other than in the area of the new major, was viewed with favor. Those departments whose courses would be used the most were the most supportive.

The expense of nursing education was an initial and continuing concern. No decision was made to add a nursing program until it could be demonstrated that the benefits could outweigh the costs or that the program could be financially feasible. One possible factor in relation to finances was the availability of external funding from both the federal government and private foundations. The programs studied began at a time of a relatively high level of funding of nursing education by the federal government. They were also successful in gaining grants from private foundations.

The second major factor was philosophy. A new program which was academically unlike existing programs was the subject of suspicion. This suspicion was not alleviated until a connection could be made between the mission of the institution to serve humanity and the focus of nursing as a profession which serves humanity. Particularly at the faculty level, some individuals who value very highly the traditional liberal arts approach still do not accept this connection as anything
Implementation of the Decision

The implementation process has been described for each institution. Although significant differences have been found in the specific ways the implementation was carried out, a general description of the process can be provided. This general description follows very closely the phases of the Lasswell (1977) decision process model.

The implementation had its roots in the generation of the idea to add a nursing program and in the initial discussions about the possibility of doing so. Idea generation may be viewed as equivalent to the intelligence phase of the decision process model. The intelligence phase involves the gathering and processing of information (Lasswell, 1977).

The next step was the formation of a planning group whose members consulted with various institutions and agencies and instituted studies to investigate the feasibility of such a program in their institution of higher education. Decisions as to feasibility included the initial development of goals and collection of information related to the institution's ability to meet these goals. This step compares with the promotion phase of the Lasswell (1977) model. Promotion includes consideration of trends and projections and involves mobilization of resources.

After these studies indicated a nursing program would be feasible, more structured planning occurred and formal recommendations or requests for approval were submitted to the faculty of the institution, the Board of Trustees and appropriate state agencies. This parallels
Lasswell's (1977) prescription phase. Prescription is the identification of expectations seen here in the form of formal recommendations.

Once the commitment was made to have a nursing program, curriculum development and employment of specialized personnel had to occur. In one situation approval to plan and begin the program was gained from the faculty and Board of Trustees before employing any specialists; in the other a specialist was involved in the initial planning group. In both instances, once the program had some level of official sanction additional specialists were sought. Office and classroom spaces were identified. These activities are similar to those in the invocation phase of Lasswell's (1977) decision process model. Invocation is the tentative identification of how to meet the prescription.

The curriculum specifics were presented for approval during planning, the new program was announced and students for the program identified and admitted. Necessary new courses were developed and additional specialists were employed as needed. This parallels Lasswell's (1977) phase of application. Application is the acting out of the prescription.

The development and progress of the new program was under a continual process of formal and informal evaluation. The formal evaluation was planned in developing the program to aid in identifying if the stated objectives were met. The informal evaluation occurred within the institution and the environment in relation to individual expectations of the program. These evaluations are equivalent to Lasswell's (1977) phase of appraisal. Appraisal functions to monitor goal achievements.
Lasswell's (1977) decision process model has seven phases. Only six are demonstrated here. The phase of termination, the cessation of carrying out the prescription, has not occurred in either of these situations.

Associated Changes

The changes associated with the presence of a baccalaureate nursing program in a liberal arts setting include those in the student body, the faculty and the institution.

Changes in the student body have been less in number than in type of student. The nursing student was identified as likely to be older and more likely to be married than the traditional liberal arts student. Nursing students were seen as goal directed, serious students who served as good role models for their fellow students.

The changes associated with faculty relate to the acceptance of the presence of the nursing program. Where the value of the nursing program was accepted, although the expense may still be questioned, the nursing faculty were accepted as persons also. Where the permanence of the program was still somewhat in question, as demonstrated by the attitude that nursing will remain as long as it pays for itself, the nursing faculty did not feel accepted by the other faculty and had not become actively involved in many campus activities with the other faculty.

In the institution, some changes in the structure of the academic units may have occurred. A few additional courses were developed. Changes in the scheduling of courses were found to be necessary.
Courses are now offered later in the day than they were before the nursing program was added. In addition, there was the attitude within the institution toward the presence of a nursing program. This attitude ranged from dislike or disappointment to ambivalence to full support.

**Development of a Grounded Theory**

The final objective of this study was to develop a substantive grounded theory of the development of mutually satisfactory relationships between liberal arts institutions of higher education and baccalaureate nursing education. It became apparent early in the process of data collection that the institutions had not been equally successful in achieving this mutually satisfactory relationship. This difference continued to be supported by additional data in the associated changes category. This variation in success in establishing mutually satisfactory relationships led to further comparisons within the other categories to identify where the institutions differed as they developed baccalaureate nursing programs.

Areas of difference found in the institutional characteristics category included those of age, visibility, and amount of informal information exchange among the faculty. Environmental differences included the degree of competition for students and the availability of an identifiable pool of prospective students. Idea generation varied in form from an answer in the offer of facilities to be used for such a program to a problem in the increasing number of requests by potential students for such a program. Rationale and goals varied
in focus from an internal one related to financial feasibility to a more external focus related to meeting an environmental need with a quality program. The differences in planning and implementing include the point in the planning process at which specialists (nurse educators) were included, the degree of information shared with the general faculty and the integration of the new specialists with the existing ones.

In further comparing these differences within categories, it became apparent that, while informal exchange is an institutional characteristic, the greatest impact of difference in this area appeared to be during planning and implementation. Thus, informal interaction became a property of the planning and implementation category. The category of associated changes was used to determine the development, or lack of development, of mutually satisfactory relationships between the new program and its members and the institution in which they exist. With this function, the category was no longer part of the base for theory development.

The remaining categories were institutional characteristics, idea generation, environment, rationale and goals, and planning and implementation. The areas of difference within these categories form the ground for development of theory about establishing mutually satisfactory relationships between liberal arts institutions of higher education and baccalaureate nursing programs.

The concepts of the grounded theory are the age and visibility of the institution, the degree of competition and availability of an identified pool of potential students in the environment, the form of idea generation to begin the program, the focus of the goals for adding
a new program, the early involvement of specialists, an informed membership in the institution, and integration of the new specialists.

The age of the institution may be significant in relation to the climate of higher education at the time of the founding of the institution. Stinchcombe (1965) indicates that the present characteristics of an organizational type are correlated with the time of initiation of that organizational type. Liberal arts institutions of higher education which developed after the Civil War may be more likely to develop mutually satisfactory relationships with a baccalaureate nursing program than liberal arts institutions which were founded before the Civil War. Pre-Civil War institutions of higher education were resistant to vocationalism, emphasized formal learning and the preparation of the individual mind. During this period, institutions of higher education prepared for the professions of divinity, law, and medicine; all other occupations were viewed as being most appropriately learned "on the job" (Rudolph, 1962). Post-Civil War times saw an increasing acceptance of the need in higher education for preparation for occupations other than law, medicine or divinity (Rudolph, 1962). Liberal arts institutions of higher education which were founded after the end of the Civil War in 1865 were initiated in a climate which could be more accepting of the presence of a baccalaureate nursing program than those institutions founded during the pre-Civil War period with its more aristocratic emphasis. In the period between 1890 and 1925 enrollment in institutions of higher education grew 4.7 times as fast as the population (Bartlett, 1926) which Rudolph (1962) indicates implies a release from aristocratic ideals.
The less visible the liberal arts institution, the more willing its members may be to attempt innovation in areas which are not traditionally liberal arts, for example, nursing education. The exact relationship between visibility and acceptance of the nursing program is not certain. The less visible liberal arts institutions are smaller than the visible, or elite, institutions. It may be that the smaller size of the institution makes it easier to identify the need for, and the results of, such a program. Also, by Astin and Lee (1972) standards, as visibility increases so does size and financial status. Visibility is related to prestige. Perrow (1961) indicated organizational prestige is related to the maintenance of a favorable organizational image with the "salient publics." Members of an institution which is attracting the students, the finances, and the prestige it desires may be less likely to have a high level of interest in, or acceptance of, a new program which does not closely resemble the existing programs. In contrast, those in the invisible institutions may be more willing to accept an innovative program in hopes of improving the institution's image.

As competition in the environment decreases, the likelihood of developing mutually satisfactory relationships may increase. The presence of other baccalaureate nursing programs in the same geographic area as a newly established baccalaureate nursing program may increase the difficulty of justifying the need for the new program. When the new program is being established in an institution of higher education whose members view it as unlike existing programs, and with suspicion, it is important to be able to identify as strong a need as
possible. This may be especially true for those members of the institution who cannot identify benefits from the new program for themselves or their programs. It is possible that in such instances the overall benefits for the institution or its community would need to be clearly established. Active competition in the form of other baccalaureate programs in the area may increase the difficulty of clearly establishing such benefits, particularly if this competition results in the goals for the new program not being met.

The availability of an identified pool of potential students for a new program may increase the likelihood that mutually satisfactory relationships will be established. Thompson (1967) indicates complex organizations need to move away from uncertainty toward certainty to meet criteria of rationality. Organizational rationality involves in part the acquisition of needed inputs. Students are one form of necessary input to an educational institution. Having a clearly identified group of students who are interested in enrolling in a new program should decrease the uncertainty involved in starting such an endeavor. Knowing there are potential students might help assure those who are involved in the tasks necessary to the establishment of a new program that they are not expending their time and energy needlessly.

When the idea to begin the new program is generated within the institution to meet a problem or need identified by the population the institution serves, mutually satisfactory relationships between the institution and the program may be more likely to occur. The institution which begins a program as a solution to a problem presented to it
by the market it serves may be more likely to receive support for that program from that market. The institution which develops a program to use a facility which is offered to it may be likely to encounter less enthusiasm in the market in which it tries to sell the program. In addition to selling this program, the institutions could also be required to sell the need for the program. The receptive market may enhance the provision of needed items, such as students and tuition, to the institution at a more rapid rate than would the resistant market. Also, developing a program to use an offered facility requires the use of a cooperative strategy with respect to an element in the task environment. Thompson (1967) states that in using cooperation "the organization much demonstrate its capacity to reduce uncertainty for that element, and must make a commitment to exchange that capacity" (p. 34). In the situation where the environmental element offered the facility, the need for a cooperative strategy places a demand on the educational institution in addition to the need to develop the nursing program itself.

When the goals of establishing a new program focus on meeting an identified need of the population served, mutually satisfactory relationships between the program and the institution may be enhanced. Goals focusing on an identified need in the population might project with a fair degree of accuracy the external response to the new program. When projections become realities, confidence and acceptance may be more likely to increase. Programs created for such goals could be viewed initially as boundary spanning programs (Thompson, 1967). Goals which focus mainly on a need internal to the institution may
place the new program in the position of continually needing to justify its existence. Programs created for internal needs could be created to serve a buffers (Thompson, 1967). If the primary focus is internal is is possible the attractiveness of the new program to the external elements may have been inadequately evaluated and the projected results of the program may be more than the program can accomplish. Also, goals which are established in view of internal needs may not be evaluated as thoroughly as they should be in relation to the mission of the institution. Particularly in relation to programs which are different in some major way from existing programs it may be important that the goals be in harmony with the mission of the institution and that the existing faculty be convinced of this harmony. It is also important to remember that most new programs are likely to have goals which relate to both internal and external factors. The point of concern here is that it may be important for the primary goal focus to be external rather than internal.

In planning a new program unlike those currently in the institution it appears helpful for specialists with expertise in the area of that new program to be involved as early as possible. It appears that, if at all possible, it is helpful for such specialists to be involved, at least as consultants, from the beginning of feasibility studies. The involvement of specialists in the initial curriculum development may help avoid the inclusion of options not acceptable to accreditors or to the specialists. Early involvement of specialists may enhance the development of mutually satisfactory relationships through early indoctrination about the needs and advantages of the new program.
Also, if initial curriculum planning is done by specialists it may be more likely that the curriculum initially approved by the general faculty will closely resemble the curriculum which is implemented.

It appears that the members (administration, faculty, staff and students) of the institution should be kept informed about the development of the new program. Bennis, et al (1969) emphasize the importance of involving those who will be affected by a planned change. Information sharing is a form of involvement. Such sharing may occur through both formal and informal activities. The formal activities could include following the prescribed format for decision making about the addition of new courses or programs such as Curriculum Committee to Faculty to Board of Trustees to agencies at the state level. The informal activities may precede, accompany and follow the formal ones. Informal activities are all those information sharing mechanisms which exist outside the formal structure. In this study informal activities included such activities as discussions at lunch or coffee breaks and information sessions for the faculty and occurred in one-to-one, small group and large group situations. This formal and informal sharing may be an important part of the development of mutually satisfactory relationships.

As integration of the new specialists occurs, the development of mutually satisfactory relationships may be enhanced. Since the baccalaureate nursing program in a liberal arts institution of higher education is likely to be viewed as academically different from the other programs it may be important that similarities be stressed. In this study it appeared to be helpful when the nursing program had
an administrative and program structure similar to that of other academic divisions on campus. Since the traditional institutional structure could conflict with national accrediting standards, each institution needs to carefully consider this aspect. In this study, changes in the traditional time of course scheduling required by the nursing program was an area which emphasized differentiation rather than integration. It differentiated both faculty and students. It may be important to avoid such scheduling changes where possible. The informal activity involved in keeping institutional faculty informed of developments may also enhance integration. Faculty of new programs may also wish to consider seeking institutional visibility in ways which are congruent with the values of the institution.

In summary, the development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program may be enhanced by factors relating to the age and visibility of the institution, the degree of competition for and availability of an identified pool of potential students in the environment, the form of idea generation to begin the program, the focus of the goals for adding the program, the early involvement of specialists, and informed membership in the institution and integration of the new specialists.
CHAPTER V

SUMMARY

A constant comparative case study method was used to describe the factors involved in the decisions to begin baccalaureate nursing programs in two liberal arts institutions of higher education, the implementation of these decisions and the changes associated with the presence of baccalaureate nursing programs in such institutions. Also, a mid-range substantive grounded theory of the development of mutually satisfactory relationships between liberal arts institutions of higher education and baccalaureate nursing programs was developed.

Data were collected about two liberal arts institutions with baccalaureate nursing programs begun in the last seven years. Data were collected from printed materials, interviews and conversations, and observations. Printed materials included national publications, institutional publications, documents submitted to state agencies and archival materials. Interviews and conversations varied from open-ended to semi-structured and face-to-face to telephone. Observations ranged from community and campus characteristics to details of interaction.

As data were collected, copious field notes were taken. These field notes were reviewed, analyzed and rewritten as analytic memos which coded the data and placed them in categories. Categories were initially developed by comparing data pieces with each other. As categories developed, their properties were identified and data pieces were compared.
with properties also. The data collection was guided by theoretical sampling; that is, statistical or random sampling was not used but rather sources of data were identified by the initial questions and the developing categories. When no additional data was being found to develop additional properties, the categories were considered saturated. With saturated categories, theory grounded in the data was developed.

Findings

The descriptive objectives of the study related to the factors involved in decisions to add baccalaureate nursing programs in liberal arts institutions of higher education, the implementation of those decisions and the changes associated with them. The factors involved related to resources and philosophy. Resources included the availability of office, classroom and clinical facilities; current and projected student enrollment; current and new course offerings; cost of nursing education and availability of external funding. Philosophy related to the mission statements of the institutions, the faculties' views of their mission statements and the degree of perceived congruence/incongruence between the statements and the presence of professional programs.

In each institution, implementation began with the discussion of the possibility of beginning a nursing program. A planning group was identified, sources of expertise outside of the institution were consulted and feasibility studies conducted. Once feasibility was established, the formal process of curriculum change in the institution was initiated. In addition, appropriate state agencies were contacted. After these approvals, specific curriculum development occurred and
specialists in nursing education were employed. Necessary courses were developed and students were admitted to the program. Ongoing evaluation occurred.

The associated changes related to students, faculty and the institutions. The nursing students were identified as different from the other students. Nursing students were more likely to be married and were more goal directed than the traditional liberal arts students. Where the nursing program was viewed positively by the institution's faculty, the nursing faculty were integrated; where the program was viewed with a high degree of ambivalence, the nursing faculty was differentiated. For the institution, some change had occurred in the structure of academic units and in the scheduling of courses.

**Theory and Implications**

Based on the data and their analysis a mid-range grounded theory was developed. This study indicated several factors which may be of consideration to liberal arts institutions in the development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program. Discussion of each of these factors will be followed by implications for further study in the form of proposed hypotheses.

The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will be affected by the:

- age of the institution. Stinchcombe (1965) indicates that the present characteristics of an organizational type are correlated with the time of initiation of that organizational type. Rudolph (1962)
describes pre-Civil War institutions of higher education as aristocratic, resistant to vocationalism and emphasizing preparation of the individual with professional preparation limited to divinity, law, and medicine. After the Civil War, enrollments in institutions of higher education grew faster than the population and the educational climate became increasingly more favorable towards preparation for careers other than those in divinity, law or medicine (Bartlett, 1926; Rudolph, 1962).

Hypothesis 1: Liberal arts institutions of higher education founded after the Civil War will be more likely to view professional preparation as acceptable than such institutions founded before the Civil War if

a. the ideology prominent at the time of the founding of the institution continues to predominate, and
b. that ideology is typical of the time of the founding.

Hypothesis 2: Liberal arts institutions of higher education founded before the Civil War will be less likely to view professional preparation as acceptable than such institutions founded before the Civil War if

a. social and/or other environmental forces have not already created movement away from a traditional liberal arts ideology;
b. the members (administration, faculty, staff and students) of the institution would rather maintain traditional standards and risk the death of the institution than change for the purpose of survival; and/or
c. the institution meets the Astin and Lee (1972) criteria for a visible institution.

-visibility of the institution. Astin and Lee (1972) have described private liberal arts institutions as ranging from the elite or visible to the invisible. Visible institutions are prestigious, well known institutions in relation to both scholarship and research. They are highly selective in enrolling academically able students, likely to be nonsectarian and located in the Northeastern section of the United States. Invisible liberal arts institutions are smaller, less selective in choosing students, geographically more scattered, more likely to be sectarian, poorer financially in relation to all sources of institutional income and likely to have a less qualified faculty than the visible institutions. Between the visible and invisible institutions are the group of liberal arts institutions described by Astin and Lee (1972) as the substantial middle class.

Hypothesis 3: The invisible liberal arts institution of higher education will be more accepting of professional preparation than the visible liberal arts institution if

a. the invisible institution is highly dependent upon the local environment;

b. the local environment supports professional preparation at the institution;

c. the institution was founded at a time when its ideology was influenced positively toward professional preparation; and/or
d. decreased visibility enhances the ability to change through decreased threat of loss of prestige.

-competition in the environment. Dill (1958, 1962) identified competitors as a major element of an organization's task environment. More specifically, competition relates to other educational programs in the same geographical area which might attract the potential baccalaureate nursing student.

Hypothesis 4: Liberal arts institutions with little or no competition in their environments for recruitment of baccalaureate nursing students will be more likely to develop mutually satisfactory relationships with baccalaureate nursing programs than such institutions with competitive environments if

a. either the environment or the institution can demonstrate a need for what the baccalaureate nursing program can provide;

b. the institution can meet the needs of the baccalaureate nursing program without creating undue strain on the existing programs in the institution; and/or

c. the existence of professional preparation does not conflict with the educational ideology of the institution's membership.

-availability of an identified pool of potential students. Thompson (1967) indicates organizational rationality is related to the provision of necessary inputs. Students are necessary inputs to educational institutions.
Hypothesis 5: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will be enhanced by the presence of an identified pool of potential students if

a. the pool of students is specifically identified rather than based on projections derived from the population from which the institution draws its students;
b. a continuing source of such students is also identified; and/or
c. competition for these students is not great enough to prevent the enrollment of the minimum number of students required to maintain the program.

Thompson (1967) indicates dealing with elements in the task environment involves the use of cooperative strategies. Simultaneous negotiations with the task environment and the internal subsystems increases the complexity of the task. Joint efforts of internal subsystems to derive mutual advantage through provision of a solution to a problem arising in the population served by the institution are likely to generate both internal and external support.

Hypothesis 6: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing education program will be enhanced when the idea to begin the nursing program is generated as a solution to a problem existing in the population served if
a. the population served can provide a continuing source of nursing students;

b. competition does not prevent the enrollment of an adequate number of nursing students;

c. the new program is viewed from within the institution as enhancing the utilization of current resources; and/or

d. the new program is viewed as not creating undue demands upon the institution.

Hypothesis 6: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will not be enhanced when the idea to begin the nursing program is generated to use a facility which is offered to it if

a. the new program is viewed as placing excessive demands upon the institution;

b. the offered facility is perceived as creating a problem related to its use;

c. the planned use of the facility requires behaviors which are inconsistent with the institution's ideology; and/or

d. the new program is not viewed as a long term or permanent addition to the curriculum.

-focus of the goals for establishing the new program. New programs may be created to buffer existing programs or as boundary spanners in response to an environmental need (Thompson, 1967).

It appears from this study that the nursing program which is formed
as a boundary spanner is the most acceptable to the institution. This may be related to a mixed view of one program which asked it to buffer student enrollments but also perceived it as competing with other programs for such resources as faculty lines.

Hypothesis 7: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will be enhanced when the primary focus of the goals for the new program is on an external problem rather than an internal need if

a. the new program does not conflict with current internal values and resources;

b. the new program provides resources approximately equal to the ones it requires;

c. the expected outcomes of the new program are realistic;

d. the external problem or need is anticipated to be a continuing need; and/or

e. internal demands do not require the resources needed for the new program.

-early involvement of specialists with expertise in nursing. Mintzberg (1979) speaks to the importance of the direct control of work by specialists. Such specialists can provide accurate, realistic information as to the needs and benefits of a new program. Bennis, et al. (1969) indicate the importance of the involvement of knowledgeable persons in the process of planning change.

Hypothesis 8: The development of mutually satisfactory relationships between a liberal arts institution of higher education and
A baccalaureate nursing program will be enhanced by the early involvement of specialists in nursing in the planning process if the specialists

- are involved in an advisory or similar relatively non-threatening capacity;
- are already known or make early efforts to become known, to at least some members of the institution;
- have educational preparation equivalent to that required for employment by the institution; and/or
- provide accurate and realistic information about the needs and benefits of a nursing program including finances, student/faculty ratios and national accreditation requirements.

-the amount of information provided to the members of the institution. These members include administration, faculty, staff and students. Bennis, et al (1969) in describing change agentry, emphasize the importance of involving those who will be affected by a planned change. The sharing of information is one way to achieve such involvement.

Hypothesis 9: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will be enhanced by the presence of an informed institutional membership, including administration, faculty, staff and students, if

- the institution's members are convinced the new program is consistent with the institution's mission and values;
b. the information sharing allows the membership to feel included rather than excluded;
c. key members of the opposition are included;
d. information sharing occurs on both a formal and an informal basis;
e. specifics of the program planning are shared; and/or
f. the information sharing process is carefully planned.

—the integration of the new specialists (nursing faculty).
Integration may occur on both the departmental and the personal level.
Lawrence and Lorsch (1967) define integration as a state of collaboration or a unity of effort in contrast to differentiation which is defined as difference in cognitive and emotional orientations. Their studies indicate that as differentiation increases, integration decreases. Schein (1970) emphasizes that integration is important to avoid having subsystems working at cross-purposes with each other.
Since a professional program is oriented cognitively differently than the traditional liberal arts program, differentiation is automatically present. Particular efforts are needed to provide points of similarity and agreement to enhance integration.

Hypothesis 10: The development of mutually satisfactory relationships between a liberal arts institution of higher education and a baccalaureate nursing program will be enhanced by the integration of the new specialists with the existing specialists if
a. integration occurs on both departmental and personal levels;
b. necessary areas of differentiation are recognized and accepted;
c. departmental structure of the new program is similar to that of existing programs; and/or

d. integration is sought through mechanisms consistent with institutional values.

Limitations

A major limitation of this theory is its development from a study limited to two institutions of higher education. Due to the amount of detailed data needed it was necessary to limit data collection to two institutions. While the amount of data increases accuracy, the theory needs to be tested in other liberal arts institutions of higher education with baccalaureate nursing programs to be certain the results are not idiosyncratic to the two institutions from which data were drawn.

Another limitation is the high potential for guarded data. Since the data were collected after the planning and initial implementation of the new programs, some of the political dynamics of the planning processes was lost. Data collection was somewhat dependent upon recollection. In the situation where mutually satisfactory relationships have been developed, early and/or hidden conflicts may have been forgotten or resolved and may not be recalled or remembered as significant. In the situation where mutually satisfactory relationships have not yet developed, those being interviewed may not reveal some of the most significant areas of conflict to an outsider for many reasons. These reasons may include lack of knowledge about the degree of the conflict, unwillingness to reveal that all is not well to someone outside of the system and unwillingness to chance certain
information being revealed to other sources. The potential for guarded data must be considered in this study. One way to overcome this limitation would be to do a longitudinal study of the planning process beginning with the initiation of the idea. Such a study would involve the use of a case study, participant-observer methodology.

In addition, since this is a descriptive and a theory-building study, cause and effect relationships cannot be clearly stated or verified. The constant comparative method only indicates direction so that relationships may be identified but causation cannot be stated.

Also, while all aspects of the developed theory appear important, potential weighting of the aspects cannot be done without further study. Again, the constant comparative method indicates direction only, it does not indicate the magnitude of relationships.

The limitations are inherent in the methodology and are common to most descriptive or theory-building studies. So long as they are recognized they need not be handicapping. It is important to realize that a substantive theory developed from descriptive research needs further testing and verification, particularly when the data producing sample had been small.

**Further Research**

As is true for all research, but especially so for theory-building research, there is need for further study in this area. The suggested hypotheses provide a base for beginning such study. Replication with other liberal arts institutions with baccalaureate nursing programs, both old and new, is needed. Studies involving liberal arts institutions with other professional programs would also be useful.
In addition, it would be of interest to investigate if it makes a difference whether nursing or another professional program is the first to be added.

Research into cause and effect of observed relationships is needed. One area of interest would be the relationship between visibility and acceptance of the nursing program. Another would be whether a positive attitude toward the nursing program encourages integration of the nursing faculty or integration of the nursing faculty encourages the positive attitude or whether the positive attitude and integration are both related to another variable.

Research to identify further the weight of the various aspects of the theory is needed. For example, how many, or which, of the aspects are absolutely necessary for the development of mutually satisfactory relationships between a liberal arts institution and a baccalaureate nursing program?

These are only a few of the many research studies which might be done in this area.

A constant comparative study of two liberal arts institutions of higher education which began baccalaureate nursing programs in the last seven years resulted in the development of a substantive grounded theory of the development of mutually satisfactory relationships between the institution and the new program. The methodology and results have been described in detail. Suggestions for further research have been identified. Particularly since this is a substantive theory, further research is needed in this area.
APPENDIX

Oral Presentation

As a doctoral candidate in Educational Administration at The Ohio State University, I am studying what happens when a nursing program is added to a liberal arts institution. I am particularly interested in the factors involved in the decision to incorporate nursing with the liberal arts offerings and in the impact and effects the nursing program has had on the educational institution. Because of your association with (name of institution) you have been identified as being knowledgeable about the development of the nursing program at (name of institution).

I would appreciate being able to meet with you to discuss your views on how and why the decision to have a nursing program at (name of institution) was made and/or what the organizational effects of the nursing program at (name of institution) have been. If you consent to be interviewed, please be aware that you have the freedom to refuse to discuss any topics about which you would prefer not to make a statement.
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