

ORGANIZATIONAL PERSPECTIVES OF FACULTY AND ADMINISTRATORS IN A
SOUTHWEST COMMUNITY COLLEGE DISTRICT

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This quantitative study analyzed data from ModernThink's Best Places to Work survey to describe if employees of different ethnic groups in a community college district held similar or different perspectives on aspects of the work place. ModernThink's survey describes the perspectives of employees from the view of the individual, the workgroup, and the organization on the competencies of organizational: leadership, communication, respect, and alignment. The study analyzed responses from 457 faculty and administrators to describe workplace perspectives across the district, at seven campuses, and by ethnic group. The results revealed that the employee workgroup was neutral in its perceptions of both the perspectives and competencies for the district; by ModernThink's criteria the district was not a best place or a poor place to work. Based on the overall responses, four campuses rated as a best place to work; three campuses were rated as neutral. Of the perspectives, one campus rated best in all three factors and two campuses rated best on two of three factors. Rating variations between the two ethnic groups were minimal across the district and only diverged at two of the seven campuses. Although the study did not examine campus culture or climate, the findings suggest that campus climates vary and likely influenced the survey responses.

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CHAPTER I

INTRODUCTION

Community colleges have long focused on providing an environment that is welcoming to students and staff. The role that employees play in creating that environment is very important. Community college personnel are traditionally made up of professional support staff (PSS), administrators, and faculty. Finding quality research that focus on the perceptions of non-instructional staff or employees, who are not college faculty or professors, is scarce. The research that is in abundance exists in business and industry and is not related to the perceptions of community college personnel (Duggan, 2008). Furthermore, the higher education research that does exist focuses on the perceptions of faculty, who constitute 45% of the total community college employee population (Duggan 2008). That leaves 55% of non-instructional staff, i.e., administrators and professional staff whose perceptions are either not addressed in the literature or done so very sparingly. Duggan (2008) emphasizes that everyone plays a critical role in influencing the atmosphere of the college. Boulard (2003, p. 6) writes, “community colleges – more than any other segment in higher education – look like America; the rich ethnic and racial diversity that is America is in plain view on a two-year campus near you.”

The decision to pursue this research study stems from the issues that minorities face in employment and in the workplace, nationally and locally, in community colleges. ModernThink, LLC (MT) conducted a survey for the Southwest Community College District (SWCCD) where the perception results varied by campus and employee work

groups. A review of the data of the ethnic workgroups from the SWCCD survey creates an opportunity to explore improvements in the work environment for employees.

Environmental Studies

Hart and Fellabaum (2008) conducted research on 118 campus climate studies to discover what research revealed about characteristics, focus, and methodologies of the studies. In doing so, their findings reveal that researching race/ethnicity is one of the most surveyed characteristics, falling behind research on gender. They found that references to staff in the studies were generally not broken down into specified groups, such as, managers, administrators, secretaries, or custodians. In fact, the majority of the studies focused only on faculty. “Of the studies, 53.4% included one subject focus, with the vast majority focusing solely on faculty” (Hart & Fellabaum, 2008, p. 227), followed by focus on faculty and staff combined. While research is limited on the perceptions of staff, and in particular administrators in community colleges, the opportunity exists to study the perspectives of administrators, combined with faculty, in the SWCCD. The data are available from a district-commissioned research firm, ModernThink, LLC., which surveyed employees in 2007 for an opportunity to be listed as one of the best companies to work for in Texas employers. Planning for staff job perceptions should include data founded on feedback, resources, and leadership expectations. Taking into account the perceptions of employees, whom Duggan (2008) refers to as stakeholders, helps leaders establish an environment that supports the mission and goals for the college and help them establish values for all employees.

While literature scarcely addresses the role of colleges and universities in the “best place or companies to work” rankings, some companies and firms, such as

ModernThink, are beginning to investigate the perspectives of employees at higher education institutions. Others, such as *Fortune* and *Computerworld* magazines and the consulting firm, Great Place to Work®, Inc. focus specifically on small, medium, and large companies. Robert Levering and Amy Lyman established the Great Place to Work Institute after realizing the need to document those qualities that make a company one of the best environments to work in for small and large businesses (van Marrewijk, 2004). Levering believed that trust, along with other important qualities, such as respect, pride, and fairness were important features for identifying a great place to work (van Marrewijk, 2004). These qualities are manifested not just in companies but colleges as well.

Rosser and Townsend (2006) examined the intent of two-year college faculty to leave their faculty positions based on their satisfaction or dissatisfaction with their positions. Johnsrud, Heck, and Rosser (2000) examined the morale of midlevel administrators and their intent to leave their positions. They note, "The 'morale' of faculty and staff is often used to characterize the quality of academic life within a particular campus or institution" (p. 34). Morale is just one factor that determines the perception that employees have about an organization. More recent research does exist which outlines factors that influence minority role perceptions. Laden and Hagedorn (2000), Corbin (2001), Flowers (2005), and Isaac and Boyer (2007), to name a few, have conducted research on minority faculty and their job perception in higher education. Several researchers, including Berrian (2006) and Green (2000), point to a need to study more extensively the factors and perceptions of faculty and administrators in community colleges.

In a move to record the best places to work in institutions of higher education, the Chronicle of Higher Education (the Chronicle) contracted with ModernThink (MT) to develop a survey instrument for colleges and universities (Selingo, 2008). Unlike many of the nationally ranked companies, the Chronicle decided to break the rankings down to categories consistent with the institutions size or best qualities. For many firms, the results of companies that do not rank are not reported. Similarly, the Chronicle (Selingo, 2008) agreed to post results for institutions whose results in designated categories ranked high enough to be recognized. As more colleges and universities pursue opportunities to be classified among the best and greatest places to work, more data must be available for faculty and administrators seeking the best place to work. However, the challenge for some, especially minority candidates, is in determining what constitutes a great fit for them and their careers.

Creating Diversity

Hiring, retention, and affirmative action for minorities play a role in estimates of best places to work surveys. According to Musil (2008), “higher education leaders understand more than ever that diversity is essential if institutions are to achieve their educational and civic missions” (p. 3). Like affirmative action, creating a diverse and multicultural campus does not come without some hardships. There are those who perceive that a move toward diversifying an institution is a move toward eliminating a traditional culture. In order for campuses to be effective and efficient, they must be willing to open the doors in all areas to reflect their community’s demographic composition. Instructional leaders who engage in creating a diverse campus, based on the ideas of recruitment, retention, pedagogy, and organizational values are not only

being accountable to the communities they serve, but innovative in their actions. The roles of these leaders are to build bridges, create connections, and defuse tensions (Hecht, Higginson, Gmelch, & Tucker, 1999). Preserving the diversity among both faculty and administrators is a challenge (Isaac & Boyer, 2007).

The American Association of Community Colleges (AACC) recognizes that with retirements of faculty and administrators, comes an opportunity to create a workforce that reflects the student body and communities being served by the two-year institutions. Nationally, community colleges employ 33% of the full-time faculty teaching in postsecondary institutions, while 38% of the students in community colleges are minority (Provasnik and Planty, 2008). For that reason, the need to ensure minority representation of the faculty and administrative leadership is important.

Currently within community colleges, minority faculty account for 18 percent of total staff, while minority administrators represent 19 percent of the staff (Figure 1). For those minorities seeking faculty positions in colleges and universities, many see community colleges as an opportunity to initiate their careers before moving on to universities. Others, however, enjoy the community college atmosphere and the opportunities available to teach in a diverse setting (Isaac & Boyer, 2007).

Isaac and Boyer (2007) outline how important it is to evaluate minority faculty to better comprehend the factors that influence their job perspectives. Thus, job perspective surveys play important roles in examining the culture of institutions and the people who work in them. Aside from assessing the impact of change on an organization (Kincl, 2007), there are other reasons for measuring perception of employees, particularly faculty, whose workload and access to resources should be

evaluated (Hardy & Laanan, 2006). If administered correctly, job perspective surveys allow employees an opportunity to voice their opinions of the organization in a way that the organization benefits.

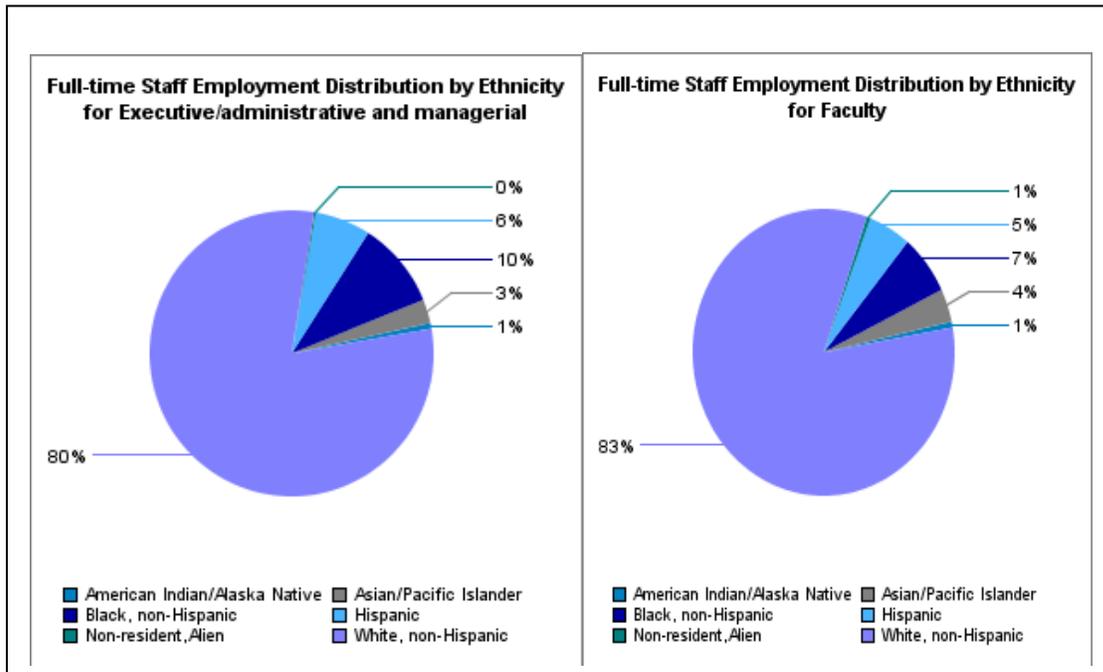


Figure 1. Community college full-time employment breakdown by ethnicity of administrative and faculty positions (American Association of Community Colleges, 2008).

The results can generate measures for which positive outcomes can be achieved through further research, analysis, and changed systems and behaviors.

Ayers (2009) researched the contradictions that community college administrators face in their day-to-day leadership as managers. Referred to as managerialist, which is based on corporate models for managers (Ayers, 2009), the administrators were studied to examine their roles on both the personnel and academic programming (Ayers, 2009). Specifically the study's intent was to "demonstrate how community college administrators make meaning of institutional contradiction, how they use language to negotiate contradiction, and how they enact and resist certain roles in

the process” (Ayers, 2009, p. 166). The results of the study suggested further research on “leadership strategies and organizational climates” (Ayers, 2009, p. 180) where administrators in the community colleges can promote what Ayers (2009) refers to as institutional entrepreneurship. Without it, he says, community colleges will operate under ineffective practices that do not at all support the long-standing value systems in place for community colleges.

Southwest Community College District

To gain insight to the perceptions of employees about the workplace, in the summer of 2007, the Board of Trustees of the SWCCD approved a recommendation to assess the image of the system as perceived by the faculty, professional support staff, and administrators with a brand equity survey. The system’s marketing and leadership teams chose to participate in the “Best Place to Work” survey administered by ModernThink, LLC. Employees were initially notified via e-mail by the chancellor to participate in the survey, which was administered in the August 2007. The purpose of the survey was to measure the strength of employees’ perspectives, based on the foundational frameworks of their individual work, their workgroup collaboration, and their overall connection to the organization’s leadership. The board and the District’s leadership team were also interested in areas that indicated opportunities for improvement. The impact of positive or negative perceptions among the employees could influence the morale among employees. Additionally, the need to assess employee perceptions stemmed from changes in the District’s top leadership.

The Problem

The literature suggests that minority professionals frequently may not perceive

an organization as an accepting or valued place to work even though the majority professionals would. Thus, to attract and retain minorities, organizations need to function in a manner so that minorities value working there and perceive the organization as a positive or best place to work. Given this inference from the literature, I am interested in describing the extent that both majority and minority contracted employees value SWCCD, or not, as a best place to work and in identifying specific perspectives held by each group which support or challenge their positive or negative perspectives of SWCCD as a best place to work.

Purpose

This research explores how ethnic minority and Caucasian (also referred to as majority) faculty and administrators, who are contracted employees, compare in ratings of their work experiences in the SWCCD based on their individual jobs, workgroup experiences, and connection to the organization. Specifically, the purpose of the research is to determine how minority and majority contracted employees rate their work experiences in SWCCD based on their individual, workgroup, and organizational perspectives. The focus on contracted employees, who are faculty and administrators, included all seven colleges within SWCCD, and determined their perceptions within the framework of best place to work using the ModernThink survey. These factors focus on the employees' opinions of their supervisors and colleagues, which include leadership, communication, respect, and alignment.

Research Questions

The criteria for judging perceptions of the work place have evolved from measuring turnover, absenteeism, and performance to reviewing factors or indicators

that indicate perceptions of happiness (Green, 2000). To that end, the research questions proposed for this study support an examination of the factors, indicators, and perspectives that describe positive and negative perceptions among the faculty and administrative workgroup. Specifically, the researcher seeks to determine how faculty/administrators perceive their jobs at the individual, workgroup, and organizational leadership levels within these four ModernThink competencies: leadership, communication, respect, and alignment.

1. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among the contracted employees within the SWCCD?
2. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among the contracted employees within the SWCCD by campus?
3. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among contracted employees within the SWCCD by combined minority racial-ethnic group and majority ethnic group?
4. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among contracted employees within

the SWCCD by combined minority racial-ethnic group and majority ethnic group by campus?

Operational Definitions

Campuses

Each campus in the district are identified by numbers one through seven throughout the study.

Contracted Employees

Full-time employees who are paid annual contracts. "Faculty member" refers to a person who is employed full time by the SWCCD as a member of the faculty whose primary duties include teaching or research. "Administrator" refers to a person who has significant administrative duties relating to the operation of the SWCCD, including the operation of a department, college, program, or other subdivision of the institution.

Individual

Relates to how employees view their jobs at an individual level, largely a function of job fit; recognition and compensation; and advancement opportunities.

Majority

Term used to identify the employee ethnic workgroup that is White or Caucasian.

Minority

Combined racial-ethnic group was used in this study to include survey respondents who were African Americans, Asians, Hispanic/Latinos, Native Americans, Pacific Islanders, and Bi-racial/Multi-racial or any other non-white

ethnic group. These were combined because of the number of responses among minority groups.

MT

ModernThink, LLC is a consulting firm hired to assess SWCCD as a Best Place to Work.

Organization

Relates to how employees view their connection to the organization as a whole and relative to their identification with the mission/vision, their trust in senior leadership, and their experience of a unique organization culture.

Perspectives

One of the MT foundational frameworks that relates to how employees view their individual job, the experience in their workgroup, and their connection to the larger organization.

Southwest Community College District

Two-year college district in the southwestern part of the United States.

Workgroup

Relates to how employees experience their workgroups in terms of their ability to work collaboratively, perform effectively and create a collegial, supportive environment.

Limitations

First, the data collected by ModernThink are categorized by gender, age, ethnicity, status, duration of employment, job role, department, and location. At the request of the researcher, MT provided categorical data of the ethnicity, job role, and

campus location of the respondents. The other demographic data from the survey are excluded to protect the identity of the respondents.

Second, all of the respondents participated in the study voluntarily. Employees were alerted in advance of the survey being e-mailed and all who participated did so at their own discretion.

A third limitation led to a request to MT by the researcher to have the minority groups combined so as to generate enough responses to analyze the data and still protect the identity of each employee who responded to the survey.

Delimitations

The delimitations for this study relate to exclusion of certain aspects of the survey instrument and the professional support staff workgroup. First, the research focuses on selected SWCCD colleges that employ both faculty and administrators, who are identified as contracted employees. Secondly, the contracted employee workgroups data are combined to form one cohort and excludes professional support staff (PSS) responses. Likewise, minority contracted employees are combined into one cohort and White contracted employees in another cohort. In the original survey and subsequent data calculation, MT included the data if the responses totaled at least five in any group or category. For several of the district locations, including colleges and service sites, individual minority groups (African American, Asian, Hispanic/Latino, Pacific Islander, and bi-racial/multi-racial) did not have at least five responders, therefore they were not considered in the original data analysis. Combining the ethnic groups into two subgroups, minority (combined racial-ethnic groups) and Caucasian, created a large enough pool for data to be analyzed. Another delimitation involves the exclusion of one

of the three frameworks of the MT survey: perspectives, relationships, and competencies. This study includes a review of the perspectives and competencies frameworks, which encompasses all 65 statements. The relationships framework is equally important and worth investigating. However, for this framework, the employees' responses may have varied based on their interpretation of the terms or statements, and thus, are excluded. The perspectives framework is the one that provides clarity of intent for employees taking the survey. Berrian (2006) conducted a study to determine the differences in job satisfaction of black and white faculty members at a predominantly white four-year university and a predominantly black four-year university. Twenty-three ModernThink survey statements directly align with questions in Berrian's satisfaction study. This alignment supports the legitimacy of this research of faculty and administrators' perspectives in the SWCCD. Finally, a fourth delimitation is that the three service locations within the SWCCD are excluded from this research because faculty are generally not employed at these locations.

Assumptions

As implied in existing research and practice, it is assumed that the perspectives framework on ModernThink's survey indicates a level of perspectives about the workplace that reflects employee perception and/or positive/negative assessment of the workplace.

Significance of the Study

The results guides the leadership at the selected campuses and the top administrative team in developing strategies that address what faculty and administrators believe to be the strengths and weaknesses of the organization.

Additionally, the results also addresses the different opinions that exist by campus and by majority and combined minority racial-ethnic groups at each of the campuses in both the perspectives and competencies frameworks. This study examines the individual, workgroup, and organizational perspectives of the contracted employees, along with the leadership, communication, respect, and alignment competencies outlined in the ModernThink survey.

Theoretical Framework

Of the theoretical frameworks identified earlier, perspectives and competencies, relate to the views of each individual; their experiences as a workgroup; and how they perceive and connect to the overall organization. The research generalizations of Townsend (2006), Duggan (2008) and van Marrewijk (2003), suggest that a positive or high score on a best place to work survey on the individual, the workgroup, and the organization indicate a positive or higher level of job perception of the organization as a best place to work. This research generalization, which links perspectives, competencies and positive perceptions of the workplace, will be applied to describe positive or negative perceptions of educators across the district, each campus, and among selected combined minority ethnic-racial groups and the majority ethnic group of employees.

CHAPTER II

REVIEW OF LITERATURE

All industrial societies face the problem of allocating qualified individuals into a division of labor characterized by structured inequalities of income, status, and power.

Brint and Karabel

A Diverse and Multicultural Environment

Research by Turner, Myers, and Creswell (1999) outlined how minority faculty experience more obstacles with job fulfillment than do their White counterparts. Furthermore, Ropers-Huilman (2000) noted in her research of published works that the level of faculty contentment among women differed from their male counterparts. The need for additional research of perceptions among community college leaders is pertinent in addressing the recruitment and retention of future faculty and administrators and eliminating stress-related problems among all faculty (Flowers, 2005). Several researchers, according to Hardy and Laanan (2006), have focused their research on faculty job satisfaction, retention, and promotions, primarily at four-year institutions. They go on to analyze how the characteristics of four-year faculty are very different than those of two-year faculty and thus the need to further study the values and perceptions of community college full-time faculty is equally important. All of the factors researched in these studies relate closely to factors under review for this research data from Southwest Community College District.

Campus Environment

Job fulfillment exists only in the mind of the employee and cannot be measured by characteristics such as turnover, absenteeism, and productivity (Green, 2000). And yet those characteristics can be signs of trouble for an institution. Townsend and

LaPaglia conducted a study in 2000 of community colleges in Chicago to assess the perceptions of faculty by gender. Their findings indicate significant differences by gender and of factors such as salary and rank equality (Townsend, 2006). Employees who demonstrate happiness in their employment and who demonstrate appreciation are likely to be more productive employees. On the other hand, dissatisfied employees are likely to demonstrate poor performance and work habits, disengagement, and a disconnection from their work group and the institution (Hagedorn, 2000). From this study, leaders in the SWCCD could use the results to address areas of discontentment or implement models of success where contentment is evident.

The literature suggests a need for colleges to create an environment where minority faculty are valued and can thrive in a predominately white environment (Piercy, Giddings, Allen, Dixon, Meszros, & Joest, 2005). The same is true for minority administrators. While minority faculty and administrators work to achieve their career dreams in community colleges, they must distinguish the challenges of managing the present environment and navigating past cultures. Changes in the environment of an organization can be achieved if the changes are compatible with the “underlying assumptions” of the “dominant” culture (Townsend, 2006). Attempting to change the culture in an organization is difficult because it is more acutely entrenched in the system. This is important because as Townsend (2006) notes, “Holding tacit negative assumptions about women and minorities, as administrative leaders, as faculty, and as students, is not conducive to a positive organizational climate for them” (p. 823). She goes on to outline vital practices for achieving a positive environment for minority faculty and staff.

- Instructional leaders must actively and overtly move to ensure that nondiscriminatory hiring practices and nondiscriminatory determination of salaries occur;
- Leaders must examine their own cultural assumptions about minorities and women in order to ensure that their speech and their writings do not reflect assumptions that minorities and women are deficient because they are not White males;
- Leaders should reflect upon organizational practices such as the unstated “rules of the game” for success within the institution to determine whether or not they are gender and/or racially biased; and
- If the institution has a strong organizational culture of trust and openness of members toward one another, leaders should consider having study groups and workshops among faculty and staff to provide an opportunity for reflection about their discourse and institutional practices. (Townsend, 2006, p. 824)

This research identifies with the studies conducted by others where the connection with happiness on the job relates back to retention on the job.

Theories of Recruitment, and Retention

Flowers (2005) explored the work of Frederick Herzberg who initiated the two-dimensional model of satisfaction, which focused on motivating factors (intrinsic factors) and hygiene factors (extrinsic factors). Herzberg claimed that motivating factors are most connected to satisfaction while dissatisfaction is attributed to hygiene factors (Flowers, 2005 & Hagedorn, 2000).

Motivating factors constitute specific job tasks and characteristics of the job and include, but are not limited to, the nature and type of the position, the actual job

tasks performed, and the degree of flexibility in modifying specific job tasks. Hygiene factors include, but are not limited to, factors or variables associated with the location of the work environment, nature of the work environment, and/or other structural characteristics of the job such as the salary, job benefits, and the organizational structure. (Herzberg, 1966; Herzberg et al., 1959; Herzberg et al., 1974; Hill, 1986-1987 as cited in Flowers, 2005, p. 318)

Herzberg's theory was tested by Malcolm Hill (1986-1987) who studied 1089 full-time faculty. His findings support Herzberg's theory in that he "found that faculty members were more likely to report satisfaction with motivating or intrinsic factors....more likely to be dissatisfied with hygiene or extrinsic factors associated with their job" (Flowers, 2005, p. 319). Following Herzberg's theory, Hagedorn (2000) focused on influences, most notably, environmental mediators which examined working conditions of the employee and their social relationships between supervisors, colleagues, and students.

Employees look for positive and negative indicators in job characteristics when assessing their levels of happiness at their institutions. In essence, the employees' participation in surveys allows for further exploration of the perceptions of faculty and administrators on the current state of the system's factors, such as, leadership, communication, and respect. The contentment of employees translates to more involved interaction and attention to students. Corbin (2001, p. 51) states that "job satisfaction becomes a critical issue to examine since the efficiency of student education is affected. Content faculty will undoubtedly respond in a more effective manner to the needs of their students, as well as to the needs of the institution, and to other faculty members."

Shults (2008) outlines in his research the role that positive psychology plays in organizational health and performance behavior. He provides clear understanding of

the community college abundance model (CCAM) and these two related terms; (1) positive organizational scholarship (POS); and (2) positive organizational behavior (POB), which he explains “offers a framework for assessing and continually improving organizational performance through the leveraging of key resources” (p. 134). He writes that organizations following the POS model need to focus on positive behaviors that represent the members of the organizations as a means of addressing their positive outlook, not as means of improving organizational performance. POB, he says, focuses on the strengths and what is right about employees and not their weaknesses and what is wrong.

Perspectives, Perceptions, Indicators, or Factors

The research reveals that job or employee happiness can be measured on many levels using multiple instruments. SWCCD selected the MT consulting firm based on its connection to measuring the best places to work. It is important to review the similarities and differences among several studies where the use of terms varies in documenting the factors or indicators of perception, contentment, or happiness among employees.

Green (2000) selected the Minnesota Satisfaction Questionnaire, Long Form (MSQ) to measure the satisfaction of 807 chairs for her study. She used the study to measure the levels of 20 job facets, which also included general job satisfaction. In her study, facets were used to describe level of satisfaction in areas such as compensation, supervision, and advancement opportunities. However, she includes from her research that the job facets most often explored included personal growth, promotion prospects,

co-worker relationships, compensation, and type of work performed. These facets echo those evaluated in the MT survey.

Corbin (2001) used the Faculty Survey to measure general job satisfaction, teaching satisfaction, and role conflict and ambiguity among minority faculty. He also examined the perceptions by gender, age, educational level, and years of teaching experience. The 75-item questionnaire is broken down by several satisfaction scales. Those include Rizzo, House, and Lirtzman's Role Ambiguity and Role Conflict Scales (1970); Koeske and Koeske's Job Satisfaction Scale (1993); and Bentley and Rempel's (1980) Purdue Teacher Opinionnaire satisfaction scale. Faculty were asked to evaluate their levels of job satisfaction, coping mechanisms for resolving conflicts, and their roles within the organization. Like MT, the focus is on the perceptions of the organization and how they view their individual working environment.

Hardy and Laanan (2006) used the 1999 National Study of Postsecondary Faculty (NSOPF:99) public access database to examine perceptions among two-year college faculty and their characteristics and perspectives of their work environment. They assessed the opinions of faculty between subdivided groups, examining closely their perspectives of institutional support. Demographic characteristics were closely examined for differences among the faculty, as were their opinions on resources, support, and workload. Perceptions with authority, salary, advancement, and colleagues (faculty leadership) are also examined. These characteristics coincide with those perspectives listed in MT for SWCCD.

Berrian (2006) examined the perceptions and factors that contribute to African-American faculty turnover at universities. She reviewed those factors that lead to

turnover, based on job happiness. She compared two groups, White and African-American faculty from two different institutions. She focused on both direct and indirect factors that result from fulfillment, or the lack there of on opportunities for promotion, work on the present job, present pay, supervision, and colleagues. She used the Job Descriptive Index (JDI), the Descriptive Justice Index (DJI), and a self-created instrument, Departmental Support Scale to measure the perceptions of fairness and overall departmental support. These combined instruments made up a 72-item survey, of which 27 statements related directly to perceptions of fairness and departmental support. Many of these 27 statements aligned closely with statements from the 65-item MT survey. Like the studies reviewed, SWCCD employees were asked to evaluate their perceptions of the organization as it related to compensation, recognition, supervision, and advancement. There are many similarities that support this research, including Berrian's (2006) self-created instrument where 23 statements directly aligned with those in her study.

Faculty Diversity

Cole and Barber (2003) look specifically at those issues that impact the diversity of faculty at colleges and universities. Their focus is on factors that influence the decisions of high-achieving minority students in their career choices. Their data suggests that the reason there are so few minorities in positions of teaching faculty is because there are so few minorities being graduated from institutions with Ph.D.s.

For Cole and Barber (2003), it is a demand and supply issue with economic impact on the students. Students definitely take into account what their earning

potential is, as a high-achieving minority, in education and in other sectors of employment. The authors write:

The primary purpose of our research was to discover what factors would lead minority college graduates to select university professor as the first-choice career at the time of their graduating from college. We obtained data from 7,612 graduating seniors at 34 colleges and universities. (p. 39)

They relay that based on their data, the demand for positions as faculty are not as prevalent as other careers and the supply of jobs is far less than the number of graduates who would qualify for the positions. Another factor is the availability of role models who promote the profession and are willing and able to mentor new minority faculty in the field. The connection between students and faculty role models supports the idea that increasing diversity among faculty and administrators in community colleges starts at the ground roots level of promoting the profession to students in their formative years of attending college. Cole and Barber (2003) believed that a random sampling of college students would not have provided the number of participants needed to conduct a thorough study. Therefore, they narrowed the focus down to high-achieving college minority graduates at institutions where there were large populations of minority students. Their study does not address the number of minority faculty members, who applied but were not selected, for teaching positions. Instead, the research specifies that minority faculty are limited in higher education because not enough of them have Ph.D's. In essence, minority faculty who seek leadership positions in administration or positions at four-year colleges and universities would be hard pressed to move forward because of the lack of the Ph.D.

Minority Faculty

Why have community colleges not achieved their desired levels of minority

faculty (Peoples III & Smith, 2004-2005)? This reference is one that is made in many journal articles, books, and web postings. Peoples and Smith (2004-2005) conducted a quantitative study to address this important question, asking several leaders, including presidents, chief academic officers, deans, and division/ department chairs in 30 of 75 Texas community colleges to respond. They reported several barriers, as agreed to by a majority of respondents. These barriers and attitudes mirror those documented by Trower and Chait (2002) that women and minorities either skip graduate school, quit “midstream” or opt for other careers outside of higher education, even if they have completed their doctorates. At a 1998 symposium, Keeping our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education, Turner delivered a contradictory address. In an effort to dispel the myths, she provided nine strategies for recruitment and retention of faculty of color. Earlier, researchers Opp and Smith (1994) had also conducted research of community college administrators and faculty to determine what exemplified successful programs for minority faculty recruitment and retention. In Table 1, each of these researchers addresses the attitudes, barriers, myths, and strategies for success in hiring minority faculty and administrators. The results of this research may reveal similar attitudes and barriers that prevent minorities from advancing professionally or impacting positive change for the organization. Likewise, these barriers could lead to challenges with retaining minority faculty and administrators and recruiting them as well.

Best Places to Work

The best places to work survey in which this district participated was sponsored by The Texas Association of Business, the Texas State Council of the Society for

Human Resource Management, and the publishers of *Texas Monthly* to review and classify organizations in Texas as best places to work. There are no shortages of websites promoting best places to work or several other similar designations. *CNNMoney.com*, *Business.com*, and *Fortune Magazine* offers the “100 Best Companies to Work” while other companies promote the “*Greatest Places to Work*” and the “*Greatest Companies to Work*” from surveys conducted by consulting firms, magazines, and public organizations. While the focus has been on companies and the public sector industry, colleges and universities have begun to utilize this medium as a way to promote their institutions (Trower & Chait, 2002). They document how the “best” surveys are common in the corporate sector. They argue that *Best Places to Work* surveys should be widely disseminated so that new or junior faculty can use the information to determine at which institutions they might best fit.

Institutions with a validated record as ‘great places to work’ will enjoy a comparative advantage in faculty recruitment, and enlightened self-interest will impel the others to change. The most distinguished universities already compete intensely with each other for faculty members; the survey data have the potential to alter the basis of that competition so as to emphasize more the professional and personal considerations vitally important to new faculty hires. (Trower & Chait, 2002, p. 98.)

Additional studies from Green (2000), Corbin (2001), and Hardy and Laanan (2006) explore specifically the level of job perceptions of community college faculty, administrators, and minorities. Each summarized a need for further research on several levels to explore factors that identify job fulfillment among community college faculty and administrators. At least for the SWCCD, this research addresses the need outlined by other researchers for this focus.

Table 1

Factors in Hiring Minority Faculty and Administrators

Author	Attitudes	Barriers/Myths	Strategies for Success
Peoples & Smith (2004/2005)	<ul style="list-style-type: none"> • Most of the qualified minority faculty is hired by prestigious institutions, and • Most of the qualified minority faculty is hired by corporations 	<ul style="list-style-type: none"> • Lack of commitment from hiring committees in the recruitment of minority faculty; • Ethnic biases of hiring committees; and • Belief that the administration influence on hiring committees will invoke the “red flag” of interference with faculty prerogatives; 	<ul style="list-style-type: none"> • Make the recruitment and hiring of minority faculty one of everyone’s top five priorities, not just the president’s; • Check regularly to see if all of your college administrators, faculty, and staff have made minority faculty hiring a current priority; • Seek a high commitment from hiring committees in the recruitment of minority faculty; • Check for ethnic biases among hiring committee members; • Avoid unnecessary administrator influence on hiring committees and interference with faculty prerogatives; • Work against the attitudes that most qualified minority faculty are hired by prestigious institutions or by corporations, showing that new or more aggressive strategies will work; • Demonstrate that recruitment efforts needed to recruit minority faculty generally will produce positive results, sharing success stories from other colleges; • Fill teaching positions on a temporary basis, if an applicant pool lacks minority candidates; and • Advertise in media outlets used by minorities when opening arise

(table continues)

Table 1 (continued).

Author	Attitudes	Barriers/Myths	Strategies for Success
Turner (1998)		<ul style="list-style-type: none"> • <i>Compete for doctorates of color who are sought after and offered high salaries;</i> • <i>There are no qualified candidates for our faculty position;</i> • <i>Faculty of color would not want to come to our campus;</i> • <i>Faculty of color will leave for more money and prestige; and</i> • <i>Faculty of color takes away opportunities for potential white faculty</i> 	<ul style="list-style-type: none"> • <i>Incorporate diversity as a core value and the importance of commitment from all levels;</i> • <i>Broaden definitions of scholarship/restructuring the Faculty Reward System;</i> • <i>Support for administrative and senior faculty development;</i> • <i>Initiate processes and practices that support community inclusion;</i> • <i>Monitor progress;</i> • <i>Institutional accountability;</i> • <i>Support research;</i> • <i>Build alliances; and</i> • <i>Review hiring processes</i>
Opp & Smith (1994)	<ul style="list-style-type: none"> • <i>Minority faculty find it difficult to fit in socially within the community;</i> • <i>Minority faculty were not available for positions in the arts and sciences;</i> • <i>Prospective minority faculty prefer to work in the business and industry sector where salary compensation exceeds that of the two-year colleges;</i> 	<ul style="list-style-type: none"> • <i>Removing the structural barriers will not improve or increase the number of minority faculty, particularly where racist attitudes may be preventing the recruitment and retention of minority faculty</i> • <i>Lack of minorities in the local communities;</i> • <i>Influence of faculty search processes and committees by administrators in hiring minority faculty;</i> • <i>Financial and economic constraints prevent the hiring of any faculty, let alone minority faculty</i> 	<ul style="list-style-type: none"> • <i>Hire minority vice-presidents of academic affairs, preferably with Fine Arts degrees, in key positions;</i> • <i>Include minorities on board of trustees;</i> • <i>Staff minorities in ethnic studies programs;</i> • <i>Hire minorities from the private sector to teach part-time; and</i> • <i>Cancel faculty searches where minorities have not been included in the applicant pool</i>

Literature Review Summary

Research conducted in the 1980s and 1990s focused heavily on recruitment and retention of minorities into colleges and universities. The need to diversify faculty and staff, the research concluded, was a priority. Later research, from 2000 on, documents now a need to examine the levels of fulfillment among females and minorities who have integrated the colleges and universities in the United States. Hardy and Laanan (2006) document the need for expanded research beyond the four-year universities, at community colleges, where the focus is on faculty job perspectives. The same is true for community college administrators. Finding similar research on community college contracted employees is limited, especially as it relates to comparing job perspectives and perceptions between minority and white faculty.

Several researchers including Kim, Twombly, and Wendel (2008) focus on faculty satisfaction as it relates to instructional autonomy. Other researchers, Hardy and Laanan (2006), Hagedorn (2000), and Townsend (2006), indicate that role perceptions, job duties, relationships, and compensation play a role in how contracted employees perceive their job. With these limitations, many questions go unanswered in the literature on establishing a perception model that conforms to the community college system.

Literature comparing the state of females in college systems is more evident than that of ethnic minorities. The role that the environment plays in the fulfillment of employees, particularly faculty and administrators, is a common theme in the reviewed literature. The focus on theories, perceptions, and factors of job perspectives span the years of 2000 through 2006. This literature examines the various instruments, including

the JDI, Minnesota Satisfaction Questionnaire, DJI, and the NCES, available for assessing perceptions and the theories associated with determining job contentment. The researchers who have examined job perspectives and perceptions among minority faculty and administrators indicated a further need for research on the same subject.

Trower and Chait (2002) devoted a small amount of their review in *Harvard Magazine*, “Faculty Diversity – Too little for too long” to universities that make use of these surveys. Specifically, they outline how new and “junior” faculty can use the information from the surveys to make decisions of where their skills and interests would be a good fit for them or the university. While their focus is valuable to universities, it does not address the needs of the community colleges or the faculty and administrators they recruit for teaching and leadership positions. The annual and semi-annual surveys conducted by information technology companies and reported in technology magazines focus solely on the best practices or best companies to work for in that industry. Very little scholarly research exists on best practices, best places, and best colleges and universities to work at in academia. Additional research on community colleges, using “best” surveys, could provide valuable direction for those who work in higher education.

However, colleges and universities conduct their own internal environmental surveys to assess the strengths and opportunities of their organization. Hart and Fellabaum (2008), outline in their research that existing literature is “scant” on campus environments. Hardy and Laanan (2006), note that in community colleges, the research focuses on institutions that seek to help the organization understand the culture by assessing the key areas of importance, such as employee characteristics, perspectives, and opinions. As with ModernThink, assessment could include group interaction and

teamwork; and it allows the institutions to focus on diversity in the work place, employee job perspectives, and achieving a balance among individuals, workgroups, and the organization as a whole.

When studying beliefs about institutions, it is worth noting that the literature points to four major content dimensions of the environment. They are academic purpose, the organizational culture, academic governance style, and organizational change (Peterson and White, 1992). As defined by Peterson and White (1992), culture is “deeply embedded patterns of organizational behavior and the shared values, assumptions, beliefs, or ideologies that members have about their organization or its work” and climate is “the current, common patterns of important dimensions of organizational life or its members’ perceptions of and attitudes toward them.”

CHAPTER III

RESEARCH METHOD

Research Design

The objectives of this descriptive study were to study the perspectives and perceptions of selected Southwest Community College District (SWCCD) employees based on participant responses to the 65-statement instrument administered by ModernThink. Specifically, the goals of this quantitative, non-experimental research were to determine, in general, the survey statements that differentiate the satisfied contractual employees from the dissatisfied contractual employees and to explore the results by location and by ethnicity. This research reveals the positive and negative responses from the selected workgroup from the district as a whole and the independent seven colleges.

The descriptive statistics (means) focus on leadership, communication, respect, and alignment statements from the survey. The research questions are designed to assess the perceptions of the selected workgroup by (a) district; (b) campus; and (c) ethnic groups. As mentioned earlier, the literature suggests some variation of terms used to address a common theme for describing fulfillment, such as facets (Green 2000), factors (Flowers 2005), satisfaction (Corbin 2001), perspectives (Hardy & Laanan 2006) and perceptions (Berrian 2006). Corbin (2001) reports that faculty members who indicated medium to high levels of job contentment, were more likely to be effective in their jobs than faculty who were not satisfied in their jobs.

Target Population

In 2007, SWCCD employed approximately 2429 full-time employees. The three

distinct workgroups include professional support staff (1456), faculty (601), and administrators (372). The survey for this study was administered to all full-time and some part-time employees in the district. Over a two-week period, from August 31, 2007 to September 14, 2007, the surveys were distributed electronically, via e-mail, by MT to a total of 3243 employees where 1290 surveys were returned, for a response rate of 39%. While there were an abundance of responses from the PSS employees, there were fewer contracted employees who responded. The PSS workgroup are excluded from this study for several reasons, the most important is the volume of responses from the workgroup. Additionally, there was some ambiguity in determining how a supervising PSS employee should identify their position. Because the instrument was self-reporting, employees could select whatever category they chose, thereby creating an opportunity for false reporting. By eliminating the largest workgroup, PSS, almost all of the remaining targeted population of contracted employees could be combined to create a more manageable study.

The united workgroup of 457 contracted employees are diverse in gender, age, ethnicity, and they represent each of the seven campuses. In releasing the data for analysis, MT would only provide data where the responses totaled five or more. This is important in that it reflects the limited number of minority faculty and administrators within SWCCD. Johnsrud (1991) notes in her research that minority administrators are not well represented in colleges and universities. The connection between faculty and administrators, aside from both being contracted employees, is in “how individuals perceive the quality of their work lives has a direct impact on their morale, and their morale has a direct impact on their intention to leave their institution” (Johnsrud and

Rosser, 2002, p. 536). Therefore, combining the faculty and administrative workgroups not only protects the identity of the contracted employee groups, but it allows for better understanding of their potential intent to leave SWCCD (Johnsrud & Rosser, 2002).

The minority groups include African Americans, Asians, Hispanic/Latinos, Native Americans, Pacific Islanders, and Bi-racial/Multi-racial. Each employee surveyed self-reported his/her ethnicity and workgroup. Also excluded from the study, are responses from the service centers where faculty are almost non-existent, thereby eliminating an opportunity to have enough of a unified group that could not be easily identified.

Data Collection

Based on the communication from the district's leadership, the objective of the survey was to identify areas that would benefit from improvement. Additionally, the leadership looked upon this survey as an opportunity to celebrate the strengths of the SWCCD. Employees in the district were first notified via e-mail of the upcoming ModernThink survey on August 3, 2007 by the district's chancellor. A follow-up e-mail with additional details from the District Office of Institutional Research followed on August 28, 2007 to all employees. The electronic survey was e-mailed on Friday, August 31, 2007 and employees were advised that the deadline for completion was Friday, September 14, 2007. ModernThink reports in its literature and on its website, www.modernthink.com, "ModernThink's Insight Survey attempts to gauge the qualitative aspects of your organization" and "our survey also assesses the link between your employees' experience and the ultimate ability of your organization to perform. Our goal is to enable you to make data-driven improvements to your culture to increase productivity, encourage innovation and maximize profits."

Because of the size of the original population 3243, and the population for this study, 457 contracted employees, the survey method was anonymous to protect the identity of and encourage honesty from all employees. The execution of the survey generated feedback from employees who reported that the timing for the survey was a factor in their decision not to participate. Most faculty were not scheduled to return to their campuses until after the survey was originally administered. Administrators and professional support staff were either completing last minute summer plans or preparing for the return of faculty and students.

ModernThink Insight Survey

The ModernThink Insight Survey is an instrument specifically designed to assess how employees rate their working environment. Designed by Scott Cawood and Richard K. Boyer, the instrument includes 65 statements that focus on three different frameworks. Like many surveys, this instrument was relatively easy to complete. While some employees objected to the length and the uncertainty of some of the statements and categories, others found it unobtrusive.

The 65-statement survey covers three frameworks – (1) Perspectives, (2) Competencies, and (3) Relationships. Within each framework, there are sub-categories that provide insight into the respective frameworks. The perspectives framework allows employees an opportunity to document how they view their individual job, their workgroup, and the organization as a whole. While in the competencies framework, employees are able to provide feedback on their views of the leadership, communication, respect, and alignment of the organization. Finally, in the relationships framework, they can provide their opinions on their relationships with the senior

leadership, supervisors, customers/clients, and colleagues. This framework was omitted for this study because of the confusion for employees as to whether senior leadership indicated leaders at the district level or campus level. Employees also expressed confusion and frustration over whether they were evaluating their supervisors or other supervisors in the district. Furthermore, the references to “customers/clients” as opposed to students brought about complaints as well. ModernThink modified the survey in 2008 to reflect the higher education context and it is now being utilized by 275 campuses and administered to approximately 43,000 employees nationally (Fischman, 2010). The 65 ModernThink statements used in this study are represented in Appendix A. In addressing the competencies framework, ModernThink excluded 15 questions which come from each of the four groups - leadership, communication, respect, and alignment.

In its summary report to each college, ModernThink explains that the 65 statements were intended to “measure the strength of certain critical organizational competencies and relationships that most directly impact your organization’s culture and the daily experience of your employees.” While the ModernThink survey is intended to assess whether or not the SWCCD ranked high enough to be considered one of the best places to work in the state, it provides an opportunity to explore whether differences exist among minority and majority workgroups by campus. The results may open a discussion for the leaders at the individual colleges to address concerns relating to workgroup perspectives of their jobs at the individual, workgroup, and organizational levels.

Validity and Reliability

The survey is considered non-experimental and uses categories to describe the perceptions of individuals. In electronic mail (Appendix B) ModernThink, describes the face validity and content validity as “Boyer and Cawood independently assembled ‘blue ribbon’ panels of experts to review the initial pool of survey statements for face validity. Additionally, the statements were reviewed by a panel of laypersons to gain additional input into how the statements were regularly interpreted” (personal communication, November 3, 2009).

ModernThink further reports the internal consistency and reliability as “reliability analysis of the 65-item survey yielded a Cronbach’s alpha coefficient of 0.9856. Correlation of the 65 items resulted in high inter-item correlation coefficients among all items. Factor analysis using principal components with eigenvalues greater than 1.00 produced total variance explained of 62.9%” (personal communication, November 3, 2009).

Research suggests that by studying the perspectives of these combined groups, the results may provide indicators of how other groups perceive the system as well (Peterson & White, 1992). Whereas gender is the most researched demographic, the results are not conclusive with regard to job satisfaction (Hagedorn, 2000). Because of the limited responses by different work groups, there are not enough female administrative participants by location to compare against the male participants. The same is true for the service center, educational technology, and central locations for faculty and minorities. At some of the central office locations, there are no faculty employed, therefore, an accurate comparison could not be made. At other locations,

very few minorities are employed in administrative positions. Consequently, to get a representative participant pool, the decision was made to exclude the central office and service center locations.

The test to see whether differences do in fact exist by ethnic groups either supports or denies several other studies conducted by researchers, Payne (1985), Swoboda (1990), Toman (1995), and Thomas and Asunka (1995) who investigated minority faculty and role perceptions of their respective institutions. Their findings are varied and contradictory. Swoboda (1990) found that minority faculty perceived their roles to be more stressful. Toman's (1995) research revealed that minority faculty perceived their roles to be beneficial to students and as such, invested more time in their roles than their contracts required. Thomas and Asunka (1995) found that women and minorities at a predominantly white college were pleased with their experiences. Corbin (2001) did not find differences between males and females in their role perceptions but found distinct differences among the different ethnic groups in this category. White men and black women, he said, did not perceive any differences, while white women and black men surveyed indicated perceived differences.

As mentioned earlier, the instrument utilized by ModernThink is categorized by three perspectives: individual, workgroup, and organization. Each perspective represents a set of statements and is defined by ModernThink as:

- Individual - How employees view their jobs at an individual level, largely a function of job fit; recognition and compensation; and advancement opportunities.
- Workgroup - How employees experience their workgroups in terms of their ability to work collaboratively, perform effectively and create a collegial, supportive environment.

- Organization - How employees view their connection to the organization as a whole - relates to their identification with the mission/vision, their trust in senior leadership, and their experience of a unique organization culture.

Rating Scale

Each of the 65 statements is measured on a 5-point Likert scale [*strongly disagree* (1), *disagree* (2), *sometimes agree/sometimes disagree* (3), *agree* (4), *strongly agree* (5), and *not applicable* (6)]. This study utilizes the same variables to achieve a mean average score for determining the perspectives of the employees. Each statement is further categorized by competency. For this study, the researcher is examining how each of the competencies - leadership, communication, respect, and alignment, are perceived in each of the three categorized groups (individual, workgroup, and organization). Using SPSS and the categorical statements, the mean average for each of the statements are analyzed to determine how the faculty/administrator group overall and the majority and minority groups perceived SWCCD. The categorical breakdown of each statement is listed in Table 2.

Table 2

Summary of Statements by Perspectives and Competencies Framework

Perspectives Framework			
CATEGORIES	Individual	Workgroup	Organization
Statements			
	1-25	26-35	36-65
Competencies Framework*			
Leadership	14, 16, 19, 22	No Statements	43, 49, 50, 51, 52, 56
Communication	1, 7, 13, 15, 17, 24, 25	26	44, 53
Respect	6, 12, 20	27, 28, 33,	38, 40, 45, 46, 47, 48, 55, 57, 58
Alignment	2, 3, 4, 5, 8, 11, 23	29, 30, 31, 32, 35	36, 37, 39

*Statements not included by MT for Competencies Framework: 9, 10, 18, 21, 34, 41, 42, 54, 59, 60, 61, 62, 63, 64, 65

The participants were instructed to rate their responses using the Likert five-point scale. ModernThink measured the statements and reported the results as positive (*strongly disagree (1), disagree (2), sometimes agree/sometimes disagree (3), agree (4), strongly agree (5)*) based on the employee's responses. This research, as has been argued, infers positive responses as indicators of approval and negative responses to indicate disapproval. For this study, I further explore the levels of contentment among the participants using the same scale, with 1 and 2 being negative and 4 and 5 being positive. The mid-point of 3 indicates a neutral position for each statement and thus is treated as neither satisfied nor dissatisfied in the final analyses. Statement 6 allowed employees to indicate "not applicable" and is not utilized in the analysis of the data in hopes that the average mean score calculates either above or below the mid-point.

Data Analysis

Like other surveys, ModernThink's Insight Survey attempts to gauge the qualitative aspects of your organization. Unlike other surveys, we take it one very important step further. Our survey also assesses the link between your employees' experience and the ultimate ability of your organization to perform.

ModernThink (2009)

In conducting the data analyses, these steps are followed. The researcher uses the grad pack 17.0 version of Statistical Package for the Social Sciences (SPSS, 2009) to analyze the data. Representatives from the MT consulting firm provided the raw data in a Microsoft Excel spreadsheet format. The researcher, with help from the University of North Texas Center for Interdisciplinary Research and Analysis Laboratory, coded the data for analysis in SPSS. Each campus is assigned a numerical designation

ranging from 1 – 7. Special attention is given to assuring that none of the campuses are assigned the same numbers as traditionally designated within the SWCCD.

For reporting purposes, the ethnic minority group is assigned a zero (0) and the Caucasian group, a one (1). In some cases, the participants did not indicate their campus designation or their ethnicity. However, they did indicate their employee workgroup status. These blanks appear as “missing” in the analysis of the data. The SPSS software package automatically accounts for the missing data, calculating a percentage tabulation of both excluded and included information.

A mean score for each competency will be computed. A mean score of two or lower represents negative perspectives and a mean of four or higher represents positive perspectives. Mean scores lower than four and higher than two are considered mixed, neither positive nor negative.

This study focuses on the positive and negative outcomes for each of the seven SWCCD colleges as rated by faculty and administrators. The results allow the researcher to develop a comprehensive matrix of perspectives by college and by ethnicity. This compilation could provide an overview of areas for improvement by the colleges' leadership teams. By reviewing and analyzing the data submitted by ModernThink, for each of the seven colleges, the research focuses on consistent ratings that speak to the need for the district leadership team to address. The purpose of this study is not to generate negative reactions and responses from the leadership teams at the seven colleges. Instead, it is intended to look at the ratings of the faculty and administrators and use the information to generate positive feedback that can be utilized by the college and district leadership teams. Each college was evaluated separately,

where the results may vary significantly by campus and by ethnic racial groups. The data was also be examined to assess the district as a whole.

CHAPTER IV

RESULTS

This chapter reviews the results of the ModernThink survey administered to the faculty and administrative workgroup in the Southwest Community College District (SWCCD) to determine their perceptions of the district as a best place to work. Using raw data provided by MT, an analysis was conducted to assess the perceptions of these two combined groups at each of the seven colleges. The evaluated data includes the response rates, demographics, and descriptive analyses for the groups and campuses. Individual, workgroup, and organization frameworks, along with leadership, communication, respect, and alignment competencies are the focus for evaluating the 2007 best place to work questionnaire administered to all employees in the SWCCD. A review of the mean average, estimated marginal means, and homogeneous results from each of the campuses and racial groups are outlined.

Statistical Procedures

The statistical procedures performed for these data analyses included a frequency and distribution count, an analysis of variance (ANOVA) and a multivariate analysis of variance (MANOVA). This chapter outlines the mean scores for the perspectives and competencies identified for this study. The ANOVA provided data analysis of each of the independent variables, race and campus, when analyzing the dependent variables, individual, workgroup, and organization perspectives. The MANOVA was performed to analyze the two independent variables (campus and race), and their effect on the competencies (leadership, communication, respect, and alignment) for each of the perspectives.



Figure 2. Competencies and perspectives' frameworks.

As mentioned in chapter three, the mean score of 4 or 5 are the benchmarks for determining whether the perceptions are positive, while the mean scores of 1 or 2 indicate a negative perception. A mean score of 3 indicates neither positive nor negative and was treated as a mixed perception of the data being analyzed.

Demographics

This research explored how the racial ethnic minority (0) and Caucasian (1) faculty and administrators, as a combined group, compared in ratings of their work experiences in the SWCCD based on their individual jobs, workgroup experiences, and connection to the organization. Specifically, the purpose of the research was to

determine how racial ethnic minorities and Anglo faculty and administrators rated their work experiences in the SWCCD. As noted in Table 3, the combined workgroup resulted in 457 employees. Of the 457 employees, 154 (33%) declared themselves as ethnic minorities while 303 (66%) declared their ethnicity as Caucasian. Of these totals, the missing data included 13 employees who did not declare their campus designation but did declare their ethnicity and their workgroup as faculty or administrator. Therefore, the analyses are comprised of 151 ethnic minorities and 293 Anglos.

Table 3

SWCCD Distribution by Race

	Race*	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	154	33.7	33.7	33.7
	1	303	66.3	66.3	100.0
	Total	457	100.0	100.0	

*0 = Minority *1 = Anglo

The data are further categorized by campus location, where each of the campuses in the SWCCD, are indicated in the data analyses as numbers between one and seven. The campus numbers utilized for these data analyses have been changed so as not to reflect the same numbers traditionally assigned to the colleges within the district. Table 4 provides a breakdown of the number of employees from each campus who participated in the survey. Of the 457 employees, there are 13 (2.8%) cases excluded due to employees not indicating their designated campus.

Table 4

SWCCD Campus Summary of Survey Mean Scores

			Cases					
			Included		Excluded		Total	
			n	Percent	n	Percent	n	Percent
SWCCD			444	97.2%	13	2.8%	457	100.0%
CAMPUS	RACE*	Mean	n	Std. Deviation	Minimum	Maximum	% of Total N	
1	0	3.9753	32	.77827	2.18	5.00	7.2%	
	1	4.2644	72	.55366	2.21	5.00	16.2%	
	Total	4.1755	104	.64154	2.18	5.00	23.4%	
2	0	4.1988	21	.46020	3.14	4.92	4.7%	
	1	3.9011	39	.64183	2.35	4.96	8.8%	
	Total	4.0053	60	.59801	2.35	4.96	13.5%	
3	0	3.7087	26	.83978	1.74	4.82	5.9%	
	1	3.2533	25	.78541	1.81	5.02	5.6%	
	Total	3.4855	51	.83760	1.74	5.02	11.5%	
4	0	3.9244	16	.75971	2.36	4.96	3.6%	
	1	4.0410	36	.72904	2.22	4.99	8.1%	
	Total	4.0052	52	.73312	2.22	4.99	11.7%	
5	0	3.4814	22	.85036	1.74	4.86	5.0%	
	1	3.6404	39	.76779	1.93	4.80	8.8%	
	Total	3.5831	61	.79522	1.74	4.86	13.7%	
6	0	3.8509	9	1.11764	1.66	5.00	2.0%	
	1	4.1671	16	.58290	3.08	4.89	3.6%	
	Total	4.0532	25	.80792	1.66	5.00	5.6%	
7	0	3.8091	25	.89519	1.13	4.83	5.6%	
	1	3.8029	66	.72402	1.84	4.97	14.9%	
	Total	3.8046	91	.76961	1.13	4.97	20.5%	
Total	0	3.8482	151	.81816	1.13	5.00	34.0%	
	1	3.9100	293	.73441	1.81	5.02	66.0%	
	Total	3.8890	444	.76356	1.13	5.02	100.0%	

*0 = Minority *1 = Anglo

The total evaluated cases equal 444. There are 104 (22%) responses identified from Campus 1, 60 (13%) from Campus 2, 51 (11%) from Campus 3, 52 (11%) from Campus 4, 61 (13%) from Campus 5, 25 (5%) from Campus 6, and 91 (19%) from Campus 7. While Campuses 2, 3, 4, and 5 are very closely matched with the number of employees who took the survey, their mean averages did not always align equally between the various perspectives and categories. This is important when considering if the size of the campus responses had an effect on the positive or negative perceptions.

The mean score on the survey for faculty and administrators in the SWCCD was 3.86. Both ethnic racial groups yielded an average score of 3.8 for the district. The campus mean scores and those of the two groups mirror those of the different perspectives and competencies. Campuses 1, 2, 4, and 6 rated positively with mean scores of 4.0 and above. Campuses 3, 5, and 7 rated neutrally, neither positive nor negative, among the employee groups.

Individual, Workgroup, and Organization Perspectives

Individual Perspectives

MondernThink characterized the individual perspectives as “the individual experience associated directly with job fit and satisfaction (Appendix B, p. 87).” At the individual level, the analyzed statements were questions 1 – 25. In Table 5, the combined employee group of faculty and administrators in the SWCCD scored these grouped statements as a mean of 3.9. Both the racial ethnic minority and Anglo groups scored the district as 3.9.

Table 5

Individual Perspectives for All Respondents

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.949	.041	3.869	4.030

By campus, the scores ranged from 3.6 to 4.1. Campuses 1, 2, and 4 each had a mean score of 4.0 and above indicating individual positive perceptions of their respective campuses. Campuses 3, 5, 6, and 7 had mean scores ranging from 3.5 to 3.9. These employees had mixed perceptions about the SWCCD (see Table 6).

Table 6

Individual Perspectives by Campus

CAMPUS	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	4.137	.080	3.980	4.294
2	4.164	.102	3.964	4.364
3	3.703	.105	3.496	3.910
4	4.043	.113	3.821	4.265
5	3.616	.100	3.419	3.813
6	3.979	.157	3.671	4.287
7	4.004	.088	3.830	4.177

Workgroup Perspectives

ModernThink characterized workgroup perspectives as “the experience within one’s immediate workgroup” (Appendix B, p. 87). At the workgroup level, the analyzed statements included Questions 26-35. In Table 7, faculty and administrators scored the

district a 3.8 mean score. The ethnic minority group rated the district a 3.7, while the Anglo group scored the district as 3.8.

Table 7

Workgroup Perspectives for All Respondents

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.823	.048	3.730	3.917

The workgroup analysis for each campus produced mean scores ranging from 3.4 to 4.0. Campuses 1 and 6 each had a mean score of 4.0, which indicated positive workgroup perceptions of their respective campuses. Campuses 2, 3, 4, 5, and 7 had mean scores ranging from 3.3 to 3.9. These employees neither felt positively, nor negatively about their campuses (see Table 8).

Table 8

Workgroup Perspectives by Campus

CAMPUS	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	4.062	.093	3.880	4.244
2	3.969	.118	3.738	4.201
3	3.478	.122	3.238	3.717
4	3.867	.131	3.610	4.124
5	3.496	.116	3.268	3.724
6	4.081	.181	3.724	4.437
7	3.811	.102	3.610	4.012

Organization Perspectives

Finally, ModernThink characterized organizational perspectives as, “the

experience of the overall organization (Appendix B, p. 87).” At the organization level, the analyzed statements were questions 36 - 65. Much like the workgroup category, faculty and administrators scored the district a 3.8 at the organization level. However, in this category, the ethnic minority group rated the district a 3.8, while the Anglo group scored the district as 3.7 (see Table 9).

Table 9

Organization Perspectives for All Respondents

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.803	.043	3.719	3.887

By campus, the organization scores ranged from 3.2 to 4.1. Campuses 1, 2, and 4 each had mean scores of 4.0 and above, which indicated a positive perception of their respective campuses at the organization level. Faculty and administrators had mixed perceptions about Campuses 3, 5, 6, and, 7 which had mean scores ranging from 3.2 to 3.6. They had neither positive nor negative views about their campuses (see Table 10).

Table 10

Organization Perspectives by Campus

CAMPUS	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	4.160	.083	3.997	4.323
2	4.017	.106	3.809	4.224
3	3.263	.109	3.048	3.477
4	4.039	.117	3.808	4.269
5	3.571	.104	3.366	3.775
6	3.967	.162	3.648	4.287
7	3.603	.092	3.423	3.783

While the mean averages fluctuated in these three categories for the racial groups, Campuses 3 and 5 consistently scored a mean of 3 in each of the categories, indicating that the employee groups had neither positive nor negative perceptions as individuals, or about their workgroups and their campus organizations. These results provide a measurement for reviewing the results in the categories of leadership, communication, respect, and alignment in each of the three perspectives.

Leadership, Communication, Respect, and Alignment Competencies

The competencies framework assesses how employees perceive the leadership, communication, respect, and alignment of the organization. Subsequently, these results addresses the four research questions outlined in this study and provide insights on how faculty and administrators perceive the SWCCD. With that focus in mind, the following data and tables reveal how the two groups perceive their campuses and the organization.

RQ1. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among the contracted employees within the SWCCD?

Leadership Perspectives by District

The results for research question one reveal that faculty and administrators have positive perceptions at the individual level for the leadership in the SWCCD with an average 4.0 mean score. However, organizationally, the perceptions were neither positive nor negative. As Table 11 outlines, the mean score of 3.6 reveals that faculty and administrators were neutral in their perceptions of the organizational leadership.

The competencies framework from the MT survey included 65 statements that related to leadership, communication, respect and alignment. However, ModernThink did not include statements, ranging from 26-35, in the evaluation of the workgroup leadership category. Since there are no data applicable to this category, there are no results to evaluate.

Table 11

District Mean Scores on Leadership

	n	Mean		Std. Deviation	Variance
		Statistic	Std. Error		
Individual Leadership	457	4.0011	.04895	1.04635	1.095
Organization Leadership	457	3.6295	.05073	1.08449	1.176

Communication Perspectives by District

Like many other categories, communication in the SWCCD is an area that faculty and administrators perceived as neither positive nor negative. In Table 12, each of the competencies in this category scored a mean of 3. While the mean average was higher for individual and workgroup communication at 3.8, organizationally, the mean score was 3.5.

Table 12

District Mean Scores on Communication

	n	Mean		Std. Deviation	Variance
		Statistic	Std. Error		
Individual Communication	457	3.8947	.03885	.83059	.690
Workgroup Communication	457	3.8687	.05330	1.13952	1.299
Organization Communication	457	3.5219	.05554	1.18727	1.410

Respect Perspectives by District

Like communication, faculty and administrators in the SWCCD rated the respect competency as neither negative nor positive in each of the three categories. Both individual and organizational respect scored a 3.6, while the workgroup respect scored a 3.5 (see Table 13).

Table 13

District Mean Scores on Respect

	n Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Variance Statistic
Individual Respect	457	3.6594	.04254	.90937	.827
Workgroup Respect	457	3.5945	.05107	1.09174	1.192
Organization Respect	457	3.6341	.04130	.88285	.779

Alignment Perspectives by District

Table 14 revealed that faculty and administrators perceived the SWCCD positively at the individual alignment level.

Table 14

District Mean Scores on Alignment

	n Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Variance Statistic
Individual Alignment	457	4.1260	.03411	.72916	.532
Workgroup Alignment	457	3.9589	.04061	.86808	.754
Organization Alignment	457	3.5120	.04391	.93862	.881

The mean score of 4.1 indicates some measure of approval in at least one of the three

alignment categories. Both workgroup and organization alignments scored in the neutral range at 3.9 and 3.5 respectively. Faculty and administrators expressed mixed reviews for these two categories.

Perspectives by Campus

RQ2. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among the contracted employees within the SWCCD by campus?

Leadership Perspectives by Campus

At the campus level, individual leadership results revealed positive perceptions by faculty and administrators at Campuses 1 (4.1), 2 (4.2), 4 (4.0), and 7 (4.1). Clearly faculty and administrators believe, as individuals, in the leadership of their campuses. For organization leadership, only Campus 1 had a mean score that reflected a positive perception (4.0). This result could be because of the belief that organization referred to the district's leadership and not that of the campus. With the exception of Campus 2, which ranked organization leadership as negative, all others indicated a neutral perception of their campuses at either the individual or organization level (see Table 15). Again, it is difficult to determine if the negative rating by Campus 2 is the result of employees being disgruntled with the campus leadership or that of the district.

Table 15

Campus Mean Scores on Leadership

Dependent Variable	CAMPUS	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Leadership	1	4.149	.107	3.939	4.359
	2	4.214	.136	3.947	4.482
	3	3.626	.141	3.349	3.903
	4	4.022	.151	3.724	4.319
	5	3.518	.134	3.254	3.782
	6	3.892	.210	3.480	4.305
	7	4.199	.118	3.967	4.431
Organization Leadership	1	4.058	.106	3.850	4.267
	2	3.929	.135	3.664	4.194
	3	2.942	.140	2.668	3.217
	4	3.995	.150	3.700	4.289
	5	3.411	.133	3.149	3.672
	6	3.807	.208	3.398	4.215
	7	3.342	.117	3.111	3.572

Communication Perspectives by Campus

When it came to perceptions of communication at the campus level, two campuses stood out by not rating positive in any of the categories. Across the board, Campuses 5 and 7 rated neutral. However, with the exception of Campus 3, all others rated positive in at least one, and in some cases, two areas. The mean scores at Campuses 1 (4.0) and 2 (4.1) reflected positive perceptions in individual communication. As individuals, these employees felt positive about the communication at their campuses. Workgroup communication fared better with Campuses, 2 (4.0), 4 (4.0), and 6 (4.3) showing positive perceptions, and Campus 4 scored positively in

organizational communication (4.0). Table 16 reveals that unlike the other campuses, Campus 3 scored the only negative perception in the communication categories with a 2.8 in organization communication. All others scored between 3.2 and 3.9, indicating neutral perceptions in this category.

Table 16

Campus Mean Scores on Communication

Dependent Variable	CAMPUS	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Communication	1	4.057	.085	3.890	4.223
	2	4.147	.108	3.935	4.358
	3	3.584	.112	3.365	3.803
	4	3.995	.120	3.760	4.230
	5	3.480	.106	3.272	3.689
	6	3.992	.166	3.666	4.318
	7	3.928	.094	3.744	4.112
Workgroup Communication	1	3.931	.118	3.698	4.163
	2	4.088	.151	3.792	4.384
	3	3.528	.156	3.222	3.835
	4	4.017	.167	3.689	4.346
	5	3.410	.148	3.118	3.701
	6	4.330	.232	3.874	4.786
	7	3.924	.131	3.667	4.181
Organization Communication	1	3.893	.117	3.663	4.123
	2	3.808	.149	3.515	4.100
	3	2.864	.154	2.561	3.167
	4	4.003	.165	3.678	4.329
	5	3.233	.147	2.945	3.522
	6	3.924	.229	3.473	4.374
	7	3.231	.129	2.977	3.485

Respect Perspectives by Campus

The respect competency resonated loudly with all campuses, mainly because the

results revealed a sense of impartiality among the campuses. The results in Table 17 reflect neither positive nor negative views of the campuses at the individual and workgroup levels. Campus 1, however, was the lone campus that garnered positive perceptions in the organizational respect competency with a mean score of 4.0. The remaining campuses scored means from 3.1 to 3.9 organizationally.

Table 17

Campus Mean Scores on Respect

Dependent Variable	CAMPUS	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Respect	1	3.848	.095	3.660	4.035
	2	3.841	.122	3.602	4.080
	3	3.497	.126	3.250	3.745
	4	3.715	.135	3.450	3.981
	5	3.340	.120	3.104	3.575
	6	3.652	.187	3.284	4.020
	7	3.580	.106	3.373	3.788
Workgroup Respect	1	3.913	.113	3.691	4.136
	2	3.596	.144	3.312	3.879
	3	3.251	.149	2.957	3.544
	4	3.581	.160	3.266	3.896
	5	3.284	.142	3.005	3.563
	6	3.773	.222	3.337	4.210
	7	3.622	.125	3.376	3.868
Organization Respect	1	4.013	.087	3.842	4.183
	2	3.820	.111	3.602	4.037
	3	3.189	.114	2.964	3.414
	4	3.868	.123	3.626	4.109
	5	3.391	.109	3.176	3.605
	6	3.837	.170	3.502	4.171
	7	3.426	.096	3.238	3.615

Alignment Perspectives by Campus

From Table 18, the mean averages for the campuses improve and reflect more positive results. At the individual alignment level, Campuses 1, 2, 4, 6, and 7 had mean scores reflecting positive perceptions ranging from 4.0 to 4.2. Only Campuses 3 (3.8) and 5 (3.9) were neutral with individual alignment.

Table 18

Campus Mean Scores on Alignment

Dependent Variable	Campus	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Alignment	1	4.291	.075	4.144	4.439
	2	4.254	.096	4.066	4.441
	3	3.867	.099	3.672	4.061
	4	4.256	.106	4.048	4.465
	5	3.929	.094	3.744	4.114
	6	4.121	.147	3.831	4.410
	7	4.100	.083	3.937	4.263
Workgroup Alignment	1	4.166	.089	3.990	4.341
	2	4.145	.114	3.921	4.368
	3	3.558	.118	3.327	3.790
	4	4.013	.126	3.764	4.261
	5	3.646	.112	3.426	3.867
	6	4.172	.175	3.827	4.516
	7	3.905	.099	3.711	4.099
Organization Alignment	1	3.933	.092	3.751	4.115
	2	3.711	.118	3.480	3.943
	3	3.027	.122	2.788	3.267
	4	3.590	.131	3.333	3.847
	5	3.132	.116	2.903	3.360
	6	3.604	.181	3.248	3.961
	7	3.268	.102	3.067	3.468

Positive perceptions continued for Campuses 1, 2, 4, and 6 with workgroup alignment. Mean scores for Campuses 3 (3.5), 5 (3.6), and 7 (3.9) were neither negative nor positive. None of the campuses scored positively in organizational alignment. All reflect mean averages ranging from 3.0 to 3.9, indicating a neutral perception of their respective campuses.

Perspectives by Race

RQ3. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among contracted employees within the SWCCD by combined minority racial-ethnic group and majority ethnic group?

Leadership, Communication, Respect, and Alignment Perspectives by Race

A review of the competency results by racial ethnic groups reveals that faculty and administrators scored the district as neither positive nor negative in most categories. For each category, leadership, communication, and respect, the mean scores range from 3.5 to 3.9 (see Tables 19, 20, and 21). It is notable that at the individual alignment level, both groups perceived the district positively with a mean score of 4.1 (see Table 22). MT does not clearly explain what alignment is in its literature or summary reports, therefore. At the individual level, the assumption is that as faculty and administrators, these employees believe they are well-positioned in their jobs and careers. Again, while the employees may be satisfied with their individual jobs, they are not as positive about their organization and workgroup. The remaining two alignment categories - workgroup and organization, rated neutrally, with mean scores of 3.9.

Table 19

District Mean Scores on Leadership by Race

Dependent Variable	Race*	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Leadership	0	3.926	.088	3.753	4.099
	1	3.966	.066	3.836	4.095
Organization Leadership	0	3.698	.087	3.526	3.869
	1	3.583	.065	3.455	3.712

*0=Minority 1=Anglo

Table 20

District Mean Scores on Communication by Race

Dependent Variable	Race*	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Communication	0	3.878	.070	3.740	4.015
	1	3.889	.052	3.786	3.991
Workgroup Communication	0	3.897	.098	3.705	4.088
	1	3.883	.073	3.739	4.026
Organization Communication	0	3.622	.096	3.433	3.812
	1	3.508	.072	3.366	3.650

*0=Minority 1=Anglo

Table 21

District Mean Scores on Respect by Race

Dependent Variable	Race*	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Respect	0	3.611	.079	3.456	3.766
	1	3.667	.059	3.551	3.783
Workgroup Respect	0	3.548	.093	3.365	3.732
	1	3.600	.070	3.463	3.737
Organization Respect	0	3.680	.072	3.539	3.821
	1	3.618	.054	3.513	3.723

*0=Minority 1=Anglo

Table 22

District Mean Scores on Alignment by Race

Dependent Variable	Race*	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Individual Alignment	0	4.118	.062	3.996	4.240
	1	4.116	.046	4.025	4.207
Workgroup Alignment	0	3.918	.074	3.773	4.063
	1	3.969	.055	3.860	4.077
Organization Alignment	0	3.439	.076	3.289	3.589
	1	3.494	.057	3.382	3.606

*0=Minority 1=Anglo

Leadership, Communication, Respect, and Alignment
Perspectives by Campus and Race

RQ4. For each perspective (individual, workgroup, and organization), which of the following competencies (leadership, communication, respect, and alignment), indicate a positive or negative perception among contracted employees within the SWCCD by combined minority racial-ethnic group and majority ethnic group by campus?

Leadership Perspectives by Campus and Race

In reviewing the competencies for each campus by race, the mean scores varied from category to category. For example, in the individual leadership category, only Campuses 2 and 7 perceived their campuses as positive with a mean of 4 for both racial groups. This indicates a positive balance for the leadership with these individuals. However, employees at Campuses 3 and 5 indicated a neutral perception with mean scores of 3. Campuses 1, 4, and 6 mirrored each other with mixed perceptions for the racial ethnic minority group (0) scoring the campuses a 3.9 for the first two and 3.7 for

the last. The Anglo group (1), however, perceived the campuses as positive with a mean of 4.3 and 4.0, respectively.

The organizational leadership competency resulted in mixed perceptions across the spectrum. Only one group perceived the organizational leadership as negative at their campus. At Campus 3, the Anglo population (1) had a negative perspective of their organization’s leadership as indicated in the mean score of 2.4 for the group. Campus 2 was the only campus where ethnic minorities perceived the organizational leadership as positive with a score of 4.1. Campus 7 was the only campus that reflected a neutral perception from both groups with mean scores of 3.3 for the organizational leadership at their campus.

Table 23

Campus Mean Scores on Leadership by Race

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Individual Leadership	1	0	3.961	.178	3.611	4.311
		1	4.337	.119	4.104	4.570
	2	0	4.345	.220	3.913	4.777
		1	4.083	.161	3.767	4.400
	3	0	3.933	.197	3.545	4.321
		1	3.320	.201	2.924	3.716
	4	0	3.953	.252	3.458	4.448
		1	4.090	.168	3.761	4.420
	5	0	3.318	.215	2.896	3.740
		1	3.718	.161	3.401	4.035
	6	0	3.722	.336	3.063	4.382
		1	4.063	.252	3.568	4.557
	7	0	4.250	.201	3.854	4.646
		1	4.148	.124	3.904	4.391

(table continues).

Table 23 (continued.)

Dependent Variable	Campus	Race*	95% Confidence Interval			
			Mean	Std. Error	Lower Bound	Upper Bound
Organization Leadership	1	0	3.948	.176	3.601	4.294
		1	4.169	.118	3.938	4.400
	2	0	4.175	.218	3.747	4.602
		1	3.684	.160	3.370	3.998
	3	0	3.397	.196	3.013	3.782
		1	2.487	.199	2.095	2.879
	4	0	3.948	.249	3.458	4.438
		1	4.042	.166	3.715	4.368
	5	0	3.462	.213	3.044	3.880
		1	3.359	.160	3.045	3.673
	6	0	3.593	.332	2.939	4.246
		1	4.021	.249	3.531	4.511
	7	0	3.360	.199	2.968	3.752
		1	3.323	.123	3.082	3.564

*0=Minority 1=Anglo

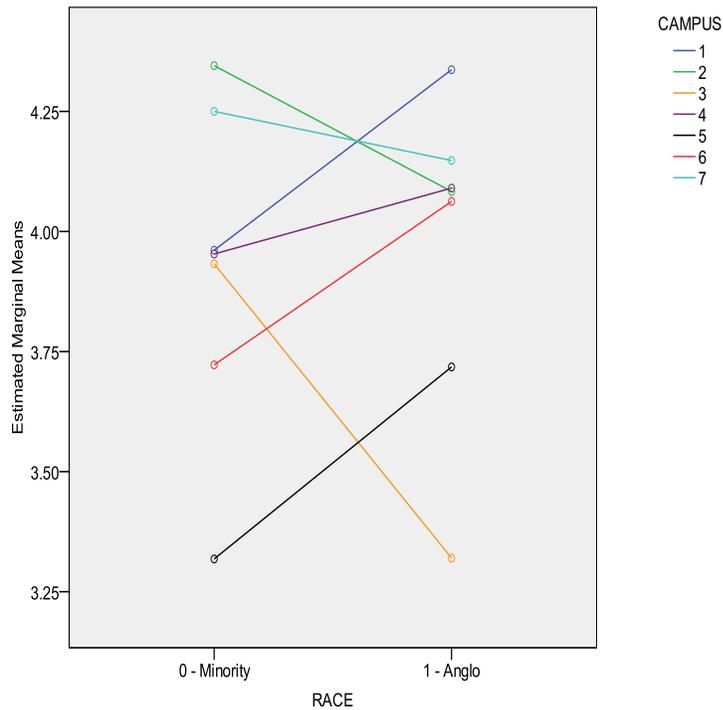


Figure 3. Individual leadership.

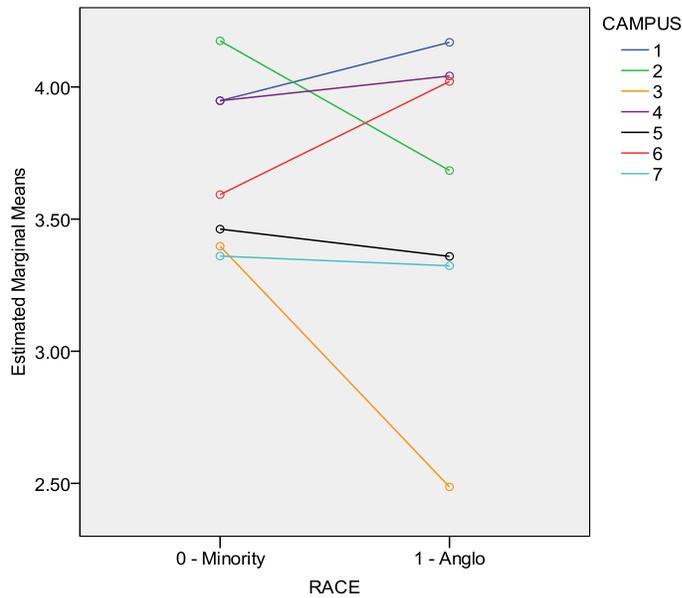


Figure 4. Organizational leadership.

Communication Perspectives by Campus and Race

Only two campuses showed positive perceptions by both groups in the communication competency. In the individual communication competency, Campus 2 showed positive perceptions for both the Anglo group (4.0) and the racial ethnic minority group (4.2). At the workgroup level for communication, Campus 6 showed positive results with the racial ethnic minority group (4.2) and the Anglo group (4.4) affirming their perceptions of their workgroups. Individually, Anglos at Campuses 1 (4.1), 4 (4.0), and 6 (4.1) perceived the communication positively at their locations. However, minorities at the same campuses perceived the communication at the individual level as neither positive nor negative. The mean scores ranged from 3.8 to 3.9. Each group, at Campuses 3, 5, and 7, indicated an impartial perception with scores ranging from 3.4 – 3.9.

As mentioned earlier, Campus 6 was the only campus where both groups

perceived the workgroup communication positively. Only Campus 1 differed from the rest in this category with the Anglo population who showed positive perceptions (4.2) while the ethnic minorities perceptions were neither positive nor negative (3.6).

Contrary to the results for Campus 1, Campuses 2, 4, and 7 had the opposite findings. Anglos at these campuses were neutral in their perceptions while the ethnic minorities perceived their workgroup communication as positive (4.0 – 4.3). Both groups at Campuses 3 and 5 perceived their workgroup communication neutrally (3.4 – 3.5).

In the organizational communication competency, neither of the groups aligned together to rate their campuses as positive. At Campus 3, the Anglo group perceived the organizational communication as negative with a mean score of 2.4. The ethnic minorities, however, were impartial with a 3.2 rating.

Table 24

Campus Mean Scores on Communication by Race

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Individual Communication	1	0	3.946	.141	3.670	4.223
		1	4.167	.094	3.982	4.351
	2	0	4.286	.174	3.944	4.627
		1	4.007	.128	3.757	4.258
	3	0	3.808	.156	3.501	4.115
		1	3.360	.159	3.047	3.673
	4	0	3.946	.199	3.555	4.338
		1	4.044	.133	3.783	4.305
	5	0	3.448	.170	3.114	3.782
		1	3.513	.128	3.262	3.764
	6	0	3.841	.266	3.319	4.363
		1	4.143	.199	3.751	4.534
	7	0	3.869	.159	3.555	4.182
		1	3.987	.098	3.794	4.180

(table continues)

Table 24 (continued).

Dependent Variable	Campus	Race*	95% Confidence Interval			
			Mean	Std. Error	Lower Bound	Upper Bound
Organization Communication	1	0	3.625	.197	3.238	4.012
		1	4.236	.131	3.978	4.494
	2	0	4.381	.243	3.903	4.858
		1	3.795	.178	3.444	4.145
	3	0	3.577	.218	3.148	4.006
		1	3.480	.223	3.042	3.918
	4	0	4.062	.278	3.515	4.610
		1	3.972	.186	3.608	4.337
	5	0	3.409	.237	2.943	3.876
		1	3.410	.178	3.060	3.761
	6	0	4.222	.371	3.493	4.952
		1	4.437	.278	3.890	4.985
	7	0	4.000	.223	3.562	4.438
		1	3.848	.137	3.579	4.118
Organization Communication	1	0	3.766	.195	3.383	4.148
		1	4.021	.130	3.766	4.276
	2	0	4.000	.240	3.528	4.472
		1	3.615	.176	3.269	3.962
	3	0	3.288	.216	2.864	3.713
		1	2.440	.220	2.007	2.873
	4	0	3.938	.275	3.397	4.478
		1	4.069	.183	3.709	4.430
	5	0	3.364	.235	2.902	3.825
		1	3.103	.176	2.756	3.449
	6	0	3.722	.367	3.001	4.443
		1	4.125	.275	3.584	4.666
	7	0	3.280	.220	2.847	3.713
		1	3.182	.135	2.915	3.448

*0 = Minority

1 = Anglo

Respect Perspectives by Campus and Race

The results of the respect competencies reflected mean scores much like what was listed in previous independent respect categories for the district, the campuses, and the racial groups. Most have a mean score between 3.1 and 3.9. However, there were three noted differences worth mentioning in Table 25.

Table 25

Campus Mean Scores on Respect by Race

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Individual Respect	1	0	3.760	.159	3.448	4.073
		1	3.935	.106	3.727	4.143
	2	0	3.921	.196	3.535	4.306
		1	3.761	.144	3.478	4.044
	3	0	3.795	.176	3.448	4.141
		1	3.200	.180	2.847	3.553
	4	0	3.625	.225	3.183	4.067
		1	3.806	.150	3.511	4.100
	5	0	3.167	.192	2.790	3.543
		1	3.513	.144	3.230	3.796
	6	0	3.407	.300	2.819	3.996
		1	3.896	.225	3.454	4.337
	7	0	3.600	.180	3.247	3.953
		1	3.561	.111	3.343	3.778
Workgroup Respect	1	0	3.771	.188	3.401	4.141
		1	4.056	.126	3.809	4.302
	2	0	3.730	.233	3.273	4.187
		1	3.462	.171	3.126	3.797
	3	0	3.474	.209	3.064	3.885
		1	3.027	.213	2.608	3.446
	4	0	3.542	.266	3.018	4.065
		1	3.620	.178	3.271	3.970
	5	0	3.106	.227	2.659	3.553
		1	3.462	.171	3.126	3.797
	6	0	3.630	.355	2.931	4.328
		1	3.917	.266	3.393	4.440
	7	0	3.587	.213	3.168	4.006
		1	3.657	.131	3.399	3.914
Organization Respect	1	0	3.962	.144	3.678	4.246
		1	4.063	.096	3.874	4.253
	2	0	3.984	.178	3.634	4.335
		1	3.655	.131	3.398	3.912
	3	0	3.547	.160	3.232	3.862
		1	2.831	.163	2.510	3.152
	4	0	3.813	.204	3.411	4.214
		1	3.923	.136	3.655	4.190

(table continues)

Table 25 (continued).

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Organization Respect (cont.)	5	0	3.374	.174	3.031	3.716
		1	3.407	.131	3.150	3.665
	6	0	3.667	.272	3.131	4.202
		1	4.007	.204	3.605	4.408
	7	0	3.413	.163	3.092	3.734
		1	3.439	.101	3.242	3.637

*0 = Minority 1 = Anglo

In the workgroup respect competency, Anglo employees from Campus 1 had the only positive perception in this category (4.0). In organizational respect, Anglo faculty and administrators at Campuses 1 and 6 had positive perceptions about their campuses (4.0). Finally, at Campus 3, the Anglo group perceived the organizational respect as negative with a score of 2.8. Across all of the campuses, ethnic minorities were neither pleased nor displeased with respect at their campuses.

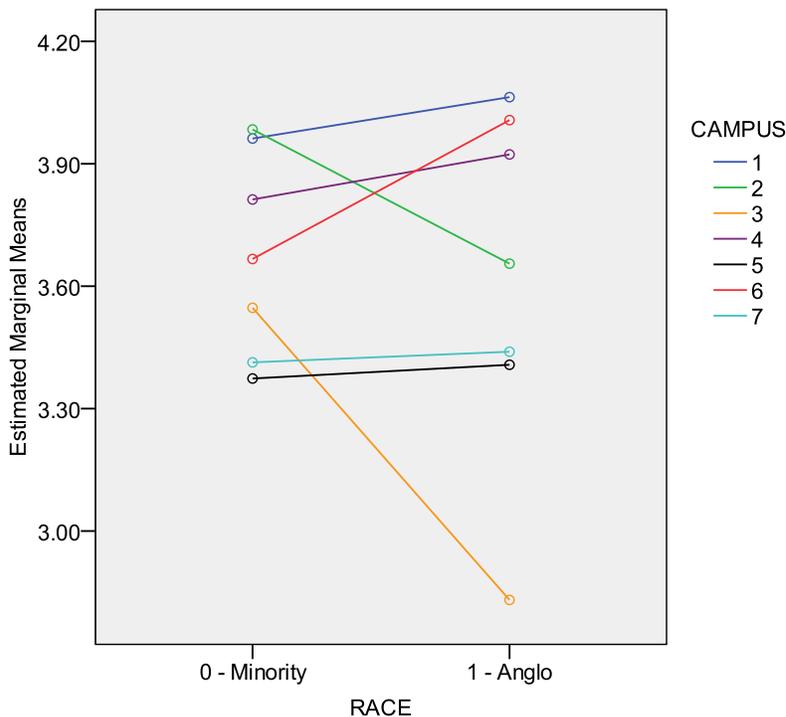


Figure 5. Organizational respect.

Alignment Perspectives by Campus and Race

The alignment competency results favor more positive perceptions in the individual category than in either the workgroup or organization category. Both groups, Caucasian and racial ethnic minorities, at Campuses, 1, 2, 4, and 7, perceived their individual alignment as positive. The ethnic minority group at Campus 3 rated this category as positive (4.0), while Anglos at Campus 6 did the same (4.3). The ethnic minorities at Campus 6 were neutral (3.8) as was the Anglo group at Campus 3 (3.6). The only campus that indicated a neutral stance for both groups in this category was Campus 5 (3.8).

Workgroup alignment generated agreement in both groups at five campuses. Campuses 2 and 6 perceived their workgroup alignment as positive (4.1 - 4.2), while mean scores at Campuses 3, 5, and 7 ranged from 3.4 - 3.9, demonstrating a mixed review in this category. Campuses 1 and 4 were similar in that the ethnic minority groups were averaged mean scores of 3.9, showing no perception one way or the other, while the Anglo groups perceived positively the workgroup alignment with mean scores of 4.1 - 4.3.

The overall perception of the organization alignment among both the ethnic minority and Anglo groups was neutral with a 3.4 rating. However, Campuses 1 and 3 diverged, each in separate directions of this category, to rate their campuses as positive (4.1) and negative (2.8), respectively. Equally important was the negative perception of Anglos at Campus 3, whose mean score was 2.7. All others had mean scores of 3, indicating neither positive nor negative perceptions (see Table 26).

Table 26

Campus Mean Scores on Alignment by Race

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Individual Alignment	1	0	4.174	.125	3.929	4.420
		1	4.409	.083	4.245	4.572
	2	0	4.456	.154	4.153	4.759
		1	4.051	.113	3.829	4.274
	3	0	4.082	.139	3.810	4.355
		1	3.651	.141	3.374	3.929
	4	0	4.295	.177	3.948	4.642
		1	4.218	.118	3.987	4.450
	5	0	3.877	.151	3.581	4.173
		1	3.982	.113	3.759	4.204
	6	0	3.857	.235	3.394	4.320
		1	4.384	.177	4.037	4.731
	7	0	4.086	.141	3.808	4.363
		1	4.115	.087	3.944	4.286
Workgroup Alignment	1	0	3.963	.149	3.670	4.255
		1	4.369	.099	4.175	4.564
	2	0	4.238	.183	3.878	4.599
		1	4.051	.135	3.787	4.316
	3	0	3.685	.165	3.361	4.009
		1	3.432	.168	3.102	3.762
	4	0	3.925	.210	3.512	4.338
		1	4.100	.140	3.825	4.375
	5	0	3.518	.179	3.166	3.870
		1	3.774	.135	3.510	4.039
	6	0	4.156	.280	3.605	4.706
		1	4.188	.210	3.774	4.601
	7	0	3.944	.168	3.614	4.274
		1	3.867	.103	3.663	4.070

(table continues)

Table 26 (continued).

Dependent Variable	Campus	Race*	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Organization Alignment	1	0	3.708	.154	3.406	4.011
		1	4.157	.103	3.956	4.359
	2	0	3.730	.190	3.357	4.103
		1	3.692	.139	3.418	3.966
	3	0	3.308	.171	2.972	3.643
		1	2.747	.174	2.405	3.089
	4	0	3.458	.218	3.031	3.886
		1	3.722	.145	3.437	4.007
	5	0	3.015	.186	2.650	3.380
		1	3.248	.139	2.974	3.522
	6	0	3.667	.290	3.096	4.237
		1	3.542	.218	3.114	3.969
	7	0	3.187	.174	2.845	3.529
		1	3.348	.107	3.138	3.559

*0 = Minority 1 = Anglo

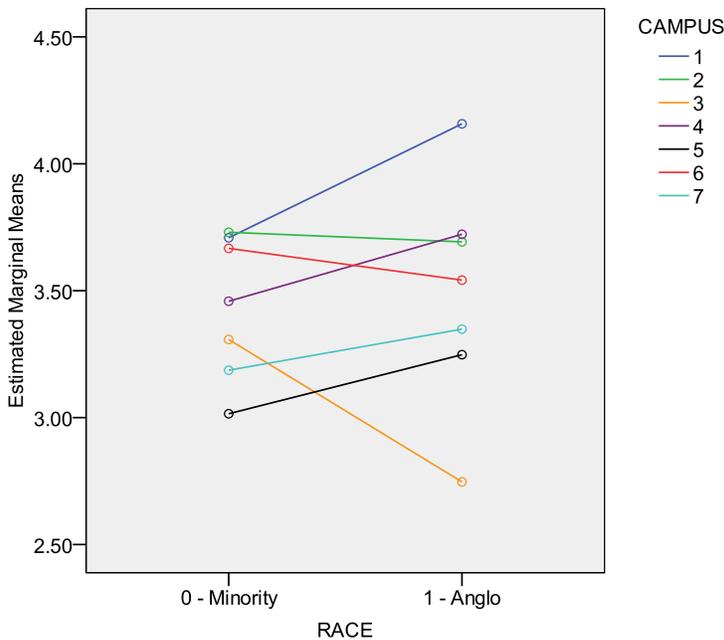


Figure 6. Organizational alignment.

CHAPTER V

SUMMARY

The decision to examine the perceptions of faculty and administrators in the Southwest Community College District (SWCCD), using data generated by ModernThink, was based on the district's interest in determining whether it ranked the top 100 Best Companies in Texas. The 2007 survey provided a narrow focus on the results, for the district as a whole, in determining whether it considered among the best place to work in the state. Employees in the district were informed of the District's results and that of their respective campus. None of the seven colleges were singled out to determine if they ranked among the best place to work, since ModernThink was commissioned to look at the entire district. This study took the data from the 2007 survey and analyzed how the campuses themselves ranked, in comparison to each other and the district, and further explored how faculty and administrators perceived their campuses based on their ethnic backgrounds. Careful considerations were made, on the part of the researcher, to assure that the data and results remained confidential in revealing the identity of the campuses.

Why limit the exploration of the district campus results to just race? Why not explore gender, or age, or any of the other factors associated with the original survey? Singh, Robinson, and Williams-Green (1995) discussed the need to explore the perceptions of faculty and administrators, where their gender and ethnicity were treated as separate factors. Berrian (2006) explored the differences in satisfaction between White and Black faculty to determine if whether the perceptions would be factors in a faculty members' decision to leave their jobs. The data available to the researcher were

configured so that enough responses from the two ethnic racial groups could be derived for each campus, given ModernThink's policy on not calculating responses or categories where fewer than five employees responded. Exploring any of the other demographic areas would have been a challenge in configuring the data to achieve meaningful results. Furthermore, an examination of the two workgroups, ethnic racial minorities and Anglos, provided an opportunity to gauge the perspectives of the minorities in comparison to their Anglo counterparts on the core perspectives and competencies outlined in the study.

As mentioned, the data, which approved by the SWCCD leadership, were analyzed for all seven colleges and the district as a whole to determine the positive and negative perceptions, based on mean scores, of the employee workgroups.

Researchers Castillo and Cano (2004) and Hardy and Laanan (2006) used mean scores to determine the level of satisfaction of faculty in their respective studies. For this study, a positive mean score of 4.0 or higher, indicated that employees ranked that college as a best place to work in the district. This was easily determined by looking at the overall mean scores for the colleges. In contrast, if a college scored below a 3.0, the college was not perceived as a best place to work, given that a score of 3.0 and below indicated a need for improvement. While there were several positive scores, there were some negative scores of 2.9 and below. These findings, while not shocking, provide some insight into opportunities for open discussion among the college employees and leaders.

Conclusions and Discussions

In his examination of the Herzberg Theory, Smerek (2007) recognized the

scarcity of higher education literature that focused on factors that measured the perceptions of administrators in colleges and universities. Much like the 13 work environment factors in Herzberg's dual-theory model of assessing satisfaction, ModernThink's perspectives and competencies frameworks examined the intrinsic internal motivators (individual, workgroup, and organization) and hygiene external factors (leadership, communication, respect, and alignment) of the employees. Across the SWCCD, the data revealed that the employee groups were generally neutral regarding their perceptions of the district and their respective campuses. There is clear divergence in perceptions by ethnic groups for some of the colleges and in certain competencies. Smerek (2007) pointed out in his research that one of the Herzberg motivators, achievement, was excluded in the data compilation because there were no research questions for this category. No explanation is given for the omission, much like that of ModernThink's omission of questions related to the workgroup leadership competency.

Of the seven colleges analyzed, four ranked among the Best Places To Work within the SWCCD, based on their overall 4.0 and above positive mean score. Campus 1 scored the highest at 4.175 among all of the colleges, followed by Campus 6 at 4.053, and both Campuses 2 and 4 scoring the same at 4.005. The overall district score was 3.889, which indicated that employees, in general, were neutral about the district. While these four campuses ranked favorably among the employee groups, there was some divergence as the data revealed some notable differences in the sub-categories. Fischman (2010, ¶ 3) noted that "communication seems to be a major factor that distinguishes colleges on the Great Colleges to Work For Honor Roll, those that are

rated as excellent across several categories of the workplace.” In the case of the SWCCD, employees indicated more positive perceptions at the individual and workgroup sub-levels, but not as much at the organization level.

As individuals, the employees rated the colleges more positively, than they did for the workgroup or organization. Perhaps this is the result of the employees feeling more empowered as individuals, as opposed to their perceptions of limited control at the workgroup and organization levels. With that in mind, Campuses 1, 2, 4, and 7 rated in the best place to work category at the individual level, while Campuses 1 and 6 ranked positively for the workgroup category. At the organization level, again, Campus 1 rated positively, along with Campus 2 and Campus 4. None of the colleges rated negatively in these categories.

To further emphasize the perceptions at the individual level, employees rated the SWCCD as a best place to work in the competency areas of Leadership (4.0) and Alignment (4.1). Of the three perspective areas, Individual, Workgroup, and Organization, only Campus 1 scored as a best place to work in the respect category, which is emphasized with a 4.0 at the organization level. In contrast, Campus 3, rated below a 3.0 in both leadership and communication at the organization level. While the positive ratings provide an opportunity for exploring and duplicating what is done at those campuses, likewise, a review of the negative perceptions of employees at Campus 3 could result in improvements for employees and the college.

Much like the results in Rosser and Townsend's (2006) study, the ethnic racial minority workgroup did not indicate any greater levels of negative perceptions about their campuses or the district. In fact, they did not rate any of the perspectives or

competency categories as negatives. However, the Anglo workgroup did express their negative perceptions for Campus 3. There are some indications that the ethnicity of the college leader may have played a role in how the employees perceived their college and perhaps, the district. More often than not, the two ethnic groups diverged in their perceptions of the various sub-categories. Only Campus 5 consistently rated every category and sub-category neutrally (3.0 – 3.9) in the study. The employees, from both groups at this campus, neither felt positively nor negatively about the leadership, communication, respect, and alignment at the individual, workgroup, or organization levels. At Campus 2, both groups rated some of the categories as a positive and indicated that this college would be a best place to work. The ethnic minorities, however, rated the college positive in seven of the 11 sub-categories, while the Anglos diverged a bit to indicate a neutral stance in seven of the 11 categories as neutral.

Campus 1, which had the most respondents, consistently rated positive in several categories, with mean scores of 4.0. Campuses 2, 3, 4, and 5 had similar numbers of respondents at each campus. Campus 6 had the least amount of employees to respond. The message from the workgroups at Campus 3 was strong in their perceptions of the college and the leadership. The less than positive ratings, as mentioned earlier, were generated by the Anglo workgroup. Unlike the studies by Hardy and Laanan (2006), Twombly (2008), Townsend (2006) and others, the opportunity to explore why faculty and administrators rated the categories as they did was not possible due to the security imposed by the district for the comments made by staff. This qualitative information would have shed some light on the reasons why employees rated the campuses as they did in the survey.

The data that were analyzed does provide an adequate idea of how the SWCCD fared by both groups. In general the employee groups perceived the district as positive in some categories and neutral in others. The ethnic racial minority group took a middle-of-the road stance most of the time, except in individual alignment, where it matched the Anglo group with a 4.1 overall rating. When it branched out, it rated its campus, the organization, or the leadership favorably. Speculation might be that as ethnic minorities, the appreciation for a job supersedes negative perceptions, as discussed by Rosser and Townsend (2006).

Ayers (2009), who studied contradiction in the community colleges, focused on strategies for improving the work environment for faculty and staff, including administrators. If attention is not directed to those areas where employees felt negatively, then perceived or sustained conflict could impact the enrollments, the students, and incoming new employees as they sense the negativity radiating from certain individuals, workgroups, or the organization as a whole.

There were several limitations associated with this study which presented challenges in revealing more specific information about the colleges. The need to keep the information confidential and the colleges unnamed required some maneuvering such that the data did not reveal the identity the campuses. However, the opportunity to answer the four research questions and glimpse at each college and the faculty and administrator perceptions was worthwhile. This research is important in that a study to examine the differences and perceptions of a workgroup by college and ethnic group indicates an interest on the part of the SWCCD leadership in determining where the district is or headed with diversity. The research from this study was to provide insight

into how faculty and administrators perceived the SWCCD. The results could be a source of consideration when college leaders interact with the workgroups and plan for dealing with diversity issues.

Implications

The results of the research for this study indicate an opportunity for the leaders within the SWCCD to discuss with faculty and administrators their thoughts on improvements. Hart and Kritsonis (2006) analyzed a paper, *Imitation of Film-Mediated Aggressive Models*, written by theorist Albert Bandura and his colleagues. A part of their focus included an examination of Bandura's social learning theory that individuals learn by various "media forms", including computers. For those campuses where positive responses were not present in some categories, one has to consider the role that modeling played in the employee ratings. Perhaps the responses are based on social learning theory as outlined by Eyal and Rubin (2003) and documented by Hart and Kritsonis (2006). "Social Learning Theory is built on several assumptions: firstly aggression must be learned; secondly via observing a model the learning of actions transpires; and thirdly symbolic modeling via the media facilitates the social diffusion of ideas, values and behaviors occurs" (Hart & Kritsonis, 2006, 3).

These assumptions bring into focus the role that media or computers play in the employees' perceptions. Most often, the discussions between leaders and their teams are eventually funneled through a pipeline of employees or electronic communication where the interpretation gets lost or jumbled in translation. The outcomes, much like Bandura's Bobo the doll experiment, results in a modeled behavior of negative responses based on little or incorrect details. Today's social learning often comes

through e-mails, blogs, tweets, and posts. The employee networks often band together to discuss and interpret the decisions being considered before the decisions are made and enacted. By the time the decision becomes a reality, it has already become a source of contention, fueled perhaps by one disgruntled employee whose connection to social media and computers carries a powerful and prominent presence in the culture of the college. Again, much like the school-age children in Bandura's "*Bobo the Doll Experiment*," employees enact their own judgments on the college's leadership based on what they heard, read, or observed from another employee or group of employees. Such may be the case with the employee groups who rated their college's leadership negatively or indifferently.

On the opposing side, there certainly is enough of uncertainty in the results that warrant a review of the behaviors of the college's leadership. Are the employees truly reacting or modeling what they see in their leadership? If so, there is room for improvement among the colleges' leadership teams to model behaviors where the outcomes for the college, employees, and students will be more positive. Another social theorist, B. F. Skinner promoted that learning could be improved by changing overt behavior. If employees are to join together as a team, in support of their institutions, they need leaders who model the behavior consistent with equity, fairness, and attention to the needs of the employee workgroups, not just individuals.

ModernThink Insight Survey Instrument

ModernThink's best place to work survey has improved for colleges and universities since it first surfaced in 2007. It has the potential to be a positive resource for colleges, if it addresses the differences in governance and leadership that exists

between companies, universities, and community colleges. If entire responses are omitted from the results of the data because not enough of a group responded, the survey becomes skewed in favor of some but not others. Also, the 2007 survey had 65-statements within the instrument. However, MT excluded from the competencies framework statements 9, 10, 18, 21, 34, 41, 42, 54, 59, 60, 61, 62, 63, 64, and 65, which impacted the Workgroup Leadership category. This sub-category had no statements to analyze. It is not clear why these statements were omitted and requests for details were not provided. Perhaps these statements could have contributed to more positive or even negative outcomes in the competencies evaluated. ModernThink should include the statements in the frameworks in the future or explain their absence.

Future Research

This study provided a glimpse into a combined workgroup of faculty and administrators. While important, a breakdown of each workgroup would provide a more focused perspective of how each workgroup rated the SWCCD. Also, the opportunity to examine if there are significant differences in the district and by campus by each ethnic group and by gender is worth investigating. It is difficult to determine if age would be an area worth investigating, given the longevity, in years, of the current faculty and administrative workgroups. The results may not generate significant surprises given the mind-set of faculty and administrators. Many have been employed since the district held its first class. A final point to consider is how to get the majority of the employees to participate in future assessments. Employees complain that they do not have a voice in the decision-making, however, when an opportunity presents itself, employees shy away from completing surveys or attending forums where they could legitimately

express their frustrations, desires, and ideas. With future surveys, more emphasis should be placed on assuring employees that the information they provide is confidential and that they will not be singled-out for their comments or ratings. Singling out employees, who have not completed the survey, gives the impression that their responses are being monitored. Employees must have confidence that their responses are confidential.

APPENDIX A

2007 MODERNTHINK INSIGHT SURVEY STATEMENTS

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Individual Perspective		
1	C	I understand our organization's mission and strategic goals
2	A	My job makes good use of my skills and abilities
3	A	I am provided the training I need to be effective in my job
4	A	I understand how my job contributes to this organization's success
5	A	I am given the responsibility and freedom to do my job
6	R	I am regularly recognized for my contributions
7	C	I have a clear understanding of this organization's current financial performance
8	A	I am provided the resources I need to be effective in my job
9	NR	I am given a real opportunity to develop my skills in this organization
10	NR	I understand the steps necessary to advance my career
11	A	I have the flexibility and authority to quickly address customer needs
12	R	I am paid fairly for my work
13	C	My supervisor makes his/her expectations clear
14	L	I trust my supervisor enough to follow him/her, even when I disagree with his/her decisions
15	C	My supervisor actively solicits my suggestions and ideas
16	L	My supervisor keeps his/her promises
17	C	I receive feedback from my supervisor that helps me
18	NR	My supervisor takes an active interest in helping me advance my career
19	L	I believe what I am told by my supervisor
20	R	My supervisor supports my efforts to balance my work and personal life
21	NR	I have a good relationship with my supervisor
22	L	My supervisor regularly models our organization's values
23	A	When I offer a new idea, I believe it will be fully considered
24	C	I am comfortable expressing my opinions on issues important to me
25	C	Changes that affect me are discussed prior to being implemented
Workgroup Perspective		
26	C	In my workgroup, we communicate openly about issues that impact each other's work
27	R	Issues of low performance are addressed in my workgroup
28	R	Promotions in my workgroup are based on a person's ability
29	A	In my workgroup, we have opportunities to contribute to important decisions
30	A	My workgroup constantly looks for ways to achieve better results
31	A	In my workgroup, we actively seek to understand customer needs
32	A	In my workgroup, we adapt quickly to changing circumstances
33	R	My work environment is fair for everyone
34	NR	In my workgroup, we genuinely care about each other
35	A	People in my workgroup work well together

Organization Perspective		
36	A	There's a sense that we're all on the same team in this organization
37	A	Our orientation program prepares new employees to be effective
38	R	Our review process accurately measures my job performance
39	A	I can count on people to cooperate across departments
40	R	Our organization's policies and practices ensure fair treatment for all employees
41	NR	I am proud to be a part of this organization
42	NR	Senior leadership provides a clear direction for this organization's future
43	L	Our senior leadership has the capabilities necessary for us to be successful
44	C	Senior leadership communicates openly about important matters
45	R	Senior leadership shows a genuine interest in the well-being of employees
46	R	Our organization's policies give me the flexibility to manage my personal life
47	R	Our recognition and rewards programs are meaningful to me
48	R	Our organization's benefits meet my needs
49	L	Senior leadership keeps their promises
50	L	I trust senior leadership enough to follow them, even when I disagree with their decisions
51	L	Senior leadership regularly models our organization's values
52	L	I believe what I am told by senior leadership
53	C	In this organization, we discuss and debate issues respectfully to get better results
54	NR	I would recommend our products/services to my family and friends
55	R	In this organization, people are supportive of different personalities and backgrounds
56	L	We learn from our mistakes in this organization
57	R	In this organization, how well you do your job is more important than who you know
58	R	We celebrate our successes in this organization
59	NR	I would recommend working here to my family and friends
60	NR	I feel a strong sense of loyalty to this organization
61	NR	This organization actively contributes to the community
62	NR	The work of this organization is important and makes a difference
63	NR	I would invest my own money in this organization
64	NR	Our organization's culture is special - something you don't find just anywhere
65	NR	This is a great organization where people want to work

Competencies Framework: Leadership (L); Communication (C); Respect (R); Alignment (A)

Questions Not Reported by ModernThink in Competencies Framework

- 9 I am given a real opportunity to develop my skills in this organization
- 10 I understand the steps necessary to advance my career
- 18 My supervisor takes an active interest in helping me advance my career
- 21 I have a good relationship with my supervisor
- 34 In my workgroup, we genuinely care about each other
- 41 I am proud to be a part of this organization
- 42 My work environment is fair for everyone
- 54 I would recommend our products/services to my family and friends
- 59 I would recommend working here to my family and friends
- 60 I feel a strong sense of loyalty to this organization
- 61 This organization actively contributes to the community
- 62 The work of this organization is important and makes a difference
- 63 I would invest my own money in this organization
- 64 Our organization's culture is special - something you don't find just anywhere
- 65 This is a great organization where people want to work

APPENDIX B

MODERNTHINK INSIGHT SURVEY METHODOLOGY

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ModernThink

ModernThink Insight Survey®

The ModernThink Insight Survey® is an employee survey developed by Scott Cawood and Richard K. Boyer of ModernThink. The survey instrument measures the extent to which employees are involved in the business and ultimately, the quality of the employees' workplace experience. The assessment consists of 65 statements that evaluate the organization from three different frameworks:

- three perspectives: the experience of the overall organization, the experience within one's immediate workgroup and the individual experience associated directly with job fit and satisfaction
- four critical workplace relationships: the quality of relationship an employee reports with their supervisor, senior leadership, colleagues and constituents (e.g. customers, patients, clients)
- a competency model which assesses leadership, communication, respect and alignment.

The assessment tool uses a five-point agreement scale and also includes two open-ended questions.

➤ **Face Validity & Content Validity**

Boyer and Cawood collectively have over twenty years of experience studying employee engagement and great work places and their on-going research studying "best places to work" organization. They identified themes and criteria commonly associated with employee satisfaction and workplace quality and combined with their own experience outlined a series of three frameworks to categorize the survey dimensions into a meaningful model.

Existing research readily documents the influence of an employee's supervisor on the overall workplace experience of the employee. Accordingly, the instrument includes statements to assess the perceived quality of the employee/supervisor relationship as well statements that provide insight into key managerial competencies.

Similarly, while there is no consensus agreement on a specific definition of employee engagement, it is widely believed that how well employees understand how their job impacts the organization's success is one factor that influences the

degree of employee engagement. Boyer and Cawood included statements to provide insight into the employees' understanding of the organization mission and how their job impacts the mission.

Boyer and Cawood independently assembled "blue ribbon" panels of experts to review the initial pool of survey statements for face validity. Additionally, the statements were reviewed by a panel of laypersons to gain additional input into how the statements were regularly interpreted.

➤ **Criterion Validity**

Of primary interest to Boyer and Cawood was the predictive validity of the survey instrument. Given (1) the prevalence of "best place to work programs" today, (2) the fact many organizations participate in more than one of these programs and (3) the fact that this instrument was used in multiple "best place to work programs" in its first year there were a numerous opportunities to examine how organizations that performed well with this instrument fared in other employee recognition programs.

Comparative programs included Fortune Magazine's "100 Best Companies to Work For" program and SHRM's "Best Small & Medium Size Employers" program.

➤ **Internal Consistency/Reliability**

Reliability analysis of the 65-item survey yielded a Cronbach's alpha coefficient of 0.9856. Correlation of the 65 items resulted in high inter-item correlation coefficients among all items. Factor analysis using principal components with eigenvalues greater than 1.00 produced total variance explained of 62.9%.

A single factor on which all items loaded significantly and positively, accounted for 50.8% of the total explained variance. Five other factors had significant loadings of one or more items and accounted for the remaining explained variance.

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