DESCRIPTION OF CLIMATE AT A

SUBURBAN COMMUNITY COLLEGE

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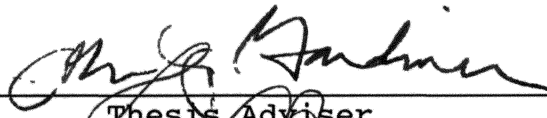the Degree of
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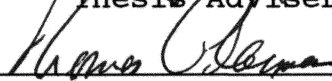
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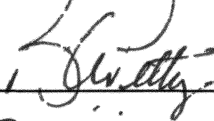
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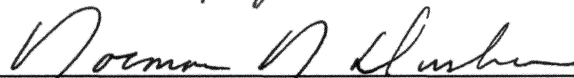
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CHAPTER I

INTRODUCTION

World culture is shifting. Power sources are changing.
Power, based on knowledge, violence, and wealth, is shifting
from country to country, from dollar to yen to deutsche
mark, from war to industrial espionage, from education in
facts to education in education.

Toffler, author of <u>Future Shock</u>, <u>The Third Wave</u>, and
<u>Powershift</u>, sees that the very face of business is changing:

> Today, a geologist who finds a huge oil strike is
> likely to be well rewarded by the company for
> adding to its reserves. Tomorrow, when knowledge
> resources are recognized as the most important of
> all, employee remuneration may well come to hinge,
> at least in part, on the success of each individu-
> al in adding value to the corporate knowledge
> reserve. In turn, we can expect even more sophis-
> ticated power struggles for the control of know-
> ledge assets and the processes that generate them.
> (Toffler, 1990, p. 159)

If, then, as Toffler contends, the face of business is
changing from business that is "lowbrow" muscle- and
capital-based to business that is "highbrow" knowledge-
based, and changing from a business culture of few symbols
to one characterized by "high symbology," education must be
able to meet the new needs of business and thus the new
needs of the population as a whole. Those new needs of
business include people. People have already become "human

capital," able to function in new environments and to contribute to a sense of community in a technologically-rich, information-oriented, knowledge-intensive world.

Many sectors of the education community, both with and without pressure from the wider community, are reaching for the challenges of the twenty-first century. One of the fastest-growing sectors of education and one of the least bound by tradition is the community/junior college. It is in the community college that education for the twenty-first century is likely to begin, since other types of institutions for higher education are more tightly bound to tradition and since public education lags behind cultural changes, a tendency that is more and more likely to be exacerbated.

Background and Significance

The goals and functions of the community college are still in the process of evolution. Originally, the community college was a high school extension, involved in remediation and giving access to the poor. From 1930-1950, the junior college offered some vocational courses, previously a high school venue, and developed academic curriculum. From 1950-1970, the community college became the open door to higher education, extending hours of accessibility into the evening and increasing vocational offerings. From 1970-1980, the community college became a community outreach center, adding non-credit courses and increasingly using non-traditional means of class delivery.

From 1980-1990, the community college has continued to function in human resource development (Monroe, 1973; Cohen and Brawer, 1984).

Today the community college continues to encompass these historical goals, but three major goals are usually stated: (1) to provide an open door to educational opportunity (Monroe, 1973; Medskar and Tillery, 1971); (2) to present comprehensive curricula, including education in liberal arts, occupational education, continuing education, general education, remedial education, pre-professional education, etc. (Cohen and Brawer, 1984); and (3) to be oriented to the community which it serves, discovering what population resides in the community and what that population needs in the way of services which the community college can provide. According to Monroe, "The open-door principle means that any person who is a high school graduate or who is an adult citizen (over eighteen) is welcome to attend a community college" (26).

Some functions of the community college are in response to the sometimes unvoiced expectations of society. According to Monroe (1973), one function is "salvage." "Salvage" of a student is rescue of the capable but unmotivated student, perhaps a "drop down" from a senior college, and encouragement of that student to become an achiever (Templin, 1983; Brock, 1987). Three other functions are screening, the equivalent of sorting out students into the "appropriate" groups based on abilities; "cooling out," persuading

the student that he or she did not actually want higher education or persuading him or her into a general or vocational field; and custodial ("baby sitting"), keeping students occupied until they decide "what they want to be when they grow up" (Monroe, 1973; Cohen and Brawer, 1984). With the increasing emphasis on "human capital" these functions will become even more important.

The philosophy of the community college is to provide the widest possible opportunity for post-high school and adult education. Community colleges are having to become more conscious of, and responsive to, market changes because of the rapidity and scope of change. One minor example of this is the new necessity for advanced electronics and mathematics training for automotive technicians (formerly known as auto mechanics). The community college will undoubtedly make further and more rapid changes in response to economic needs that are likely to be felt.

With the history, goals and functions of the community/junior college in mind, it is logical to choose a community college as an entity to search for the basis for movement of education into areas in which new needs and goals are accepted and articulated.

One of those areas is the development of community: "Community, I have claimed, is the nature of reality, the shape of our being. Whether we like it or not, acknowledge it or not, we are in community with one another, implicated in each other's lives" (Palmer, 1983, To Know, p. 122). And

in the academic world,

> A caring community is a professional greenhouse
> where there is great warmth and nourishment for
> staff development. It is also a place where staff
> members, teachers, students, and administrators
> are human equals who can collaborate for the over-
> all enrichment of a personally rewarding and pro-
> fessionally exciting living/learning/working envi-
> ronment. Since in education the process is as
> important as the product, establishing such a
> community as a model for students and including
> them in a setting that values quality, meaning,
> and caring are paramount. (Cox, 1977, p.48)

To discover aspects of community is to discover some of
the aspects of organizational climate; and the study of
climate, however difficult, is increasingly important since
"Institutional personnel need to become serious students of
the nature of their institutions" (Peterson and Corcoran,
1985, p. 46) and since "Employees' perceptions are often the
immediate precursors of their work-related attitudes and
behaviors" (Gupta, 1982, p.12). These attitudes and
behaviors affect not only their own performance but also
their relationships with their students and thus their
students' performances as well. According to Maher, "the
quest for vitality might be said to focus on the capacity of
a college or university to create and sustain the
organizational strategies that support the continuing
investment of energy by faculty and staff both in their own
careers and in the realization of the institution's mission"
(1982, p. 1).

Studying the climate at Suburban Community College
gives the opportunity to begin the investigation of aspects
of education that affect job satisfaction and thus perfor-

mance. It is an opportunity to study the presence of communities across the people employed at one institution.

Suburban Community College is a state-supported community/junior college located approximately thirty miles from a major metropolitan center in a community that serves as a rural center and as a "bedroom community" for the metropolitan center. With a student body of approximately 3500, the College has a full-time equivalency (FTE) student population of approximately 1700.

Studying the Suburban Community College (SCC) presents a unique opportunity to study a community college that is both representative of the community/junior college and not representative because of the many unusual features of this particular community/junior college.

One set of unusual circumstances at the state-supported College is contractual. The college administration has mandated a twelve-month contract for all faculty. This is one unique aspect of a two-year community/junior college in the process of transition and describing itself as a "leader" and "innovator" on the community/junior college scene.

In addition to the contractual uniqueness, the College has unusual technological qualifications. Despite the fact that an aura of distrust of technology still hangs over much of the service area of the College (and indeed over much of the world), the college itself is increasing its technical emphasis in response to movement in the community requesting

that emphasis. This reveals the ambivalence present in much
of United States culture during this period of transition
from the smokestack to the keyboard.

This relatively small community college is more pro-
gressive technologically than most colleges and universities
in the region. One minor example is that all faculty offic-
es are furnished with micro-computers, and the college is
constantly in a state of upgrading its computing power, not
only for campus facilities but also in the hands of the
individual.

The Board of Regents of SCC in 1990 voted to make the
County area a vocational-technical district. A mill-levy
assessment (a requested 10 mils) to support the district was
placed on the May 1990 ballot. The mill levy was denied by
the voters of the County, and another attempt has yet to be
scheduled. The University Preparatory Academy on the campus
offers G.E.D. education and a "fast track" start for high
school juniors. Linked by modem to the main campus, two
outreach centers are allied to the college. One of the
centers is sixty miles and the other is twenty miles from
the main campus, allowing the college to reach a wide
service area and to provide access to higher education.

The only institution of higher education in the State
and one of the few in the nation to have a broadcast
television station, the College offers public service
programs on health and Native American concerns produced at
the television studio. The station, with facilities for

live, tape, broadcast, and cable television and with studio capability, also produces and airs college-credit courses coordinated on the campus.

The studied College is also unique in population. The College has the largest Native American population of any community/junior college in the State and one of the largest in the country, approximately 12.5 percent of the total student population of 3400. The college's service area in the state contains the second largest percentage (second to California) of non-reservation Native Americans in the United States. The college also has a large international student population, approximately three percent of the total student population.

Despite its uniqueness, the College's confined service area represents the service area of many community colleges. As a suburban community college the college serves students from metropolitan area and its bedroom communities. As a rural community college, the college serves students from surrounding counties. This restricted service area is similar in nature to other community colleges. Another similarity the College has with other community colleges is the fact that it is generally a commuter campus with a small on-campus dormitory population. This population is representative of both trends in higher education, the traditional "housing" student and the commuter student. However, the population is especially representative of the non-traditional student and the commuter student.

The College also reflects the growing trend toward no sports in the community/junior college, having canceled all sports programs except for limited for-credit physical education classes and a fitness center open to students, staff, faculty, and community members.

What then is the climate of such a college? What aspects of climate might be identified? If the college exhibits in its climate a sense of community, seen as necessary not only in the culture as a whole but in education as well, then how is this community revealed? According to Cox, "The phrase academic community usually signifies faculty members related by interests in a discipline rather than a whole college" (1977, p. 47). But a larger sense of academic community may be necessary "if we are to create true institutions of human learning" (Cox, 1977, p. 47-48). And, according to O'Banion (1974), a "caring community" has a central focus on human needs; support and encouragement; trust, openness, and commitment to support, challenge, and confront; clarity and directness in communication; rewards, recognition, and strokes; room to make mistakes; opportunities to try out new ideas and practice new styles; social relationships; and appreciation of individual differences.

Based on the need for additional research into the community college, and into climate in general, and based on the fact that this particular community college is unique in a number of ways, it seems appropriate to conduct a study to investigate the organizational climate of SCC, with

particular emphasis on discovering the sense of community.

Statement of the Problem

The purpose of this study is to investigate organizational climate at SCC. The investigation is to be made using both a quantitative instrument and the approach of content analysis. Content analysis is a valid research instrument, used in other social science descriptions of perception and climate. Since content analysis is a valid research instrument and since content analysis is an excellent way to elicit metaphor and response about experience, it should be possible to discover if the feeling of community exists at the college, where it exists, and to what extent it exists. The results of this study can be used by the administration at SCC to increase a feeling of community at the College, to improve the quality of life for those employed, and to increase the effectiveness of the team leadership model.

Research Questions

This study is non-experimental and descriptive in nature. It seeks to accumulate evidence that describes specific climate conditions. This study attempts to answer the following research questions:

1. How can climate(s) at the College be described? If more than one climate exists, in what ways are the climates different? Is there a discernible pattern of

difference? How can the pattern be described?

2.   What at the College gives respondents the greatest

feelings of satisfaction/dissatisfaction?

3.   Can a sense of community in the climate of the College

be described? With what sections of the campus do

respondents feel the strongest/least strong sense of

community? How can the sense of community be de-

scribed?

Definitions of Terms

It is necessary to define several terms so that the
vocabulary of the study is clear. These terms include
organizational culture, organizational climate, job satis-
faction, community, and content analysis.

<u>Organizational culture</u>, as particularly applicable to
the field of higher education, is defined by Kuh and Whitt
(1988) as "persistent patterns of norms, values, practices,
beliefs, and assumptions that shape the behavior of individ-
uals and groups in a college or university and provide a
frame of reference within which to interpret the meaning of
events and actions on and off the campus" (p. iv).

<u>Organizational climate</u> is a sub-set of organizational
culture. As such, the study of organizational climate is
more limited than the study of organizational culture.
Tagiuri and Litwin (1968) defined organizational climate as
a quality of relative endurance of the internal environment
of an organization that (a) its members experience, (b) that

influences their behavior and (c) that can be described in terms of the values of the organization. This definition, while erudite and complete, is analogized by Halpin and Croft. According to Halpin and Croft, "personality is to the individual what organizational climate is to the organization" (1973, p. 4).

Community refers to the sense of belonging that is experienced by the members of a particular organization or institution. Peters and Waterman (1983) studied business community, finding less need for specific directives--organization charts, statements of policy, lists of procedures and rules, etc.--in those companies where factors considered cultural were cohesive. Thus, community means a group to which members belong by self-identification.

Content analysis is a method of research. It is analysis of textual language to discover metaphors, perceptions and realities. Creating a spoken or written text requires thought and formulation of thought into transferable symbols. Content analysis is the analysis of those symbols. Content analysis can be defined as "a method of observation. Instead of observing people's behaviors directly, or asking them to respond to scales, or interviewing them, the investigator takes the communications that people have produced and asks questions of the communication" (Kerlinger, 1973, p. 2).

Limitations and Assumptions

This study is limited to one suburban/rural two-year college which is unique in many ways, being more technologically-oriented than the average for the region and having all of its staff and faculty (except five) on a twelve-month contract. The conclusions of this study thus cannot be generalized to a larger setting in higher education. However, it can be assumed that the import of the study is of sufficient impact that it can and should be replicated in other settings.

Statement of Need

Despite the large numbers of community colleges and despite the fact that increasing numbers of researchers are turning to the community college (Dunwell, 1981; Nusz, 1987), the community college is proportionately under-researched. Climate itself is under constant discussion (Srunig, 1990; Conley, 1989). The studied College is a unique community college in a number of ways: its climate may then be unique. Most investigations of organizational climate have been done using scale-driven instruments (Halpin and Croft, 1963). However, the increasing need for more sophisticated instruments and the increasing attention being paid to content analysis as a research tool (Farnsworth, 1988; Reed, 1989), would lead one to believe that more research is not only needed but required to validate this field. One of the aspects of

climate that is increasingly important is community

(Toffler, 1990; Gardiner, 1990). Thus, it seems appropriate

to conduct a study to investigate the organizational climate

of the studied College, with particular emphasis on

discovering the sense of community.

CHAPTER II

REVIEW OF LITERATURE

After establishing the need for and the value of a study to determine the quality of climate and the presence/non-presence of community perceived by the full-time employees at the studied College, the researcher conducted a review of literature to investigate those main components: organizational climate and community.

The review of literature on climate and on content analysis of climate can be divided into six sections: Organizational Culture: An Historical Overview; Organizational Climate; Organizational Climate in Education; Organizational Climate in Higher Education; Organizational Climate in The Community College; Community; and Content Analysis of Organizational Climate. While connected by subject and by theory, each of these sections has a separate body of literature.

Organizational Culture: An
Historic Overview

Freud (1961), Erickson (1950), Piaget (Flavell, 1963), and Bandura (1969) all write about environment and its importance in learning and development. Bloom (1964)

states, "The improvement of environment is in reality the only means available to a civilized society for the improvement of the condition and future of man" (p. 221).

The Hawthorne Effect demonstrated that productivity and morale are tied to less concrete and static phenomena than amounts of raw materials and number of hours worked. One of those less concrete phenomenon under steady investigation is organizational culture.

Organizational culture has been defined in various ways. In a large sense, culture, as <u>Webster's New Collegiate Dictionary</u> defines it, is "the integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on man's capacity for learning and transmitting knowledge to succeeding generations." Clifford Geertz (1973) says that "Man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning" (p. 5).

According to Deal and Kennedy, corporate cultural theorists, "A strong culture is a system of informal rules that spells out how people are to behave most of the time. By knowing what exactly is expected of them, employees will waste little time in deciding how to act in a given situation. In a weak culture, on the other hand, employees waste a good deal of time just trying to figure out what they should do and how they should do it" (1982, p. 32).

Aspects of culture dealing with collegiate management

and governance are investigated by Wyer (1982), Millett (1962), and Dill (1982). Collegiate cultures not only have different aspects, but different and separate cultures may be generated (Clark, 1980, 1984). Culture may also be studied using alternative assumptions. Some of those alternative assumptions include nonorthodox perspectives on organizing (Capra, 1983; Ferguson, 1980; Gleick, 1987; G. S. Howard, 1985; Etzioni, 1961; Kuhn, 1970; Lincoln, 1985; Schwartz and Ogilvy, 1979; Benson, 1983; Burrel and Morgan, 1979; Greenfield, 1984; Meyer, 1984; and Weick, 1979).

Kuh and Whitt (1988) define culture in higher education as the "persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus" and assert that "Cultural properties overlap. For example, four discrete but interdependent cultures are said to influence a faculty member's behavior; the culture of the discipline, the culture of the academic profession, the culture of the institution, and the culture of the national system of higher education" (p. iv). Thus, "Essentially, culture is the summation or end-product of all the social and personal values and the consequences of those values that operate within the institution" (Kuh, 1988, p. xvii).

Creswell and Bean (1981), point out that productivity of faculty changes with the culture of the organization to

which they belong. Those faculty which originally begin at
institutions of high productivity and which move to
institutions of low productivity soon begin to produce to
the norms of the joined institution. The culture of the
institution exerts its pressure on the individual faculty
member.

Organizational Climate

Culture is a broader concept than climate (Peterson,
Cameron, Mets, Jones, and Ettington, 1986). Climate is
variously described. It is "the general 'we-feeling,' group
sub-culture or interactive life of the school" (Nwanko,
1979, p. 268). Tagiuri (1968) defines climate as atmosphere
revealing the total environmental quality within an
organization and Turner (1984) as a concept derived from
people's common experience that there is a different
atmosphere or feeling in the organizations where they work
or visit which makes them different from each other.
Tagiuri and Litwin (1968) say that organizational climate is
a relatively enduring quality of the environment of an
organization that (a) is experienced by its members, (b)
influences their behavior and (c) can be described in terms
of the values of the organization.

Hellgyris (1952) discusses climate in terms of the
homeostatic state of formal organizational structures,
individual personality traits and job satisfaction; Lonsdale
(1964) refers to climate "as the global assessment of the

interaction between the task-achievement dimension and needs-satisfaction dimension within the organization." Forehand (1964) sees climate involving environmental variables, personal variables, and outcome variables. Owens (1970) discusses various frameworks of climate, such as observation guides, case analysis techniques, and paper-and-pencil inventories. Climate can also be defined as a construct that should have organization-specific variance (Campbell, Dunnette, Lawler, and Weick, 1970; Forehand and Gilmer, 1964; Tagiuri, 1968).

In addition to working with adults, Lewin, Lippit, and White (1932) experimented with the effect of "social climates" on the behavior of children. Disregarding age of respondent, William Evan (1968) describes climate as "a multi-dimensional perception of the essential attribute of character of an organizational system." Halpin and Croft (1963), Stern (1970), and H. A. Murray (1938) agree that climate is the environmental counterpart to individual personality.

Human environment, also known as social ecology, is categorized by Moos (1974) into ecological factors, behavior settings, organizational structure, average personal characteristics of individuals within the environment, and functional dimensions of specific situations.

Turner states that

> We can list the characteristics of organisational [sic] climate as:
> 1.   Although it is not unchanging, it has an air of permanence or at least of continuity

over time.
2. It has some element of reality so that people can agree about what it is and share their experiences of it. It is this commonality of perception which distinguishes it from such individual experiences as job satisfaction.
3. The climate of an organization is perceived and interpreted by individuals.
4. It has the strange characteristic that although phenomenologically it is external to the individual, yet cognitively it is internal to the extent that it is affected by individual perception.
5. It impacts on the behavior of people in the organization though there is no agreement among researchers as to whether it is a direct or indirect determinant, or indeed whether climate is only a predictor in the correlative sense and there are no causal relationships. (1984, n.p.)

Business and industry have a continuing interest in the study of organizational climate. One of the reasons is that job satisfaction seems by common sense (and the Hawthorne Effect) to be tied to climate and thus to effect job performance. Some researchers argued that no consistent relationship between climate and performance could be found (Hellriegel and Slocum, 1974) but Johnston (1974) argued that such negative findings are perhaps due to the research assumption that there is only one climate in an organization. If, in fact, more than one climate exists, averaging individuals' perceptions gives a score unrepresentative of the organization or of any work group in the organization (Johnston 1974).

However, Srunig (1990) found that job satisfaction in public relations firms depends on autonomy, variety of tasks, and upward mobility. Job dissatisfaction is derived

from small budgets, dead-end jobs, dull work, low prestige,
unsupportive bosses, low pay, lack of input into the
decision process, and sexism. Other researchers also found
relationships between organizational climate and job
satisfaction (Kaczka and Kirk, 1968; Schneider, 1972;
Pritchard and Karasick, 1973; Downey, Hellriegel, and
Slocum, 1974, 1975; LaFollette and Sims, 1975; Payne,
Fineman, and Wall. 1976; Friedlander and Marguiles, 1969;
Litwin and Stringer, 1968) and between climate and job
performance (Kaczka and Kirk, 1968; Friedrickson, 1966; Hall
and Lawler, 1969; Pritchard and Karasick, 1973; Friedlander
and Greenberg, 1971; Schneider, 1973; Schneider and Hall,
1972).

Johannesson (1973), Guion (1973), and James and Jones
(1974) criticized the distinction between climate and job
satisfaction. Schnake (1983) found that an

> individual's affective response influences perceptions
> of organizational climate. While climate measures are
> designed to be descriptive (non-evaluative) it appears
> that individual responses are influenced by their
> affective response to the organization. This affective
> response may cause the individual to form an overall
> evaluation of the organization which leads to an
> inability to discriminate among many of the items
> employed in an organizational climate instrument.
> The results of this study have some interesting
> implications for researchers interested in
> organizational climate. The inability of individuals
> to divorce job satisfaction from descriptions of
> organizational climate suggests that previously
> reported correlations between climate and satisfaction
> may be somewhat inflated. . . . Further, correlations
> between climate and other variables (performance,
> organizational practices, turnover, etc.) may be biased
> due to the affective response present in the climate
> data. That is, "how much of the correlation between
> climate and other variables is due to job satisfaction
> (affective response), or is there a net variation

between climate and performance, turnover, etc. over and above the association due to the common influence of job satisfaction?"

The results of this study would indicate that researchers interested in examining relationship between organization climate and other variables would be advised to partial out [sic] the effect of job satisfaction before proceeding with their analysis. (p. 802)

These criticisms stimulated several studies (LaFollete and Sims, 1975; Downey, Hellriegel, Phelps, and Slocum, 1974; Schneider and Snyder, 1975) which somewhat affirmed the distinction between organizational climate and job satisfaction, based on several criteria:

1. Organizational climate is conceptualized as a characteristic of organizations which is reflected in the descriptions employees make of the policies, practices and conditions which exist in the work environment.
2. Job satisfaction is conceptualized as an affective response of individuals which is reflected in the evaluations employees make of all the individually salient aspects of their job and the organization for which they work. (Schneider and Snyder, 1975, p. 326)

Leadership behaviors and quality of work group interaction are also found to be related (Litwin and Stringer, 1968; Franklin, 1975; Garland, 1980).

Research in climate is largely done using quantitative instruments. H.A. Murray (1938) developed a psychologically-based taxonomy which was employed by Stern (1970) and Steinhoff (1976) in developing the Organizational Climate Index (OCI). Bishop and Steinhoff (1975) maintain that "There is no estimate presently available for the validity of the organizational characteristics provided by the OCI against a systematic outside criterion. However, a number of institutions have been analyzed and it is clear

that the organizational descriptions identify distinctions among these programs (Steinhoff and Bishop 1973; Owens and Steinhoff 1969)."

Instruments for measurement of climate include Halpin and Croft's Organizational Climate Description Questionnaire (Halpin and Croft, 1963), Likert's Profile of Organizational Characteristics (Likert, 1967), Litwin and Stringer's Organizational Climate Questionnaire (Litwin and Stringer, 1968), Payne and Pheysey's Business Organization Climate Index (Payne and Pheysey, 1971), and Schneider and Bartlett's Agency Climate Questionnaire (Schneider and Bartlett, 1968, 1970). Isenhart (1989) and Wade (1984) also studied climate using a quantitative instrument; Tucker and McCoy (1988) developed a multi-scale, self-administered survey of organizational climate. Campbell, Dunnette, Lawler, and Weick (1970); Hellriegel and Slocum (1974); LaFollette and Sims (1975); James and Jones (1974); Schneider and Snyder (1975); Pritchard and Karasick (1973); and Payne, Fineman, and Wall (1976) have all done work on qualitative instruments for measurement of climate.

Instruments to measure climate have been under heavy discussion. Woodman and King feel that "At issue here is whether 'perceptual and objective measures of organizational climate are measuring the same construct,' and 'are perceptual measures of climate measuring attributes of people or attributes of organizations?" (1978, p. 819). One of the ways to check the validity of an instrument is

through content validation (Wallace, Ivancevich, and Lyon, 1975), which consists of determining the dimensions of organizational climate (Wallace, Ivancevich, and Lyon, 1975; Muchinsky, 1976; Waters, Roach, and Batlis, 1974; Meyer, 1968; Schneider and Bartlett, 1968; Schneider and Hall, 1972; Thornton, 1969; Hernandez and Mercer, 1982; Lawler, Hall and Oldham, 1974).

Guion (1973) and James and Jones (1974) seem to doubt the validity of perceptual measures of organizational climate, but Hellriegel and Slocum (1974) say "To the extent that a climate researcher has a strong interest in understanding and anticipating the human component within organization, it is probably desirable to employ perceptual measures" (1974, p. 260; Drexel, 1977; James and Jones, 1974).

Affective responses to organizational environments, such as semantic differentials were used by Lawler, Hall, and Oldham in 1974. Schneider (1975) observed that climate measures may be aggregated at different levels of analysis, such as leadership climate, group climate, or departmental climate or levels such as climate of individuals, groups, or functional units.

Organizational Climate in Education

Halpin and Croft (1963) in their Organizational Climate Description Questionnaire defined school organizational climate as "exclusively to the social interaction between

the principal and the teachers--to the 'social' component of the organizational climate" (p. 4). According to Hoy and Clover, "School climate is the teachers' perceptions of the work environment. More specifically, climate is a set of measurable properties of the work environment of teachers and administrators based on their collective perceptions" (1986, p. 94).

Stewart states that "There are two principal perspectives from which a definition of school climate may be approached. One is that proposed by Halpin where the school is viewed as an organization and the other is the more common global view often called 'tone' or 'atmosphere'" (1979, p. 148). School climate is "an amorphous environment, built by the inhabitants of the school, perceived differentially, depending perhaps on their status within the institution, but affecting them all and communicated to observers" (Stewart, 1979, p. 149).

Findings about climate in industrial and business settings are difficult to generalize to academic settings (Cangemi, 1975; Heimler, 1972). Specific instruments and theories have been developed for categorizing school climate (Tagiuri, 1968).

Most climate research in areas of education has been done using qualitative instruments (Byrne and Hall, 1989). Halpin and Croft's major effort (the Organizational Climate Descriptive Questionnaire) in 1963 has been succeeded by other efforts, using and modifying that instrument and

developing others (Halpin, 1967; Pfeiffer and Heslin, 1973;
Fox, et al,. 1975; Sergiovanni and Starrett, 1979).
Subsequent research on Halpin and Croft's OCDQ (1963)
suggested several limitations. One limitation is that the
individual subtests are more accurately predictive than the
overall OCDQ score (Andrews, 1965; Feldvebel, 1964 a,b;
Thomas, 1976). A second limitation is that the results are
nonlinear (Andrews, 1965). Yet a third limitation is that
the classifications of "middle climate" between "totally
open" and "totally closed" are perhaps not valid (Kenny and
Rentz, 1970; Thomas, 1976; Watkins, 1968).

Owens (1970) studied instruments developed both by
Halpin and by Stern and determined that "It appears that
there is a significant relationship between the most
heuristic constructs developed by both Stern and Halpin.
However there appears to be little evidence to indicate that
one instrument defines so broad a spectrum as to preclude
the use of the other" (n.p.). In addition to instruments
developed by Halpin and Croft and by Stern, others have
developed instruments for use in one or more settings
(Swain, 1976; Johnson, 1987).

Using largely these instruments of measure, research on
organizational climate in schools has determined that much
is unplanned and not a product of administrative
manipulation (Dreeben, 1968; Haller and Strike, 1979; Ellett
and Walburg, 1979). This has caused some researchers to
maintain that "These data made evident the limitations of

using school environments in further research" (McPartland and Epstein, 1975, p. 14). Others view school climate as accounting for a substantial portion of student outcome (Coleman, 1961; Brookover, Beady, Flood, Schmitzer, and Wisenbakar, 1979; Coleman, Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, and York, 1966; Wilson, 1980; Rutter, 1980).

Some consensus exists among most researchers on school climate.

1. Each school has a unique climate (Kalis, 1980; Owens, 1970; Sinclair, 1970).

2. Climate is influenced by such things as student body characteristics or classroom processes (Bloom, 1966; Farkas, 1974; Snyder and Spreitzer, 1979; New York State Department, 1976; Willower and Jones, 1963; Bidwell, 1972; Cohen, Deal, Meyer and Scott, 1976).

3. Climate affects student outcomes (Barker, 1963; Brookover, Schweitzer, Schnieder, Beady, Flood, and Wisenbakar, 1978; Duke and Perry, 1978; Weber, 1971; Moos, 1976, 1979a, 1979b), values (Tabe, 1955; Vyskocil and Goens, 1979), and personal growth and satisfaction (Bailey, 1979; Coyne, 1975; Cox, 1978; Vyskocil and Goens, 1979).

4. Climate, despite the fact that it is unique to each studied organization, is difficult to define (Cusick, 1973; Rutter, 1989; Tye, 1974; Weber 1971).

5. Behavior in various situations is situationally determined (Arnesberg, 1951; Argyris, 1952, 1957, 1958;

Cartwright, 1951; Chapel, 1950; Festinger, 1957; Getzels, 1963; Lewin, 1936, 1948, 1951; Sargeant, 1951; Stogdill, 1956; Tolman, 1952; White and Lippitt, 1953).

There are various theories about measurement of school climate (Steinhoff, 1976; Wilson and McGrail, 1987). One approach about measurement is the normative approach, which is a sociological perspective, focusing on student and faculty perceptions (Anderson, 1982; Selvin and Hagstrom, 1963; McDill and Rigsby, 1973; McDill, Meyers, and Rigsby, 1967; McDill, Rigsby, and Meyers, 1969; Brookover, Beady, Flood, Schweitzer, and Wisenbaker, 1979). Another approach is the ecological approach, assessing more aspects of school or classroom than those taking the normative approach (Stockard and Mayberry, 1985; Nielsen and Kirk, 1974; Anderson and Walberg, 1974). Yet another approach is external observations, such as the Flanders Interaction Analysis System (Amidon and Flanders, 1963).

Climate research has been done in secondary schools on climate as perceived by teachers (Cheng, 1990; Tarter, et al., 1989) and as perceived by students (Johnson and Nussbaum, 1987; Getzels and Thelin, 1980), and has been done in elementary/secondary schools on climate as perceived by teachers (Packard and Dereshiwsky, 1990; Conley, et al., 1989).

One continuing reason for discussing, describing, and measuring organizational climate in school among teachers is that stress, caused by their profession, is a significant

problem (Claggett, 1980; Coates and Thoresen, 1976; White, 1980; Maslach, 1978; Kyriacou and Sutcliffe, 1977; Belasco and Alutto, 1972; Moracco and McFadden, 1984).

Other researchers have studied smaller settings than entire schools or school systems (Barker, 1963). The investigation of smaller units might be more useful than studying the entire school: "Perhaps all too often the literature on school climate assumes that climates are unitary within a school and conclusions are made about effects on the aggregate level without adequate controls on the individual level (Stockard and Mayberry, 1985)" (Stockard p. 11).

Organizational Climate
in Higher Education

Since there are fewer institutions of higher education than there are of the total number of educational institutions, it is logical that there are fewer studies on the climate of higher education than there are studies on the climate in education in general. Despite Austin and Gamson's (1983) assertion that literature on higher education, while copious, usually does not study how colleges and universities operate as workplaces, there is research both on climate for students and climate for faculty in organizations of higher education.

Most researchers have done climate research in higher education by using quantifiable surveys (Lysons and Ryder,

1989; Spenser, et al., 1989; Ewell, 1988; Hill, 1979; Fields, 1980; Maran and Volkwein, 1988; Hitt, Keats, and Purdom, 1983). Halpin and Croft (1963) developed the first major instrument to measure organizational climate in schools. Others followed suit (Halpin, 1966; Pfeiffer and Heslin, 1973; Fox, et al,. 1975; Sergiovanni and Starrat, 1979). In addition, self-appraisal became identified as a relevant factor in assessing organizational climate in schools (Pfeiffer and Heslin, 1973).

Instruments subsequent to Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) (1963) include the College Characteristics Index (CCI). The CCI, developed by Pace and Stern (1958), was the first systematic measuring instrument for college environments. Others further adapted CCI. Adaptations for studying student climate include the Environmental Assessment Technique (EAT), modified by Coyne (1975); the Environmental Assessment Inventory; the Classroom Environment Scale (Moos, 1976; 1979a; 1979b); the Learning Environment Inventory (LEI) and the My Class Inventory (MCI) (Walberg, 1969).

Johnston and Augustiar (1983) are among those who, using a self-developed quantitative instrument, have studied climate as perceived by faculty "to identify what broad indicators are perceived by teaching staff to be important for evaluating higher education institutions. It also seeks to check whether these perceptions are biased either positively or negatively by the characteristics of the

institutions at which the respondents teach" (p. 217).
Basing their questionnaire on the system model, Johnstone
and Augustiar (1983) utilized research done by Johnstone
(1978) in the context of education systems in general and
Lindsay (1979) in the specific context of university
operations.

One example of an alternative quantifiable survey
instrument was developed by Dunwell. Dunwell (1981) used
characteristics of highly effective work groups as a model
to construct an experimental instrument called the Work
Group Survey. Dunwell, surveying Southeast Missouri State
University's organizational climate assessed by instrument,
based his instrument on

>(1) the premise that factors such as communication,
>norms, expectations, cohesiveness, and leadership
>determine or directly influence organizational
>effectiveness,
>(2) the fact that highly effective organizations
>demonstrate the presence of certain sets of
>interpersonal interactions, and
>(3) deliberate efforts to improve the quality of these
>sets of interpersonal interactions has [sic] a positive
>effect on the effectiveness of the organization. (p.2)

Some interesting research in higher education has come
about because of the unique position of the department chair
in colleges and universities: "The position of the
department or division chairman may be the most complex,
ambiguous, and least understood leadership role faced by any
administrator in higher education" (Brann, 1972). This
position is related to the climate of the faculty: "The
chairman's amount of control is positively correlated with
the faculty's amount of control indicating that an increase

in the control of either the chairman or the faculty
probably increases the responsiveness of the other level"
(Groner, 1978, p. 133). Thus, the sense of community is
strengthened by the egalitarian use of control (Tannenbaum,
1967; Likert, 1969; Taylor, 1984; McGregor, 1960).
According to Gardiner (1988), the true leader becomes a
consensus builder.

In addition to research on chairpersons, research has
been done on faculty experience. Faculty members perceive

1. that teaching is not rewarded (Ladd and Lipsett,
1975, 1977; Rich and Jolicoeur, 1978; Willie and Stecklein,
1981),

2. expectations are conflicting (Blau, 1973; Ladd,
1979; Rich and Jolicoeur, 1978; Rutledge, 1985),

3. work is heavy (Baldwin and Blackburn, 1981; Bayer
and Dutton, 1977; Blackburn, Behmeyer, and Hall, 1978;
Willie and Stecklein, 1981; Baldwin, et al., 1978; Fulton
and Trow, 1974; Pelz and Andrews, 1976; Rich and Jolicouer,
1978; Bess, 1982; Larkin and Clagett, 1981; Blau, 1973;
Finkelstein, 1978; Wendel, 1977; Ladd, 1979; Shulman, 1980;
Behmyer, 1974),

4. status varies (Baldridge, et al., 1973; Kenen and
Kenen, 1978; Blau, 1973; Cares and Blackburn, 1978; Ecker,
1973; Kenen, 1974; Nandi, 1968; Parsons and Platt, 1968;
Light, 1974; Ross, 1977; Stonewater, 1977; Mortimer, Gunne,
and Leslie, 1976; Razak, 1969; Spencer, 1969),

5. the work itself is satisfying (Gaff and Wilson,

1975; Willie and Stecklein, 1981; Bureau of Institutional Research, 1974; Bess, 1981; Cohen, 1973; Winkler, 1982; Clark and Blackburn, 1973; Ladd, 1979; Bennett and Griffitt, 1976),

      6. mobility is limited (Keyfitz, 1975; Schurr, 1980),

      7. and pay is below expenses (Anderson, 1983; Carnegie Council, 1980).

      Presidents of higher education have been studied as well. Researchers find that work is hard (Cohen and March, 1974, Kauffman, 1980; Nason, 1980a), salaries are low compared to those in business (Bowen, 1978), and the job carries both satisfactions and dissatisfactions (Cohen and March, 1974; Kauffman, 1980; Buxton, Pritchard, and Buxton, 1976; Kauffman, 1980; Soloman and Teirney, 1977; Kanter, 1979).

      In addition to presidents, researchers have studied other administrators, finding that work is hard (Baldridge, et al., 1978; Carroll, 1976; Soloman and Tierney, 1977; Scott, 1978; Thomas, 1978; Anselm, 1980; Baumgartel, 1976; Scott, 1979c; Kanter, 1979; Okun, 1981; Bragg, 1980) and power is limited (Anselm, 1980; Scott, 1978; Kanter, 1978).

      Not only those who labor in higher education as employees have been studied. Students have also been studied, most notably in the impact that higher education has on those students (Astin, 1970, 1979; Feldman and Newcomb, 1969).

      Generally, researchers in higher education have

postulated that, if there are any differences in climate in sub-units of institutions of higher education, those sub-units are vertical and not horizontal. That is, there is a greater difference between departments in institutions of higher education than differences revealed inside departments (Hardy, 1988). C. Robert Pace in the 1950s thought perhaps climates across campuses might depend on the department. Later research across several institutions did not reveal such a difference (Pace, 1964; Pace and Baird, 1966; and Pace, 1967b). Feldman and Newcomb (1969), however, contended that "The possibility remains, however, that within single institutions significant and important differences might be found, even if not consistently in different colleges" (p. 172)

Agreeing with Pace and Baird (1966), Moran and Volkwein (1988) found the greatest variation in distinguishing climates from one another outside of the departmental variation. Administrative personnel had more positive perceptions of organizational climate than did faculty; faculty attitudes were reflected by climate. Mullin (1985), on the other hand, contended that in situations in which members of a college have been found to have a positive perception of their own climate, they have generally been found to have a positive regard for the attributes of their leadership. Skolnki, Marcotte, and Sharples (1985) found administrators not as positive about faculty, since administrators said their main problem was faculty

resistance to changing practices and expectations and faculty reluctance to adopt new methods.

<p style="text-align:center">Organizational Climate in the
Community/Junior College</p>

Less study has been made of community colleges in the field of organizational climate than has been make of other kinds of institutions of higher education.

Perhaps more people have written on theory about the community/junior college (Hatfield, 1977; Altshuler, 1985; Pines, Aronson, and Karfy, 1981; Crosson, 1983) than have done research on specifics about the community/junior college.

However, some research has been done on the community college. Studies on faculty satisfaction in community colleges give mixed results. Patterson (1970) and Bloom, Gillie, and Leslie (1971) researched faculty in community colleges, finding that "teaching in a community college, not holding a doctorate and identifying with vocational-technical education all contributed to a positive attitude toward community service goals, while being under 30 years of age, contributed to a 'softer' attitude toward college standards. Hence, Patterson's findings were supported" (p. 19). Bloom, et al., (1971) and Morrison (1969) found a sense of commonality in the activities of the community college teacher: "the two-year college teacher will most likely be substantially influenced by his [or her]

colleagues. . . . [and] interaction with a faculty that is student-oriented increases the likelihood that student orientation will be seen as an integral part of the teaching role" (Bloom, 1971, p. 4).

Cross (1969) and Garrison (1967) have studied community/junior college faculty support for the community college philosophy, Cross finding that faculty endorsed the philosophy and Garrison concluding that faculty were not opposed to the philosophy but were concerned with professional development. Medskar (1960) concluded that many community/junior college faculty would prefer a different kind of position.

Nusz (1987), using two instruments of 109 questions, studied to what extent a community/junior college campus possessed specific elements of organizational climate and campus leadership that research has identified to be vital to educational quality. 78% of the administrators responded; 41% faculty; 24% staff. A comparison of the studied college (Bakersfield) and three other colleges reveal the studied college to be below national norms in five of six climate variables: decision-making, communication, motivation, leadership, and reward structure. However, respondents generally gave positive ratings to campus leaders.

Nusz is only one of the community college climate researchers. Martin (1984), Fryer (1989), and (Cook 1986) were also among those doing research in climate in community

colleges. Community colleges have been studied by utilizing either the original or an adaptation of Likert's (1967) Profile of Organizational Characteristics and/or the Profile of College Characteristics (PCC) instrument. The PCC includes reward and job satisfaction as categories. Research by Litwin and Stringer (1968) supported the importance of reward in educational settings. The findings on reward were validated in the Miami-Dade studies (Mullin, 1985; Roueche and Baker, 1985).

To Likert's Profile of Organizational Characteristics, Kelly (1988), in studying Humber College, a community college, added the question "To what extent do you feel that the climate at your college is 'determined, caused or created' by the leadership?" (p. 9). Other instruments have also been adapted from Likert's model. The Roueche-Baker Community College Excellence Model (1985) was adapted from Likert's Profile.

While the community college, by its very numbers, is a prime target for research, it has not been as heavily researched as other institutions of higher education. Little research beyond studies using qualitative instrumentation has been done.

Community

The literature on community is extensive, stretching far back into pre-history. Perhaps the best-known historical statement of community is found in the New

Testament: "Love your neighbor as yourself." When Christ is questioned as to who a neighbor is, he tells the parable of the Good Samaritan, implying that neighborhoods, and communities, stretch philosophically and not geographically.

Community has become an even more important concept in the 1980s and emerging 1990s. The idea of community, while not transformed past the Biblical ideal, is emphasized. Toffler (1990) says in Powershift that "the ideal of homogeneity (in Japan, for example) or of the 'melting pot' (in the United State) is being replaced by that of the 'salad bowl' dish in which diverse ingredients keep their identity" (p. 250). The continual theme of Powershift, as well as Future Shock and Megatrends, etc., is that communities are not made of identical components but of individuals whose diversities are not repressed but celebrated and utilized in the community with which they are identified.

The communities to which the individual belongs are both large and small. Palmer (1986) says that to a taxi driver, with whom he had a philosophical discussion,

> the public is all those people, those strangers, who share his territory, who get in and out of his cab during the day, engaging his intellect, his imagination, his emotions. The public is the human world of which he is a part and on which he is dependent, a world which brings color and texture to his life, energizes and educates him, enlarges and enlivens his human experience. . . . The word 'public' as I understand it contains a vision of our oneness, our unity, our interdependence upon one another. Despite the fact that we are strangers to one another--and will stay strangers for the most part--we occupy a common space, share common resources, have common opportunities, and must somehow learn to live

together. To acknowledge that one is a member of the
public is to recognize that we are members of one
another. (Palmer, <u>Company</u>, p. 19)

To the taxi driver, all of the public with which he
works is his community. Of course, he is a member of
smaller communities as well: a church, if he belongs to
one; perhaps the taxi company for which he drives; his
family, extended and/or primary; one or more clubs, if he
belongs; etc.

Community implies a sense of belonging and acceptance
of the "salad bowl" of differences (Palmer, 1990). In a
report to National Endowment for the Humanities (1991),
content analysis revealed commonality of experiences.
Faculty members from various disciplines involved in the
Endowment-funded workshop commented to the effect that "I
gained a deeper appreciation of my fellow faculty members"
and "I gained a chance to do some intense intellectual work
with a group of fine colleagues whom I have grown to love
and respect." Another commented that he appreciated finding
among his colleagues "The feeling that I have company in
outer space."

Thus, a sense of community can be found among the
members of an academic institution. Such a sense is
becoming increasingly necessary. However, "As currently
structured, academic departments are hampering information
processing" by encouraging "isolation" (Gardiner, 1990, p.
51). In the modern world of the post-information-revoluti-
on, "The information-processing university requires the use

of interdisciplinary teams to build bridges between the disciplines and to encourage collaboration within society as a whole" (Gardiner, 1990, p. 51).

Although the academic department is the basic <u>division</u> of the college and/or university, to prevent the divisiveness and to encourage forward movement both for the university and for the society, "Adaptations to the information-processing society will involve the development of new organizational forms that encourage and reward collaboration" (Gardiner, 1990, p. 53). The sense of community in academic communities must be built, nurtured, encouraged, and fostered because increasingly "community" in all senses is becoming a necessity.

Organizational Climate Investigated
by Content Analysis

One major question of investigating climate is how that climate is to be measured: "Choosing an instrument to assess climate can be a very complicated undertaking"; and "there are no easy solutions to the problems involved in measuring school climate" (Wilson, 1980, p. 6).

One instrument for measurement of climate and perception is content analysis. Barley, et al., (1988) presented a method for assessing whether members of two subcultures (academics and practitioners) have influenced each other's interpretation. Using textual content analysis, Barley, et. al., (1988) examined texts of 192

organizational culture articles written between 1975 and 1984 for evidence of acculturation. Each of the texts is written by a member of one of two groups: academic or practitioner. While each group initially conceptualized culture differently, content analysis revealed that academics over time moved closer to the practitioners' viewpoint.

Despite the availability of this alternative to quantitative measures, most investigations of organizational climate have been done by quantitative means. Less work has been done by qualitative means such as ethnographies or ethnographic strategies: "Very little work has been done in the field of higher education that can be classified as ethnography or ethnographic evaluation" (Tiernay, 1985, p. 96). However, Gerald Grant and David Riesman (1978) in The Perpetual Dream refer to their case studies as ethnographies "to make use of such unobstrusive and quantifiable measures as are available but also to go beyond these and to describe the intentions of the actors in the context in which they acted" (p. 4). Other researchers approaching climate with ethnographic strategies include Bushnell (1960), Miller (1978), Mulhauser (1975), Hendricks (1975), Fitzgerald (1976), and Tierney (1983).

Kathleen Wilcox (1980) feels that it is through ethnographic means that accurate data from schools can be obtained since "Ethnography offers not only a different way of looking, but also a different way of thinking about what

one observes" (p. 12). Tierney finds strength in the insider's view of climate: "Emic analysis, a view of the system from the native's point of view, relies heavily on the assumption that the insider's viewpoint is critical in understanding, defining, and evaluating a problem" (1985, p. 99).

In fact researchers find a relationship between qualitative and quantitative instruments: "the results do provide indications of moderate correspondence between self-reports and other data sources" (Gupta, 1982, p. 12). Tierney further maintains that it is imperative that "methods of evaluation take into account the protean nature of the processes and goals of a higher education institution" (1985, p. 93) because we must "approach the institution to be studied as if it were an interconnected web that cannot be understood unless one looks not only at the structure and natural laws of that web but also at the actors' interpretation of the web itself" (p. 95).

One method of discovering organizational climate is through the analysis of the content of the spoken or written word. Kerlinger (1973) defines content analysis as "a method of observation. Instead of observing people's behaviors directly, or asking them to respond to scales, or interviewing them, the investigator takes the communications that people have produced and asks questions of the communication" (p. 2).

Holsti (1969) says that there are three categories of

uses for content analysis: to describe the characteristics of the message, to infer information about the causes of the message, and to infer information about the effects of the event causing the message. Each of these uses is derived through qualitative efforts. Content analysis can also be defined as a "systematic technique for analyzing message content and message handling. . . . [T]he analyst is not concerned with the message per se, but with the larger questions of the process and effects of communication" (Budd, Thorpe, and Donohew, 1967, p. 3).

Content analysis comes out of information and writing theory (Clinton, 1983; Elbow, 1984; Perl, 1980; Pianko, 1979; Lauer, 1980; Sayers, 1979; Guth, 1983; Olson, 1984; Hairston, 1982) and research (C.R. Cooper and Odell, 1978; M. M. Cooper, 1986; Gordon, 1969; Kiefer and Smith, 1983).

Content analysis reveals the perceptions of the persons studied: "It is more defensible to use content analysis as direct evidence about its makers than about its audience or about effect. At least it is something which is purposefully made--distributed by identifiable individuals and organizations" (McQuail, 1983, p. 4).

Content analysis has been used to investigate climate in a number of areas, including education (Colon, 1987; Stevenson, 1987; Kirk, 1989; Kennedy, 1982; Taylor, 1984; Siebert, 1986; Haffly, 1984; Loh, 1987; Roberts, 1985; Smith, 1987; Soberanis, 1984; Huffman, 1987; Reed, 1989; Fischer, 1986), most of the studies using the text of

interviews for the purposes of analysis.

Farnsworth (1988) used interviews with departing
faculty members to collect anecdotal information on their
futures and on their reasons for leaving Pennsylvania State
University. The content analysis of the interviews proved
more revelatory of their intents than did the
post-employment status data collected by the University.
For example, the University records held that 56 of the
respondents retired, whereas content analysis revealed than
only 36 respondents regarded themselves as retired. Those
respondents who did not consider themselves retired either
moved to another institution or left academe entirely.
Those who moved to another institution gave reasons
pertaining to university facilities and resources, peer
group interactions, and organizational climate and
structure. Those who left academe gave reasons such as lack
of university facilities and resources, task and work
inequities, and peer group interactions.

However, it is probably more valuable to analyze
written text. Emig (1977) points out that "higher cognitive
functions, such as analysis and synthesis, seem to develop
most fully only with the support system of verbal language"
(p. 122). The act of writing is the act of thinking:
"Composing, after all, means putting together. Composing is
making sense" (Moffett, 1985, p. 53) and "Writing is
thinking" (Murray, 1984/84, p. 55). Creating a text
requires thought and formulation of thought into

transferable symbols.

Written language about a specific topic is revealing. Bereiter (1980) tells us that "Mature writing involves a large number of skills at different processing levels" (p. 11) and suggests that of the five levels of development in writing,[1] the epistemic level, the level of merging reflective thought and unified writing in a manner that the writer's knowledge is modified in the process of being written down, is most important and revelatory of the writer's intent. Britton's (1975) concept of writing ability is as "a process of dissociation of progressive differentiation," moving from the expressive mode to the transactional (participant role) or the poetic (spectator role).

It is not the amount of writing that is most relevant to the expression of intent: Writing "a single paragraph, coherently composed with careful diction, is likely to signal more intellection than pages of prose. . ." (J. Howard, 1985, p. 42). Kinneavy agrees that writing "can, if properly interpreted, be a total immersion. . . " (1983, p. 14).

To write about a subject, one must understand it. To reveal a knowledge and understanding of a topic, one must be able to express it to others: one must <u>completely</u> understand a subject to be able to translate that subject to an audience. Therefore, writing shows how much the writer actually comprehends about the subject.

Moreover, the writer comes to understand the subject better through the activity of writing. As the writer moves ideas through the writing process, he/she is forced to develop those ideas. Efforts to clarify ideas cause internalization of that clarification of the subject.

The act of writing is even more important than the final written product. The process of writing emphasizes development of ideas and reveals and releases the process of thought. According to Holladay, "Rhetorical research, conducted for the most part over the last twenty years, refutes the product paradigm and replaces it with the process paradigm, a system which stresses the process of composing instead of the product" (1983, p. 11).

William Cobbeth (1762-1835), the English grammarian, said that "He who writes badly thinks badly" (Safire, p. 18). Emig (1977; citing Vygotsky 1962; Luria and Yudovich 1971; Bruner 1971) points out that "higher cognitive functions, such as analysis and synthesis, seem to develop most fully only with the support system of verbal language" (p. 122). These abilities are dependent on creative thinking, which is aided by reading and writing. As a person writes, he or she refines and clarifies ideas. To write, a person must understand the subject written about. Therefore, development of thought about a subject works in three ways. First, writing reveals a knowledge of a subject. Second, writing develops those ideas through the process of development of the product. Third (and possibly most

important), writing reveals and develops an <u>understanding</u> of the subject.

The writer develops a series of texts: (1) the text of intent, what the writer plans to write; (2) the text of reality, what the writer actually puts on paper, and then (3) the text of response, what develops as the writer responds to the text he or she has written (Murray 1984/84).[2]

Thus, the tool of content analysis, utilized by researchers in discovering and describing organizational climate, will reveal a valid and multi-layered picture of the organizational climate at SCC. The instrument requiring written responses, in conjunction with a quantitative instrument, should yield a relevant picture of community at the College.

Endnotes

[1]Bereiter (1980) states that there are five levels of writing:
Level 1: associative--the level of writing down whatever comes to mind as it comes to mind
Level 2: performative--the level of integrating associative writing with knowledge of language conventions
Level 3: communicative--the level of integrating performative writing with audience awareness
Level 4: unified--the level of combining writing skills with critical reading or evaluative ability
Level 5: epistemic--the level of merging reflective thought and unified writing in a manner that the writer's knowledge is modified in the process of being written down

[2]Murray actually says about texting:
First is the text of intent written in the mind or on the paper, usually in notes. It is what we expect to write.
[Next is] the text of reality, the draft we produce . . . . This draft betrays the text of intent and moves forward to meanings that surprise the reader. This new text, almost on its own, corrects, adjusts, extends, develops, revises what we planned to say, and presents us with its own meaning.
That text, in its turn, is attacked by the text of response. We stand back to read the text that has surprised us, revising and editing it to make our thinking clear. Of course, we may read that final text and find our hand starting to write again, and so we pass once more through the process of thinking. Or we may present our final--we think--draft to others who examine our thinking and tell us their own texts of response, revealing what they think we said and what they think we should say. These reactions often make us return and reconsider--passing through the cycle of intent, reality, and response again and again. (54-55)

CHAPTER III

PROCEDURES AND METHODOLOGY

General Research Methodology

This study relies on a short quantitative instrument and on content analysis of written language to determine aspects of organizational climate. First, the respondents were asked to furnish some basic demographic data. Second, the respondents were asked to mark responses to seven questions on a response scale of one to seven. Third, the respondents were asked to create, in writing, the answer to five question parts; they also had the opportunity to comment freely on climate, etc.

Social scientists have agreed on the importance of language to culture, and thus to climate. Tagiuri and Litwin (1968) see organizational climate as an aspect of culture. Kuh and Whitt state that "when talking about and studying culture, we do separate properties, such as language, from rituals, stories, belief system, and values" (1988, p. 9). Language is more than a descriptive tool, it reveals social reality and translates experiences into a meaningful whole (Pettigrew, 1979). Language, based on symbols and metaphors, serves to relate experiential thoughts and perceptions in a particular social context

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(Bredeson, 1987; Langer, 1953). Language links "collective, cultural, and cognitive domains" of life (Forgas, 1985, p. 525). Language then is not just a way to transmit information but is a way to "translate [information] in a form that can be shared and understood by others" (Morgan, Frost, and Pondy, 1983) and a "system for organizing information and releasing thoughts and responses in other organisms" (Hall, 1976, p. 49).

Studies in the social sciences have used content analysis to determine various attitudes. Barley, et al. (1988) analyzed texts of 192 organizational culture articles written between 1975 and 1984 for evidence of acculturation, finding that, while each of two studied groups initially conceptualized culture differently, over time both groups moved closer together.

Based on the theories of texting, we can expect that people responding to questions asking for narrative information about climate will not only discuss climate but will refine and translate vague perceptions about auras, etc., into identifiable metaphor and description of experience, which can then be reviewed for commonality among respondents.

Collection of Data

After deciding upon conducting a survey of organizational climate at SCC, the researcher met with the President of the College, to discuss a plan and to gain

approval for the plan. The President granted permission to conduct the study, agreeing that all full-time employees on the main campus of the institution of the institution could and should be included in the study. (See Appendix A.)

Having obtained the necessary permission to conduct research on the campus, the researcher made a review of literature, conducted at both Oklahoma State University Library and through the inter-library loan services of the SCC library, which is connected by modem to all national research libraries and to numerous data bases.

The short questionnaire was developed with the help of Dr. Robert Charles Pace and the members of the dissertation committee. The quantitative questions were originally selected and revised from the College and University Environmental Scale with modifications based on the Roueche-Baker Commitment to Excellence Survey. These questions were then further revised. A pilot study using part-time faculty as respondents was conducted. Ten part-time faculty in the Arts and Humanities Division were surveyed and, based on those results and on comments, a final questionnaire was devised.

A complete list of administrators, staff, and faculty was obtained from the Office of Personnel, Office of the President. All full-time employees were offered an opportunity to take part in the study, including those who classified as administration, staff, and faculty. Participants were asked to furnish limited demographic

information, in addition to responding to the questions on the instrument.

The college main campus employment population consisted of the following: 64 full-time faculty members (all having the title of instructor); approximately 115 part-time faculty members; 114 full-time staff members; 78 part-time staff members; and six administrators. The staff population included not only academic and administrative staff, but support staff, such as staff in food service, maintenance, etc., as well. The college is divided into the following academic divisions: Business, Arts and Humanities, Math/Science, Computer Science, Health Science/Health, Physical Education, and Recreation, Social Justice, University Preparatory Academy, and Outreach.

The survey instrument (See Appendix B) was delivered to all full-time employees. The memorandum cover requested that all replies be returned in a three-week period. At the end of the second week, a memorandum was sent to all solicited participants through the College Communications Center, where all full-time employees have mail access.

Responses were solicited from all those employed full-time the College. Each respondent was asked to self-identify him/herself as administration, staff, or faculty and by division affiliation.

Responses to this request were collected and analyzed.

Treatment of Data

All returned responses were included. Data from the responses were collected and analyzed. Demographic data was matched against responses on the quantitative instrument. Responses to the seven quantitative questions were analyzed by mean, medium, and mode.

Responses to the requests for narratives were also analyzed. McQuail (1983) says,

> The result of content analysis is a new text, the
> meaning of which may, or even must, diverge from
> the original source material. This result is also
> based on a form of "reading" of content which no
> actual "reader would ever, under natural
> circumstances, undertake. . . . [T]he new
> "meaning" is neither that of the original sender,
> or of the text itself or of the audience, but a
> fourth concept that has to be interpreted with
> care. (p. 14).

To create that "new text" each response was collated for commonality of expression, experience, and metaphor. Each response was also investigated in the self-selected category of faculty, administration, or staff. These categories were collated and compared to distinguish commonality of expression, experience, and metaphor as well as differences in expression, experience, and metaphor among groups.

A chart was developed showing quantification of responses of word, metaphor, experience, and expression and differences among groups; texts were examined for the best and most expressive statements of climate at the college.

To analyze the data and develop the chart for the

"commonality of expression" among the respondents, two
independent raters (Kayla Campbell and Claudia McBride)
collated the responses after a short training period. The
raters and the researchers looked at the pilot study and
determined how to organize categories of response for the
pilot study. Thus, investigating the results of the pilot
study functioned as a training session. After the results
for the actual survey were collected, the raters and the
researcher looked at those results and determined how to
organize categories of response.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present and analyze
the data collected to determine the characteristics of the
climate at the College, to determine if more than one
climate exists at the College, and, if there is more than
one climate, to determine the characteristics of those
climates. To this end, employees of the College were asked
to furnish demographic information and to answer two
different kinds of questionnaires, one asking for responses
on scales ranking characteristics from one to seven, and one
asking for narrative responses.

Chapter IV consists of three major sections. Section
One discusses the demographic characteristics of the
respondents. Section Two discusses the results of the
responses to the scaled questions, relating the results to
the demographic data. Section Three discusses the narrative
responses to questions, based on content analysis of the
responses.

Section 1. Demographic Data

A complete list of administrators, staff, and faculty

of the College was obtained from the Office of Personnel, Office of the President. All full-time employees were offered an opportunity to take part in the study, including those who were classified as administration, staff, and faculty.

The college main campus employment population consisted of the following: 64 full-time faculty members (all having the title of instructor); approximately 115 part-time faculty members; 114 full-time staff members; 78 part-time staff members; and six administrators. The staff population included not only academic and administrative staff, but support staff, such as staff in food service, maintenance, etc., as well. The college was divided into the following academic divisions: Business, Arts and Humanities, Math/Science, Computer Science, Health Science/Health, Physical Education, and Recreation, Social Justice, University Preparatory Academy, and Outreach.

The 64 full-time faculty members, the 114 full-time staff, and the six administrators were offered an opportunity for participation.

TABLE 1

NUMBER AND PERCENT OF RESPONSE

RESPONSES

	No.Poss.	No.Resp.	% Resp.
Admin	6	9	150%
Staff	114	35	31%
Faculty	64	27	41%
Blank		4	
Total of Poss.Resp	184	75	41%
Total of Surveys Accepted	155	75	48%

This was a total of 184 possible respondents; 155 actually agreed to accept survey forms. The refusal rate was 16%. Persons who refused acceptance of survey forms cited various reasons, generally the following: "I trust you, but someone else might get hold of this" (fear of loss of anonymity); and "Sorry, but I think it's a waste of time for the College; this won't do the College any good because no one will pay any attention." Those not citing a reason

refused with comments like, "Not me."

Of the 184 possible respondents, 75 returned the survey forms, for a total response rate of 41%. Of the 155 people who accepted surveys, the response rate was 48%. Responses were returned in a number of ways. Some were hand-delivered. Some appeared in the Communications Center in plain brown envelopes. Several appeared with all sides stapled firmly together with staples spaced at approximately 1/2 inch intervals. One appeared with the researcher's signature from the cover memorandum pasted on the front of a sealed envelope containing the completed survey.

Since the response rate was not as high as expected by the researcher, two statisticians were called as consultants: Dr. Steve Grissom, Statistics Department at Northeastern State University, and Dr. Bill Ward, Statistics Department at Oklahoma State University. Both agreed that often surveys have even lower response rates (from 3-5% and up) than in the case of the studied institution. For example, conclusions about a climate survey of Bakersfield College were based on a response rate of 33%. Although 35% of the population responded, only 33% of the responses could be coded (Nunz, 1987). Conclusions in other fields can be similar. Results in a survey of newspaper editors showed that non-response does not necessarily mean a significant bias in the sample (Chang, 1989); and Webb (1989) concluded that a surveyor might expect a 40.7% response rate in surveys utilizing college-bound high school seniors.

After multiple attempts to get responses, including appeals by memorandum (see Appendix B), etc, according to Dr. Ward, one must say that one has obtained all responses from respondents willing to be surveyed. The question is whether the responding sample is similar to the total population. Based on the evidence of those who did not accept surveys at all, it can be conjectured that the non-respondents may well have had the same attitudes as the refusers and not been willing to actually state this fact to the researcher. It can be further conjectured that the non-responding population might be different from the responding population. The non-responding population, again based on the evidence of those refusing to accept surveys, might be those who are most negative about the climate of the College. The responding sample might be those who are most optimistic about the climate of the College.

The response rates by level were based on the total possible respondent population and not on the population of those accepting survey forms. Of the 64 faculty members, 27 who selected faculty as a category returned forms, for a response rate of 41%. Of the 114 staff members, 35 who selected staff as a category returned forms, for a response rate of 31%. Nine respondents self-selected administrator for a level; six administrators are designated by title at the College, this giving a response rate of 150%. Four respondents did not designate themselves as staff, administration, or faculty, preferring to leave the entire

demographic sheet blank. Those selecting administrator as category comprised 12% of the survey population; those selecting faculty/staff comprised 88% of the survey population.

Of those designating ethnic classification, thirteen respondents designated themselves as Native Americans, 56 as Caucasian, and two as Other. Since the survey sheet listed categories for Black, Hispanic, Native American, Caucasian, Oriental, and Other, it is unknown what Other could mean in this population, except a reluctance to choose a particular category or a misunderstanding that Other might stand for Caucasian as it can on other forms.

Of those respondents who designated a gender, twenty-four males (34%) responded, as did 47 females (66%).

Respondents also had the opportunity to select the division in which they were employed. Twenty-nine respondents designated a division. Of the division designations, three respondents choose Business, nine choose Arts and Humanities, two choose Math/Science, two choose Computer Science, nine choose Health, and four choose Social Justice. (See Appendix C for a complete chart of demographics.)

Of the respondents who designated number of years employed at the College, thirty-four respondents were employed less than five years, 45% of the sample. Nineteen respondents were employed at the College for six to ten years, 25% of the sample; and fifteen respondents were

employed at the College for more than ten years, 20% of the sample. Seven respondents did not identify the number of years employed. (See Appendix C for a complete chart of the responses.)

TABLE 2

PERCENT OF RESPONSE BY YEARS AND AGE

RESPONDENTS

Yrs Col.	No. Resp.	%	Yrs HE	No. Resp.	%	Age	No. Resp.	%
0-5	34	45%	0-5	44	59%	20-29	9	12%
6-10	19	25%	6-10	14	19%	30-39	11	15%
10+	15	20%	10+	15	20%	40-49	21	28%
blank	7	9%	blank	2	3%	40-50	13	17%
						60+	2	3%
						blank	19	25%

Forty-four (59%) respondents were employed in higher education for less than five years, fourteen (19%) for six to ten years, and fifteen (20%) for more than ten years.

Nine (12%) of the respondents were between 20 and 29 years old. Eleven (15%) were between 30 and 39; 21 (28%) between 40 and 49; 13 (17%) between 50 and 59; and two (3%) over 60. Twenty-five percent of the respondents did not designate an age. (See Appendix C for a complete chart of demographics.)

It seems likely that respondents did not fill out

certain items on the demographic information sheet because of fear of being identified. After all, how many 26-year-old Native Americans working in a specified division might there be at a college of a population under 200? (There are none. This is only an example.)

Based on the demographic data collected the composite employee at SCC had worked at the College less than five years, had worked in higher education less than five years, was female, and was approximately 40 years old.

Section 2. Responses to Questions
with Numerical Scales

Each of the respondents was asked to respond to seven questions, using an answer scale from one to seven with seven being the highest/most/etc. The responses to the questions were compared to the demographic information furnished. (See Appendix D for charts of all responses.)
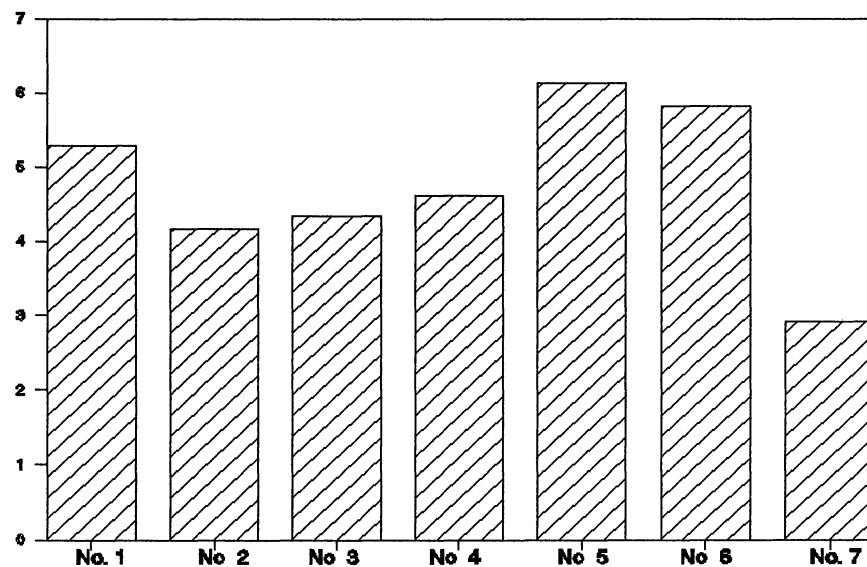
Figure 1. Response Results Averages

As Figure 1 shows, the responses to Questions 1-6 average well above the mid-point of 3.5.[1] Question 7 on social friendships formed through work relationships scored the lowest; Question 5 about the cooperation in the division/department and Question 6 about the College being a friendly, enjoyable place to work scored the highest.

The mean, mode, and median for the total responses were similar, as Table 3 shows.

TABLE 3

MEAN, MODE, AND MEDIAN OF RESPONSES

TOTAL			
Question	MEAN	MODE	MEDIAN
No. 1	5.29	6	5
No. 2	4.18	5	5
No. 3	4.34	5	5
No. 4	4.62	5	5
No. 5	6.13	6	6
No. 6	5.82	7	6
No. 7	2.91	1/2	3

The results when taking into comparison the demographic data show some differences. Figures 2 and 3 show the male and female responses.[2]

Figure 2.   Responses of Females

[Questions: 1-How satisfied are you with your present position?   2-How well is excellent performance recognized at SCC?   3-How well do administrators and managers listen to the people who are doing the work?   4-How much cooperation exists across departments at SCC?   5-How much cooperation exists in your department/division?   6-Is SCC a friendly, enjoyable place to work?   7-How many of your social friends are people that you met as colleagues at SCC?]
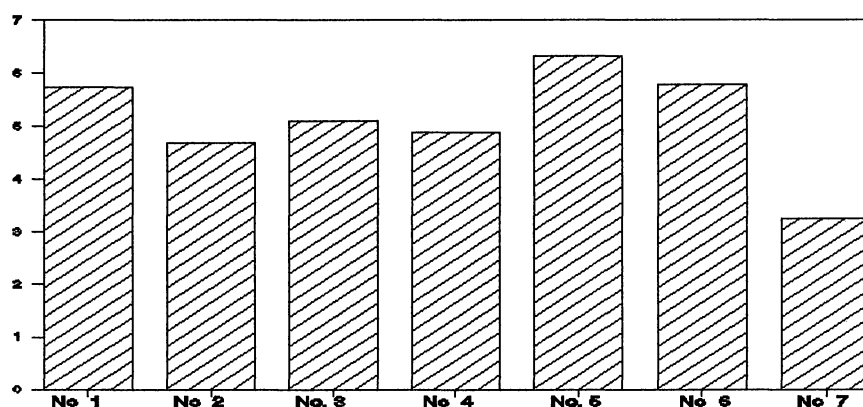
Figure 3.   Responses of Males

Tables 4 and 5 show mean, median, and mode for gender-differentiated ethnic-differentiated responses.

TABLE 4

RESPONSES DIFFERENTIATED BY GENDER

MALES

Question	MEAN	MODE	MEDIAN
No 1.	5.74	6	6
No. 2	4.68	5	5
No. 3	5.11	6	5
No. 4	4.89	5	5
No. 5	6.32	6	6
No. 6	5.79	6	6
No. 7	3.26	4	4

FEMALES

Question	MEAN	MODE	MEDIAN
No. 1	5.07	5	5
No. 2	3.94	5	4
No. 3	4.00	4/5	4
No. 4	4.48	6	5
No. 5	6.27	7	7
No. 6	5.81	6	7
No. 7	2.79	2	2

TABLE 5

MEAN, MEDIAN, AND MODE
BY ETHNIC DESIGNATION

NAT. AM.

Question	MEAN	MODE	MEDIAN
No. 1	5.58	7	6
No. 2	4.83	5	5
No. 3	5.25	6	6
No. 4	4.67	3	3
No. 5	6.33	6	6
No. 6	5.92	7/6	6
No. 7	2.64	2	2

CAU.

Question	MEAN	MODE	MEDIAN
No. 1	5.18	6/5	5
No. 2	4.00	5	4
No. 3	4.11	5	4
No. 4	4.58	5	5
No. 5	6.27	7	7
No. 6	5.78	7	6
No. 7	2.98	1	3

As is shown in Figures 4 and 5, the averages of Native American-designated respondents and Caucasian-designated respondents are not greatly different, although Native Americans generally averaged slightly higher than Caucasian respondents.[3]
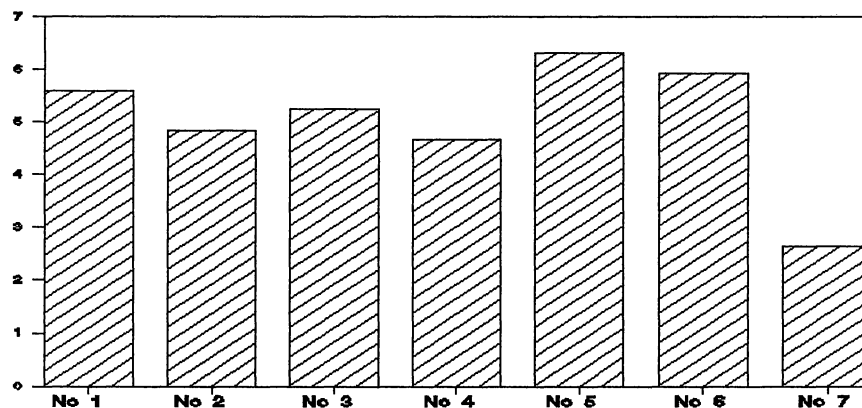
Figure 4. Responses by Native Americans

[Questions: 1-How satisfied are you with your present position? 2-How well is excellent performance recognized at SCC? 3-How well do administrators and managers listen to the people who are doing the work? 4-How much cooperation exists across departments at SCC? 5-How much cooperation exists in your department/division? 6-Is SCC a friendly, enjoyable place to work? 7-How many of your social friends are people that you met as colleagues at SCC?]
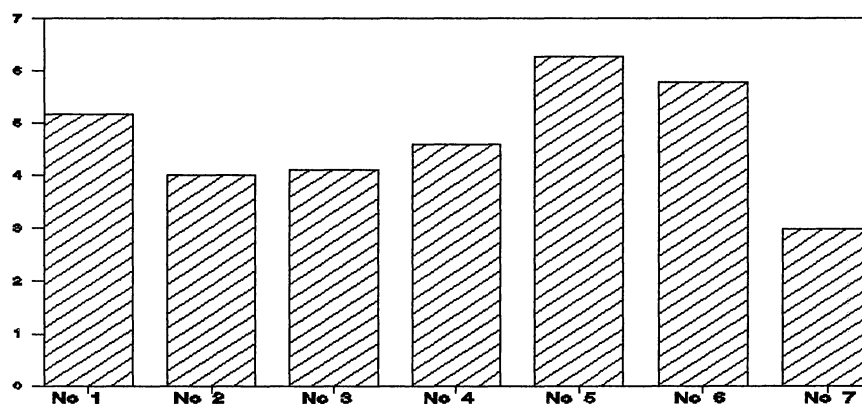
Figure 5. Responses by Caucasians

Some differences also appeared between those respondents who had worked for the College for varying numbers of years but these differences do not show any particular pattern, as shown in Table 6 and Figures 6, 7, and 8.[4]

TABLE 6

MEAN, MEDIAN, AND MODE BY NUMBER
OF YEARS EMPLOYED AT THE COLLEGE

YRS/Col:	0-5		
Question	MEAN	MODE	MEDIAN
No. 1	5.00	5	5
No. 2	4.10	5	4
No. 3	4.41	5	5
No. 4	4.51	5	5
No. 5	6.32	7	7
No. 6	5.85	5	6
No. 7	2.88	2	3
YEARS/Col:	6-10		
Question	MEAN	MODE	MEDIAN
No. 1	5.21	7/6	5
No. 2	3.93	6/4/1	4
No. 3	4.14	4	4
No. 4	4.36	5	5
No. 5	6.14	7	6
No. 6	5.43	7	6
No. 7	2.50	1	2
YEARS/Col:	10+		
Quest	MEAN	MODE	MEDIAN
No. 1	5.54	6	6
No. 2	4.33	5	5
No. 3	4.00	5/4	4
No. 4	5.15	6	6
No. 5	6.38	7/6	6
No. 6	6.00	7	6
No. 7	3.31	4	4
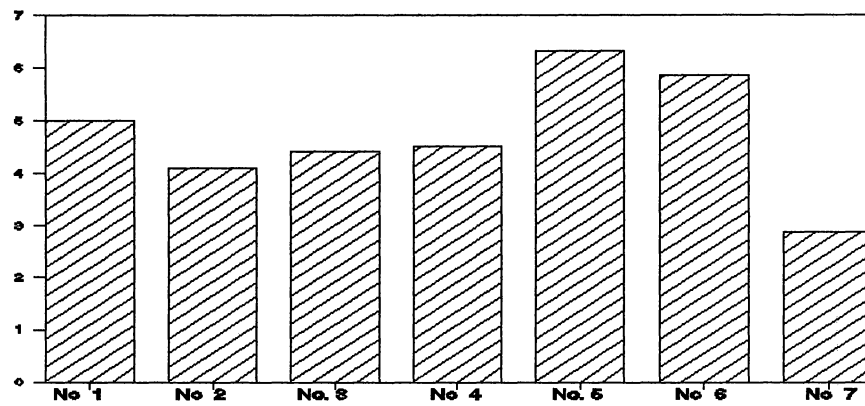
Figure 6. Respondents Employed Under 5 Years
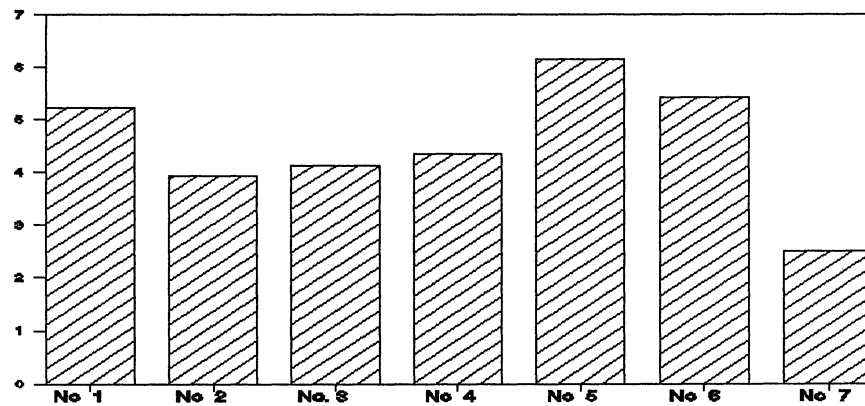
Figure 7. Respondents Employed 6-10 Years
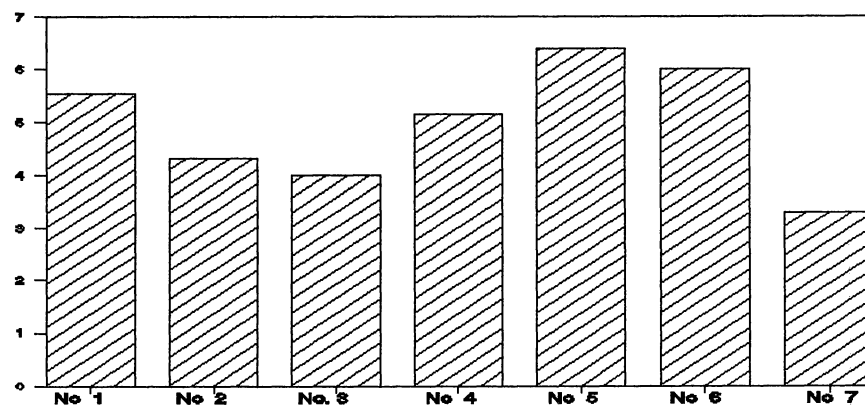
Figure 8. Respondents Employed Over 10 Years

There is more difference between levels of respondent than between any other demographic discriminator.

TABLE 7

MEAN, MEDIAN, MODE: RESPONSE LEVEL

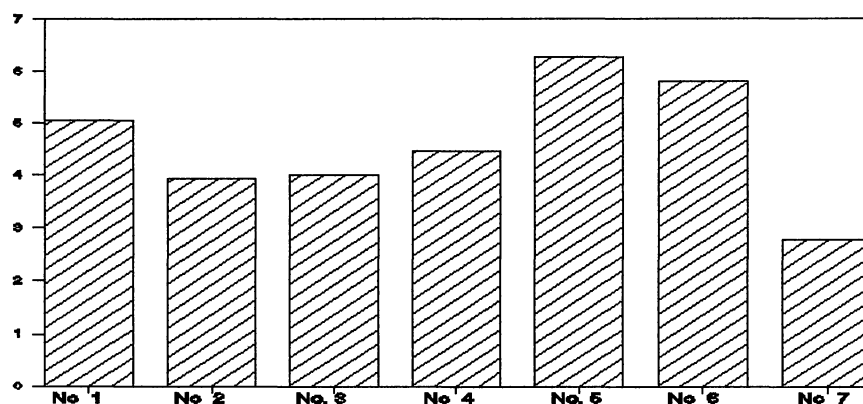| ADMINISTRATION			
Question	MEAN	MODE	MEDIAN
No. 1	6.44	7	7
No. 2	5.33	5	5
No. 3	6.11	7	6
No. 4	5.33	6	6
No. 5	6.56	7	7
No. 6	6.44	7	7
No. 7	3.67	5/4/2	4
STAFF			
Question	MEAN	MODE	MEDIAN
No. 1	5.38	6	6
No. 2	4.06	4	4
No. 3	3.97	4	4
No. 4	4.26	5	5
No. 5	6.14	7	6
No. 6	5.94	7	6
No. 7	3.20	2	3
FACULTY			
Question	MEAN	MODE	MEDIAN
No. 1	4.08	5	5
No. 2	4.46	5	5
No. 3	5.00	5	5
No. 4	4.76	6/5	5
No. 5	5.52	7	6
No. 6	4.80	6/5	5
No. 7	3.12	1	3

[Questions: 1-How satisfied are you with your present position? 2-How well is excellent performance rewarded at SCC? 3-How well do administrators and managers listen to the people who do the work? 4-How much cooperation exists across departments at SCC? 5-How much cooperation exists in your department/division? 6-Is SCC a friendly, enjoyable place to work? 7-How many of your social friends are people that you met as colleagues at SCC?]

As shown in Figures 9, 10, and 11, responses are
consistent in one level.
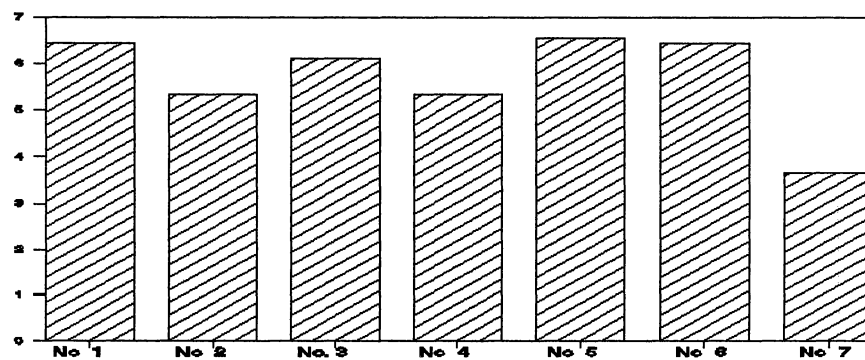
Figure 9.   Responses by Administrators
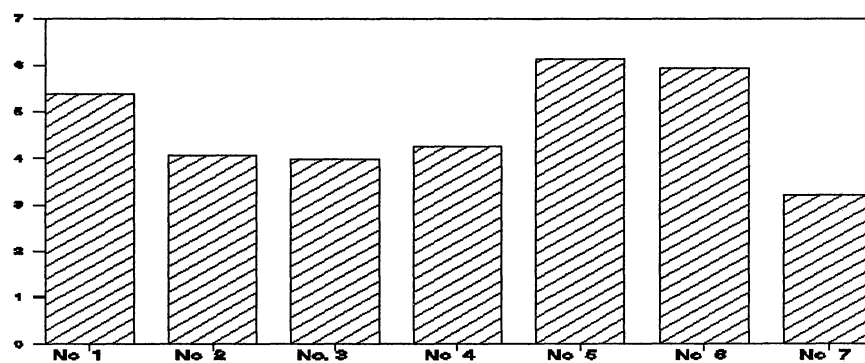
Figure 10.   Responses by Staff
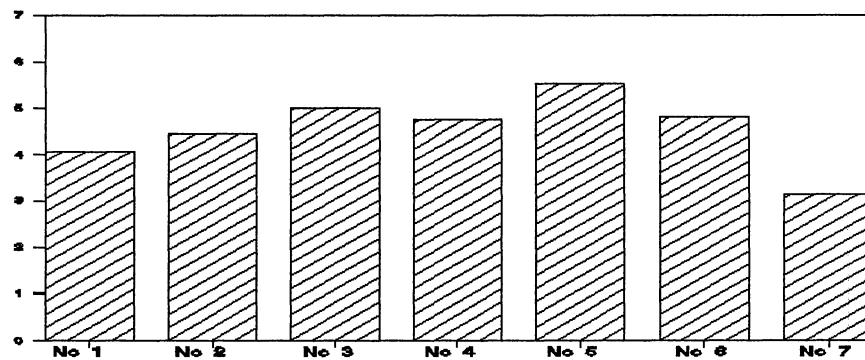
Figure 11.   Responses by Faculty

Respondents identifying as administrators consistently
averaged higher than faculty/staff respondents.[5]

Results can be more easily seen question by question.[5]
Figures 12-18 show how responses relate to demographic data
by question. Figure 12 on Question 1 ("How satisfied are
you with your present position?") shows administrators
averaged far higher and faculty averaged lower than any
other demographic group.
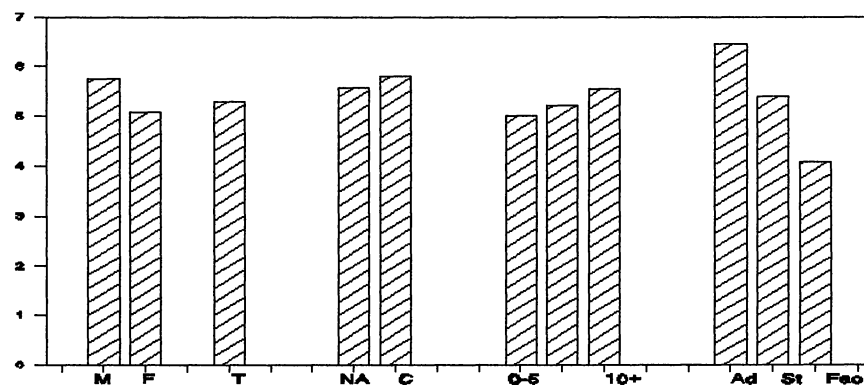
Figure 12.   Responses to Question 1:   How
            Satisfied Are You With Your Job?
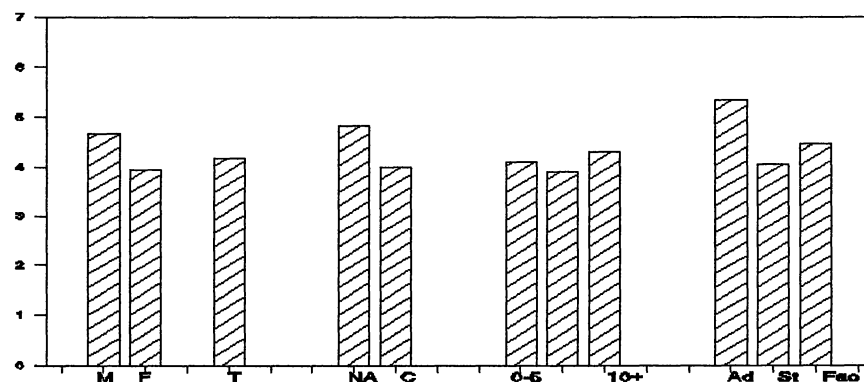
Figure 13.   Responses to Question 2:   How
            Well Is Performance Recognized?
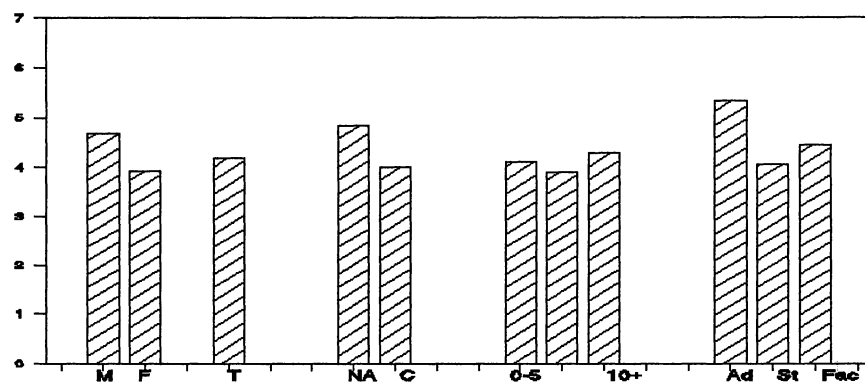
Figure 14. Responses to Question 3: How Well
            Do Admin/Mgrs Listen to Workers?
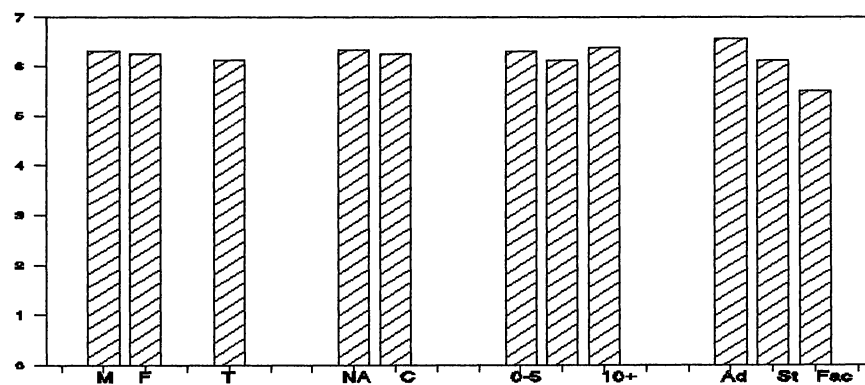
Figure 15. Responses to Question 4: How Much
            Cooperation Exists Across Depts.?
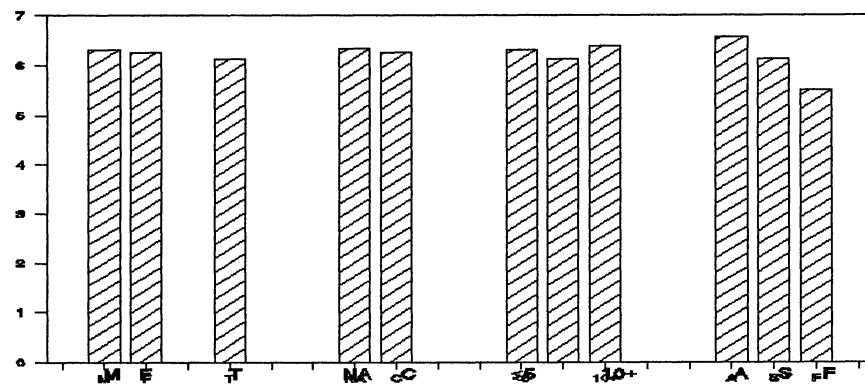
Figure 16. Responses to Question 5: How Much
            Cooperation Is in Your Dept/Div.?
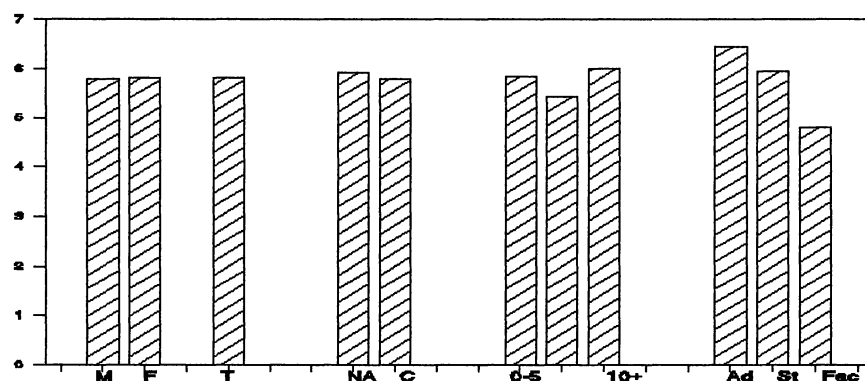
Figure 17. Responses to Question 6: Is SCC
a Friendly, Enjoyable Place?
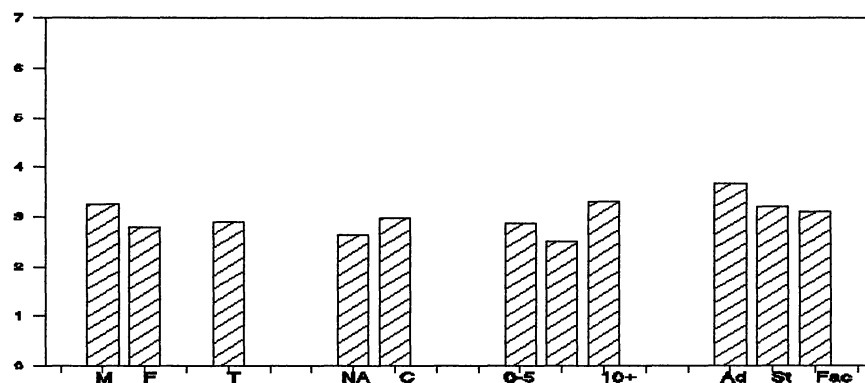
Figure 18. Responses to Question 7: How
Many Friends Are from SCC?

Figure 13 on Question 2 ("How well is excellent
performance recognized at [SCC]?") shows that the
administration averaged higher than any other group; those
persons working 6-10 years at the College averaged lowest.
Question 3 asked "How well do administrators and managers
listen to the people who are doing the work?" Figure 14
shows that administrators averaged higher than any other

group; staff averaged lowest. Figure 15 on Question 4 ("How much cooperation exists across departments at [SCC]?") shows that administrators averaged higher than any other group; staff averaged lowest. Figure 16 on Question 5 ("How much cooperation exists in your department/division?") shows that administrators averaged highest; faculty averaged lowest of any demographic group. Question 6 asked "Is [SCC] a friendly, enjoyable place to work?" Figure 17 on Question 6 shows that administrators averaged highest of any demographic grouping; faculty averaged lowest. Figure 18 asked "How many of your social friends are people that you met as colleagues at [SCC]?" Figure 19 on Question 7 shows that, of the many low responses, administrators averaged highest, Native Americans lowest. Consistently, then, administrators averaged higher than any other demographic group in responses to all questions. (See Appendix D for charts of all responses.) In general, faculty and staff had the lowest or near lowest response averages of any demographic response groups.

Section 3. Content Analysis
of Narrative Responses

Analysis of the scaled questions revealed a level of satisfaction and a sense of community within the department and across campus. The level of satisfaction was well above the mid-point for all levels. However, when narrative responses were submitted to content analysis, a different picture emerged. Although a number of positive categories

appeared, a larger number of negative categories also appeared.

Using content analysis, a number of categories of response were derived by the raters. Those categories included, as positive categories, Family, Helpful/Caring, People, Good Instruction, Change, Freedom, Professional Atmosphere, Ownership, and Students. Those categories also included, as negative categories, Lack of Communication, Load/Time, Projects/Attendance at Events, No Emphasis on Education, Lack of Dollars, Fear of Administration, Nothing Is Enough, Importance of Appearance, Ideas Stolen, Twelve-Month Contract, Lack of Concern and Isolated Faculty. (See Appendix E for a chart of responses.)

Categories were determined by consistency of response through two or more respondents. For example, raters determined that comments on being "part of a family business" and "feeling a part of a family" qualified as part of the Family category. (See Appendix E for all narrative responses to all questions.)

In the Family category, administrators had one reference, staff had six, and faculty had none. References included such comments as "I feel much closer to my co-workers as a family"; and "The prestige of belonging to the largest family in Claremore [gives me satisfaction]." One respondent commented, "There appears to be an interaction among employees in various departments and a sense of belonging almost like a family. Administration is like the leadership in a family and employees are similar to

siblings. The siblings share likes and dislikes among their peers, but there is a willingness to work for a common cause even if it involves sacrifices and compromise." Another said, "People have often asked me why I have stayed so long at this institution. I've given it a great deal of thought and the best response is that you don't quit a family business."

In the Helpful/Caring category, staff had 22 references, faculty 14, and administration 10. References included such comments as "Hospitable and genuine"; "Friendly, cooperative"; "Nice, friendly people"; etc. One respondent commented, "I really believe we have helped some students through critical periods in their lives" and another spoke of the satisfaction of "Actually being able to help or enrich lives." Many responses included such terms as "caring," "helpful," "concerned," "willing," etc.

In the People category, staff had 22 references, faculty had 16, and administration 6. References to "nice people," "good people," etc., abound. For example, one respondent said it was most satisfying "To be able to work with an intelligent, professional, considerate group of people." Another agreed that "The most satisfying reward to working here is that the people, faculty, staff, work studies are pleasant, good people to work with." Yet another agreed that "I have found the most satisfying part is that these people have a very positive and caring attitude. That makes a huge difference in working relationships." One respondent stated, "[the College]

stands because of the other 'good' people who are here day-in/day-out serving the student and co-workers," and another said, "There are many wonderful people across campus that care about how the job is done and give up their time to our students."

In the Good Instruction category staff had 9 references, faculty 7, and administrators 4. Comments included, "[the College] has long been an institution that serves the student with care and knowledge. It has a group of instructors who demonstrate this in many ways"; "We are blessed with an eminently qualified faculty who is very student-oriented"; "Part of faculty at [the College] is something to be proud of"; "The students come first [with] (faculty)"; etc. One staff respondent commented, "It is satisfying to work with the fine professional faculty on this campus. Many are independent thinkers, and although this may cause some dissension, it's a stimulating environment."

In the Change category, faculty had 7 references, staff 5 and administrators 2. Comments included, "It is . . . difficult to keep up with the pace of change"; "instigation of change" is rapid; and "The challenge of constant change is disturbing to many," etc. One respondent wrote, "'What's new today?' This describes the climate on the Hill. Change and movement are daily occurrences on the [the College] campus. The administration is open to creative ideas for progress and change is the norm. There seems to be a general openness about 'what's new,' but sometimes with so

many changes there are surprises. Change is exciting and stimulating, especially for those involved in the planning and process. . . ."

In the Freedom category, faculty had 8 references, staff 2, and administrators 1. One respondent commented, "I enjoy teaching and have the freedom to do what I think needs to be done so long as it doesn't cost money. I have very little 'meddling' in my classroom activities." Other comments included being satisfied with "Freedom to teach what I want"; having "A great deal of freedom"; having "Freedom to grow and be creative"; having "Freedom to try new things"; and feeling "From a strictly academic position, I feel I have great freedom to teach what I want, when I want."

In the Professional Atmosphere category, administrators had 8 references, staff 6, and faculty 2. Many responses included references to "professional, caring" people. Other comments included the College having "A substantial base of professionalism and mutual respect"; "In my department, we are extremely concerned with professionalism and productivity. Everyone works really hard and works together toward common goals"; and "[the College] is professional. It is a community of motivated professionals which has at its heart a spirit of hard work and dedication to the development of the lives and minds of people."

In the Ownership category, administrators had 4 references, staff 3, and faculty 0. Comments included, "I find a sense of ownership and pride exists in most of the

people who are involved with the campus"; seeing "A strong sense of ownership of place and activity"; and feeling a "sense of ownership in student's lives."

In the Students category staff had 24 references, faculty 18, and administrators 6. Many responses included references to satisfaction in working with and helping students. Others included, "I love to work with the students and help them achieve to the best of their ability"; "I love working with students--things are 'happening,' people are interested in what is going on-- looking ahead to the future"; most satisfying is "meeting some of the students"; most satisfying is "Working with the students"; "Most satisfying is the ability to help and advise students and see the accomplishments in their lives" and "Seeing students progress through a combination of what you can show them and their own efforts [is most satisfying]," etc.

In the negative categories section, in the Lack of of Communication category, staff had 15 references, faculty 12, and administrators 4. Comments included, "it is also true that communication is very poor on campus, especially between the faculty and the administration and vice versa"; "The lack of communication is very frustrating"; there is a "decrease in communication and staff input"; there is "Minimum communication between departments"; etc. One respondent commented there is an "Administrative lack of respect for employees. Respect requires open communication and consideration."

In the Load/Time category, faculty had 18 references, staff 7, and administrators 0. Many responses included references to faculty load being so big that there was not time to do justice to the work, etc. Comments included the following: "The dynamic, innovative exchange that could and should exist between and among departments is squelched by an oppressive workload"; "very good people [are] working very hard to do the best that they can at what they do but, at the same time, being limited by an extremely heavy work load"; "The workload is too large to be able to do a quality job"; "Also with the added workloads, there isn't time to spend with anyone," etc. One respondent commented, "I came to teach thinking I would not have to put in so many hours at home but sorrowfully that is not true. My office hours are cluttered with meetings and committees for the school or department and I have a hard time getting all my lectures and student papers completed." Sources of dissatisfaction also included "Community/campus and associate 'projects' that take valuable time away from the students and their welfare"; "the fact that the required work load is so heavy that expansion in one's own area and involvement in other areas is very difficult"; "the very heavy workload limits social interaction"; etc. Other comments included, "We are not allowed time for preparation or time to take additional classes to further our education, etc."; "Most people don't have time to work at developing a sense of community"; "Most dissatisfying is that I don't have the adequate amount of time to prepare for my classes. Because of other duties, it

is hard to do research [for classes] and keep up with your field"; most dissatisfying is "The sometimes (often) unrealistic work demands in relation to the time allotted"; "everyone is so busy that very seldom does anyone have the time to participate in events outside his/her own area"; "Everyone is under a lot of pressure with so much work to get done and every day is so FULL! You never get a break; sometimes attitudes wax cold"; etc.

In the Projects/Attendance at Events category, staff had 11 references, faculty 10, and administrators 0. Dissatisfaction was expressed with "Required attendance at events resulting in 'lists' being made" and "The events required to attend during and after hours"; "The most dissatisfying thing is working extra hours, attending numerous outside functions when encouraged to do so"; "We are expected to attend a lot of activities on and off campus, but no one tells us about them," etc. One respondent commented, "A backhanded attempt to FORCE this exchange of ideas, an exchange that is more creative in an informal shared atmosphere, is apparent in the faculty project program. While the goals of this program are admirable and desirable, the faculty workload prohibits any REAL exploration of ideas for fear that a discovery or innovation voiced is an additional obligation incurred. A more reasonable workload, 12-15 hours, depending on course work, would give those employees who actually WANT [the College] to serve the students a chance to do so with creativity, integrity, and energy."

In the No Emphasis on Education category, faculty had 9 references, staff had 5, and administrators 1. Comments included dissatisfaction with "Watching education put last and things first," "No emphasis on teaching," and "Being called STAFF instead of FACULTY." One respondent commented that "I am forced to do so [try to help students] with lack of proper equipment and materials that are generally found in the work place where the students will then have to unfairly compete with others' knowledgeable skills that are not offered here." Another commented that the College "feels like a factory: run more students through, but with much less focus on aesthetics. Make them good workers, but poor thinkers. Be more productive, more quantity for quantity's sake, external excellence without substance." Others noticed an atmosphere of "schizophrenia," "While students are treated with consideration and respect for their abilities, the faculty is handled with indifference." In the same vein another respondent wrote, "The deviant personalities [faculty] have a disregard for political posturing and believe that the purpose of the college is to educate the students who enroll here. Although largely internally consistent, they are often at odds with the dominate self and the 'let's not rock the boat' selves." Others lamented, "Sometimes I feel the administrators forget that teaching isn't an eight-to-five job. It takes a lot of outside time on a good instructor's part to prepare a quality curriculum," and "[the College] is self-centered--rather than what can we do for the student, see what you can

do for [the College]--reduce number of hours for education, reduce number of classes [the College] offers, students' loss of education plus opportunity to take classes required," etc.

In the Lack of Dollars category, staff had 19 references, faculty 3, and administrators 3. Comments on lack of dollars ranged from references to low salaries to decreasing medical benefits, to people with longevity having less vacation than formerly. Many comments were on inequities in funding, on the inability to fund and fill positions, and on the lack of teaching resources. Respondents regretted, "an over-abundance of funding in some areas, while not enough in other areas." One commented, "I feel the faculty and staff across the campus are truly dedicated to do the best job they can. Many are hampered due to lack of necessary equipment and materials. They are kept from doing their best because of the lack of real concern by administrators in their doing their best without the proper materials." One respondent felt that the College is "Stressful--always being asked to do more with less and then seeing offices that have so little to do they have time to read books and do their nails on the job"; "The most dissatisfying thing is that the good people leave because other places can offer them better salaries than [the College]" and "Being told next year, but next year coming to only a select few." Others commented that "I wish the pay could be better--and constantly hope it will"; and on "still struggling after so many years to attain an acceptable level

of support for my family. Raises are small and benefits have not been increased. Lately it seems we are being punished for years of service. New employees are being hired in at higher salaries and are receiving benefits that previously required years of service to attain. Also, it is discouraging to repeatedly request additional staff members to better serve our students and be turned down because of lack of funds when new positions are filled," etc. Respondents were about evenly divided on complaints about personal gains (salaries, benefits, etc.) and on funding for offices and services. Many commented on both.

In the Fear of Administration category, faculty had 17 references, staff 13, and administrators 2. Comments included such items as "Dictatorship"; "Suspicion of administration"; "Insecurity of employees"; "Distrust of top level of administration"; "Fear, gloved hostility"; "Paternalism," "Mistreatment of staff and faculty by some administrators"; "There is a definite sense of paranoia throughout the campus"; "Atmosphere of paranoia associated with interaction with central administration," etc. Others commented that "Most, including me, feel that if you want to keep your job, keep your mouth shut," and "People dare not criticize the powers that be (out loud) for fear of losing their jobs. There is no collective way to voice dissatisfaction with a decision or protest unfair treatments without real fear of reprisal." Another complained that "I have never worked anywhere that required employees to commit to political and community activities on their behalf; until

now I assumed that I had Freedom of Choice." A respondent wrote, "The campus is divided into three major groups: the administration, the staff and the faculty. On a personal level, the climate is basically friendly. However, on a professional level, there are sharp divisions between the three groups. These divisions result in an 'us vs. them' atmosphere." Others voiced the opinions that "As for the climate across campus, it sometimes feels as though some hidden agenda is going on that no one has told me about"; "It's a one-way street. Staff and faculty are expected to be loyal to an unsupportive administration"; and "At the division director's level, the climate is one of exchange and reciprocity--below the director's level is one of submission," etc.

In the Nothing Is Enough category, staff had 2 references, faculty 1, and administrators 0. One respondent said, "Nothing that we do is good enough--how can you increase enrollment, teach more hours, call up people to ask them to give to the Foundation, do more associate projects, advise more students, teach more months, and be grateful for it--give more to the Foundation, United Way, etc., be on campus more days whether class is in session or not, or lose your job." Another wrote, "In our office we have found that no matter how well we do our jobs it's not good enough, even though we all have done the same thing for years. We know that no matter how hard we work, it won't be good enough. I feel [three top administrators] are not very good people because they listen to no one but each other."

In the Importance of Appearance category, staff had 9 references, faculty 2, and administrators 0. Comments included, "Everything depends on looks"; "Overall it seems that the faculty don't really count as individuals, the students don't really count. The image counts"; "Too much money is spent on unnecessary items (i.e. statues, replacing good carpeting, too many administrators, lack of faculty-concerned administrators)"; it is dissatisfying "Seeing tax dollars that could be used for education put in things such as plush offices, facade and such for show. I realize there is nothing wrong with beauty but if dollars are short we should first take care of education needs, then beauty. Remember beauty is in the eyes of the beholder"; it is dissatisfying that "hiring policies [are] based on who you know, what organizations you are involved with and how you look, not on your abilities"; etc.

In the Ideas Stolen category, staff had 3 references, faculty and administrators 0. One respondent commented, "I've never in my life worked at a place which allows stealing--not stealing of money, but creativity, ideas, and words. Routinely, my previous supervisor took my work and attached her name to it, entering it into contests and passing it off as her own." Another wrote that she had learned "my ideas have been implemented and I've not been given credit for the ideas that are originally mine."

In the Twelve-Month Contract category, staff had 10 references, faculty 7, and administrators 0. One respondent wrote, "I think the twelve-month contract is binding what I

consider the real growth potential of the college in
creative arts and in creative thinking." Another said,
"with a forced 12-month contract there will be no time to
renew one's spirit." Other comments included the
dissatisfaction with "Unreasonable demands on the faculty
with the twelve-month contracts"; the fact that "Forced
twelve-month contract has created some morale problems";
dissatisfaction with the "Twelve-month contract concept,
which seems self-defeating for a serious academic
institution"; "The most dissatisfying aspect is the
compulsory twelve month contract and the general teaching
load with additional assignments"; most dissatisfying was
"Seeing the faculty being treated as second-class citizens
concerning 12-month contracts to the exclusion of everything
else"; "there is a feeling that administration is a bit
'heavy handed,' forcing faculty into counter-productive 12-
month contracts, for instance"; etc.

In the Lack of Concern category, faculty had seven
references, staff 5, and administrators 2. Comments
included the fact that "Across campus other administrators
are not perceived as particularly interested in faculty and
staff input"; attitudes are perceived as "Unconcern--There
is little concern for the wishes of the personnel as a
whole. We are asked to be a loyal employee, but are shown
by deeds it makes little difference"; "At times across
campus you have a feeling of non-caring attitudes among the
top administrators"; "The perception that the administration
dictates policies and happenings is the most frustrating

aspect. The 'top' seems to be happily out of touch with the rest of the institution"; "The administration listens very well, even nods occasionally, and perhaps takes a note or two, but that's all, no follow-up action"; there is a "Lack of input of faculty and staff at top levels of administration"; there is an "Administrative lack of respect for employees"; "There is frequently a feeling that higher administration views employees as expendable"; there is "Lack of meaningful input toward schoolwide decisions particularly those affecting faculty. Example: the faculty had little or no input in several important policies which affect them--1) workload, 2) professional development, 3) period of employment (9 vs. 12 months), 4) salary and benefits"; there is "The feeling of staff and faculty is that they cannot influence in any significant way the destiny at [the College]"; etc.

In the Isolated Faculty category, faculty had 9 responses, administrators 1, and staff 0. One respondent commented, "Anyone making an effort to form a faculty group is viewed as a threat to the president and in short order will get his walking papers, or will be given such a tremendous amount of 'busy work' that they can no longer function acceptably." Another wrote, "Any public gathering of teachers is discouraged. No luncheons/no faculty associations," and one said most dissatisfying was "Isolated faculty with little interface." (See Appendix E for all responses to all questions.)

Using content analysis, a level of dissatisfaction with

the climate of SCC was discernible by the raters. Possibly,
content analysis reaches a level of awareness or a state of
complexity that is not possible to grasp with a simple
quantitative questionnaire.

End Notes

[1]Before being related to demographic data, total responses to Question 1 averaged 5.29; Question 2 averaged 4.18; Question 3 averaged 4.38; Question 4 averaged 4.62; Question 5 averaged 6.13; Question 6 averaged 5.82; and Question 7 averaged 2.91.

[2]On Question 1 males (5.74) averaged .67 higher response than the females (5.07). On Question 2 males (4.68) averaged .74 higher response than the females (3.94). Questions 3-7 follow this pattern. Male (5.11) responses to Question 3 averaged 1.11 higher than female (4.00) responses. On Question 4 male responses (4.89) averaged .41 higher than the female (4.48). Males responses (6.32) to Question 5 averaged only .05 higher than the female responses (6.27). Male responses (5.79) to Question 6 averaged only .02 higher than female responses (5.81). Finally, on Question 7 male responses (3.26) averaged .47 higher than female responses (2.79).

[3]On Question 1, Native American respondents (5.58) averaged .4 higher than Caucasian respondents (5.18). On Question 2, Native American respondents (4.83) averaged .83 higher than Caucasian respondents (4.00). On Question 3, Native American respondents (5.25) averaged 1.14 higher than Caucasian respondents (4.11). On Question 4, Native American respondents (4.67) averaged .09 higher than Caucasian respondents (4.58). Native American respondents (6.33) averaged .06 higher than Caucasian respondents (6.27) on Question 5 and .14 higher on Question 6 (5.92 to 5.78). On only one of the questions, Question 7, Native American respondents (2.64) averaged .34 lower than Caucasian respondents (2.98).

[4]On Question 1, those who have worked more than ten years at the College (5.54) averaged .33 higher than those who worked 6-10 years at the College (5.21), who averaged .21 higher than those who worked five years or less at the College (5.00). On Question 2, those who have worked more than ten years at the College (4.33) averaged .4 higher than those who have worked 6-10 years (3.93). Those who worked 6-10 years averaged lower by .17 than those who worked five years or less (4.10). On Question 3, the averages ran as follows: those working five years or less (4.41) averaged .27 higher than those working 6-10 years (4.14), who averaged .14 higher than those working more than ten years (4.00). Those working 6-10 years (4.36) had the lowest average on Question 4, being .15 lower than those working 0-5 years (4.51), who averaged .64 lower than those working more than ten years (5.15). This pattern was followed in Question 5-7, with those working 6-10 years averaging lower than those working 0-5 years who averaged lower than those working more than ten years. On Question 5 those working 6-

10 years (6.14) averaged .18 lower than those working 0-5 years (6.32), who averaged .06 lower than those working more than 10 years (6.38). On Question 6, those working 6-10 years (5.43) averaged .41 lower than those working 0-5 years (5.85), who averaged .15 lower than those working more than ten years (6.00). On Question 7, those working 6-10 years (2.50) averaged .38 lower than those who worked 0-5 years (2.88), who averaged .43 lower than those working ten years or more at the College (3.31). Thus, no particular pattern is established.

[5]On Question 1, related to job satisfaction, administrators (6.44) averaged 1.06 higher than staff (5,38), who averaged 1.3 higher than faculty (4.08). On Question 2, related to reward of excellent performance, administrators (5.33) averaged 1.27 higher than staff (4.06) and .87 higher than faculty (4.46). Faculty averaged only .4 higher than staff. On Question 3, related to listening to subordinates, administrators (6.11) averaged 1.11 higher than faculty (5.00) and 2.14 higher than staff (3.97). Faculty averaged 1.03 higher than staff. On Question 4, related to cooperation across departments, administrators (5.33) averaged 1.07 higher than staff (4.26) and .57 higher than faculty (4.76). Faculty averaged .50 higher than staff. On Question 5, related to cooperation inside departments/divisions, administrators (6.56) averaged only .42 higher than staff (6.14) and 1.04 higher than faculty (5.52). Staff averaged .62 higher than faculty on this question. On Question 6, about the College being a friendly, enjoyable place to work, administrators (6.44) averaged only .5 higher than staff (5.94) and 1.64 higher than faculty (4.80). Staff averaged 1.14 higher than faculty. On Question 7, about social friends made at work, administrators (3.67) averaged only .47 higher than staff (3.20) and .55 higher than faculty (3.12). Staff averaged .08 higher than faculty respondents on this question.

CHAPTER V

FINDINGS, CONCLUSIONS, AND

RECOMMENDATIONS

The present study was conducted to determine a
description of the quality of the climate and the
presence/non-presence of community at one community college
in Oklahoma, as perceived by the members of the college
administration, faculty, and staff. Every full-time
employee on the College's main campus was offered the
opportunity to take part in the survey of climate.

The purpose of this study was to investigate
organizational climate at the College. The investigation
was made using both a quantitative instrument and content
analysis of narrative answers to questions. The purpose was
to discover if the feeling of community exists at the
college, where it exists, and to what extent it exists.

Findings

This study was non-experimental and descriptive in
nature. It sought to accumulate evidence that described
specific climate conditions. This study attempted to answer
the following research questions:

1. How can climate(s) at the College be described? If more

than one climate exists, in what ways are the climates
different? Is there a discernible pattern of difference?
How can the pattern be described?

2. What at the College gives respondents the greatest
feelings of satisfaction/dissatisfaction?

3. Can a sense of community in the climate of the College
be described? With what sections of the campus do
respondents feel the strongest/least strong senses of
community? How can the sense of community be described?

Description of Climates at the College

Generally, respondents to the survey questions
utilizing number scales as answers show a high level of job
satisfaction and a sense that the climate at the College is
friendly, helpful, and caring and that a spirit of
cooperation exists both across campus and especially within
the department/division.

Results can be divided demographically, with the
demographic designation administrator having far higher
averages on all answers, and generally with the staff and
faculty having lower averages on all answers, than any other
demographic designations. Thus, it seems that there are
layers of climate. These findings agree with Pace and Baird
(1966) and Moran and Volkwein (1988), who found the greatest
variation in distinguishing climates from one another
outside of the departmental variation. They determined that
administrative personnel have more positive perceptions of

organizational climate than do faculty; faculty attitudes
are reflected by climate.

Generally, other studies have not addressed the fact
found in this survey, that faculty and staff may have very
similar attitudes about climate in the organization.

It appears from the results that more than one climate
does in fact exist at the College. It appears that there
may be two climates, one perceived by the administrators
(12% of the population responding) and one perceived by the
faculty and staff (88% of the population responding). All
of the administrators responded to the survey; 35% of the
faculty and staff population responded. Both climates can
be described using very positive terms. The perception
exists that the atmosphere is friendly, caring, and helpful;
that the people with whom one works make it worthwhile to
come to work; and that the College and its employees care
about students and their success. The positive responses
are easily quantified. It is in the content analysis of the
narrative answers that more negative findings can be
assessed.

If there are differences, the administrative climate is
one that may be described with terms such as "professional
atmosphere" and "ownership." If there are differences, the
staff and faculty climate may be described with terms such
as "suspicion of and fear of administration," "lack of
emphasis on teaching," "poor communication with
administration," and "excessive workload/lack of time for

quality work."

Feelings of Satisfaction/Dissatisfaction

One of the greatest feelings of satisfaction in the employees of the College came from co-workers, the "fine professional faculty and staff," with whom employees come into daily contact. Faculty overwhelmingly expressed satisfaction with "freedom to teach," "teaching itself," "helping students," etc. Staff also expressed satisfaction with "helping students" and with seeing "quality instruction." Administrators expressed satisfaction with "professional atmosphere" and with "ownership."

As far as feelings of dissatisfaction, administrators expressed very few, except for "working with bureaucratic rules" of outside agencies. A few comments were made on "lack of communication" and "lack of budgets." Staff and faculty agree on two sources of dissatisfaction: overwork and extra projects/attendance. "Lack of importance placed on teaching," "suspicion of administration," and "lack of concern for employees" also receive votes as items of dissatisfaction. "Lack of importance placed on teaching" is a category borne out by other research in higher education (Ladd and Lipset, 1975, 1977; Rich and Jolicoeur, 1978; Willie and Stecklein, 1981). Dissatisfaction with workload is also expressed by faculty in other studies (Baldwin and Blackburn, 1981; Willie and Stecklein, 1981; Bess, 1982; Larkin and Clagett, 1981; Shulman, 1980).

<u>Sense of Community</u>

A sense of community in the climate of the College can be described. The respondents felt the strongest sense of community within their own departments/divisions, but also felt a sense of community across campus.

The sense of community was least strong between the faculty and staff and the administrators. Faculty felt "isolated" to a certain extent and subject to a "lack of concern." Staff also felt subject to the same "lack of concern" for the individual. However, most respondents agree that the feeling is that the staff and faculty unite in caring for and helping students, that the staff and faculty unite in solving student problems, etc. In fact, one respondent characterized the uniting of the staff and faculty as "us" and the administrators as "them."

The sense of community seems to be strong, although all respondents do not express such a view in answer to the direct question about feeling a sense of community. Despite answers like "none" about a sense of community, the overwhelming majority of respondents did feel a sense of belonging, a sense of "family," with their colleagues in the department/division and across campus. Again the perception is of a group united with one purpose, to help "students achieve" their goals, to aid the students to have "a second chance" at life.

Conclusions

The study tentatively identified two climates on the campus of the College: one climate existed for the administrators and one climate, more related, existed for the staff and faculty. Based on these findings, the following conclusions can be made:

1. The two climates have some commonality, including a sense of dedication to the achievement of students and a sense that it is the helpful, caring people making the College a workable entity. As Maher states, "the quest for vitality might be said to focus on the capacity of a college or university to create and sustain the organizational strategies that support the continuing investment of energy by faculty and staff both in their own careers and in the realization of the institution's mission" (1982, p. 1).

2. The two climates are disparate enough that an effort could be made to draw them closer together by improving the flow of communication between administrators and staff and faculty. Communication might alleviate many of the perceived dissatisfactions and negative aspects of the "second level" climate, keeping in mind that "Employees' perceptions are often the immediate precursors of their work-related attitudes and behaviors" (Gupta, 1982, 12).

The results of this study could be used by the administration and by the faculty and staff at the College to increase a feeling of community at the college, to improve the quality of life for those employed, and to

increase the effectiveness of the team leadership model.
Interactions between employees should be encouraged (Kouzes
and Posner, 1990) and increasing "ownership" in all areas
should improve the quality of life of the employees
(Belasco, 1990) and affect the "business" of the College in
a positive manner.

3. The results of this survey on the climate of the
College may be too optimistic, taking into account the
number of employees refusing to participate.

4. Content analysis is a tool that can be used in
determining the description of the organizational variable
of climate. Content analysis may well reach a more complete
assessment of climate than is possible using a quantitative
tool alone.

Recommendations

The following recommendations are made based on the
findings of this study:

1. The administration of the College might consider
the establishment some less-structured time constraints to
encourage the building of cross-campus community and to
encourage creativity and innovation, especially since the
College prides itself on those very qualities.

2. The administration of the College might consider
increased communication between administration and faculty
and staff. This might be accomplished by the establishment
of committees to make recommendations on aspects of the

College affecting those represented by the members of the committees. However, the recommendations of the committees must be seen to have effect or they will serve as another source of frustration.

3. Further research needs to be done on the climate of community/junior colleges in general. This study should be replicated on other campuses to determine if there is agreement on other campuses that there is or may be more than one climate on a campus.

4. Further research needs to be done in academic settings of all kinds to determine if the feeling of unity among faculty and staff of the studied institution is anomalous.

5. Further research needs to be done using content analysis of climate in conjunction with quantitative instruments to validate results of this study and of the instruments and to expand findings.

6. If the instrument developed for the study of this institution is used to conduct another study, Question 7 should be deleted. The question is misleading because it implies that there is a special category of friends called "social friends" but the questionnaire does not go on to illuminate this point.

Concluding Thoughts

This study was of only one community/junior college. About this particular college, it might be concluded that an

unusual climate seems to exist. Respondents tend to agree that they are satisfied with their jobs and that the campus is a friendly place to work. In addition, respondents seem to agree that they (and the College) have a purpose, a strong "mission" in life. That purpose, that mission (in a truly dedicated sense), is to educate the students and to help them to attain their goals. In what seems to be an unusual and unusually strong alliance, faculty and staff tend to feel united on this purpose.

With this strong sense of agreement, and, on the whole, satisfaction reflected in the scaled responses, why then are there so many critical comments in the narrative section of the survey? Perhaps the narratives reach a current of disease, of unrest that runs under the surface of agreement at the College. Based on the number of people who refused the survey instrument entirely, the number of non-responses, and the number of negative responses themselves from a large portion of 88% of the responding population, the morale of staff and faculty should be a matter of concern to the College. Perhaps the administrators see only that faculty and staff have the dedication and sense of mission reflected in the statements of all levels. And perhaps the perception that "nobody will listen, anyway" will grow until the sense of mission itself is devoured by the apathy.

However, because of the results of this study, factors of satisfaction and of discomfort can be identified at this particular college. As the 4-H motto suggests, "Making the

best better" is a goal for which to strive. Thus, the
College can use the results of the study as part of a
process of self-analysis and improvement. The weight of the
positive responses about the desire to help students should
be of pride to the College. The weight of the negative
responses about "hostility" and "paranoia," as well as "lack
of communication," should sound a warning to the College
that the best might not always be the best if improvement is
not attempted.

In addition to the results of this study being of use
to one particular institution, other studies of other
institutions might investigate the possibility that staff
and faculty are closer in alliance than heretofore
suspected.

Information about one particular community college,
then, can be valuable to that college. Is the information
valuable to other institutions? Ratcliff (1978, 1986, 1987,
1989) asserts that case studies of particular colleges are
valuable. Because of the results of other studies of other
institutions, climate factors of particular institutions and
of institutions in general can be discriminated. One factor
is of identification with the organizational mission. Even
though climate is "an amorphous environment, built by the
inhabitants of the school, perceived differentially,
depending perhaps on their status within the institution,
but affecting them all and communicated to observers"
(Stewart, 1979, p. 149), strong identification with the

institution is valuable for the institution: "By knowing what exactly is expected of them, employees will waste little time in deciding how to act in a given situation" (Deal and Kennedy, 1982, p. 32).

Studies of climate factors give the studied institutions valuable information on which they may or may not take action. Even if an individual institution is not studied, studies of similar institutions or similar situations may be revealing, congratulatory or cautionary, to that institution.

Studies of climate investigating factors in relation to demographic material might prove to be even more helpful to institutions in the future: "Perhaps all too often the literature on school climate assumes that climates are unitary within a school and conclusions are made about effects on the aggregate level without adequate controls on the individual level (Stockard and Mayberry, 1985)" (Stockard p. 11). It is the individual level that will continue to increase in importance in the coming decade. The continual theme of Powershift, as well as other popular and scholarly works, is that entities are not made of identical components but of individuals whose diversities are not repressed but celebrated and utilized in the community with which they are identified.

Future studies analyzing and celebrating diversity in unity may show individuals and institutions how to function more efficiently, effectively, and humanely in the looming

future.

How might an institution be able to investigate this diversity best? It is possible that, in addition to quantitative instruments using Likert scales (and the like), narrative questions requiring content analysis might be useful to completely and accurately reflect the climate at the institution. It is not enough to know "Yes, I like my job" and "Yes, I feel a sense of community here" if there is also a "but" that should continue the sentence. Content analysis allows the expression not only of "I feel a sense of community but . . ." but also of "I like my job because. . . ." Thus, content analysis not only allows investigation of what might be wrong but also of what might be right so that others may duplicate the good and avoid the bad.

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APPENDIXES

APPENDIX A

REQUESTS FOR PERMISSION TO DO

RESEARCH ON THE COLLEGE

TO: [President of Suburban Community College]

FROM: Emily Dial-Driver

SUBJECT: Dissertation Research at [Suburban Community College]

DATE: February 12, 1991

With your permission, I would like to conduct research on the campus of [Suburban Community College] with the aim of presenting a dissertation to Oklahoma State University in partial fulfillment of the requirements for a Doctor of Education degree.

I would like to study [Suburban Community College] because I think [SSC] is a unique community college in a number of ways, including the fact that the college functions with a team leadership pattern; college staff, faculty and administration have a highly developed sense of community; the college is more technologically advanced than most community colleges (or many four-year colleges) in the region; and the college is an excellent academic climate for students.

I would like to ask all of the members of the [Suburban Community College] administration, faculty and staff about the climate of [Suburban Community College], seeking to answer some (not quite completely formulated) research questions with the view to increasing student retention and increasing the quality of life on campus. Research areas will include answering questions like the following: With what sections of the campus do you feel the strongest senses of community? What aspects of campus life give you the greatest feelings of satisfaction?

TO: [President of Suburban Community College]

FROM: Emily Dial-Driver

SUBJECT: Dissertation Research at [Suburban Community
           College: Submission of Research Instrument

DATE: February 18, 1991

As you requested, I am submitting the research instrument designed to elicit responses about organizational climate at [Suburban Community College]. I hope it meets with your approval.

Please look the instrument over and give me the benefit of any changes/emendations/deletions/additions in intent or wording that you perceive I should make.

I am excited about this project and am looking forward to getting started. If you would like, I will share the proposal with you prior to beginning the research. The proposal (the first three chapters of the dissertation) should go to the committee early in March. I would like to get the instrument out to SSC prior to that so I can have a longer response time.

APPENDIX B

SURVEY INSTRUMENT

February 25, 1991

Dear Member of [Suburban Community College],

I am working on finishing my studies at Oklahoma State University. To complete the course, I need to do some research in which I would like you to be a participant. Your cooperation would help me very much.

Attached is a survey that I would like you to fill out at your leisure and convenience. Please feel free to write completely and honestly since all replies will be anonymous and confidential.

I solicit your support and your kindness. Please return these papers to me either to my office (. . .), to the Faculty Secretary (. . .), or to my mailbox in the Communications Center. I would like to have your responses by March 29, 1991.

Thank you,

Emily Dial-Driver

GENERAL INFORMATION SHEET

   To help me correlate the data gathered for this study,
please provide the information requested below.

   Gender: Male _____   Female _____
   Age: _____

   Ethnic background:
            Black _____
            Hispanic _____
            Native American _____
            Caucasian _____
            Oriental _____
            Other _____

   Total number of years that you have
   worked at [Suburban Community College]   _____

   Total number of years that you have
   worked in institutions of higher education   _____

   Position
            Administration _____   Business _____
            Staff_____   Arts and Humanities _____
            Faculty _____   Math/Science _____
                                         Computer Science _____
                                         Health/HPER _____
                                         Social Justice _____
                                         UPA _____
                                         Outreach _____

   The purpose of the survey following is to determine your
perception of the climate of the campus.

   Climate is defined as a quality of the environment of an
organization (a) that its members experience, (b) that
influences their behavior and (c) that can be described in
terms of the values of the organization. In other words,
organizational climate is to the organization as personality
is to the person.

   This survey is anonymous and confidential. All original
forms will be destroyed after the data are collected. All
written responses will be typed by the researcher from the
survey forms. Please be honest and direct. This is necessary
to insure accuracy.

SURVEY QUESTIONS

INSTRUMENT FOR DETERMINING CLIMATE AT
[SUBURBAN COMMUNITY COLLEGE]

    Please read each statement carefully. Think of your own
experience. Rate the items on the listed scale by circling
the number that best represents your opinion.

1. How satisfied are you with your present position?

Very   Very
Satisfied   7   6   5   4   3   2   1   Dissatisfied

2. How well is excellent performance recognized at [SCC]?

Much   Little
Recognition 7   6   5   4   3   2   1   Recognition

3. How well do administrators and managers listen to the
people who are doing the work?

Much   Little
Listening   7   6   5   4   3   2   1   Listening

4. How much cooperation exists across departments at [SCC]?

Much   Little
Cooperation 7   6   5   4   3   2   1   Cooperation

5. How much cooperation exists in your department/division?

Much   Little
Cooperation 7   6   5   4   3   2   1   Cooperation

6. Is [SCC] a friendly, enjoyable place to work?

Very   Very
Friendly   7   6   5   4   3   2   1   Unfriendly

7. How many of your social friends are people that you met as
colleagues at [SCC]?

Many [SCC]   Few [SCC]
Friends   7   6   5   4   3   2   1   Friends

SURVEY QUESTIONS II
INSTRUMENT FOR DETERMINING CLIMATE AT
[SUBURBAN COMMUNITY COLLEGE]

Please answer the following questions by writing out your
answers to them.   Please write as fully and completely as
possible.   Remember that your answers are confidential and
anonymous.

1.   Please describe what you feel is the climate (the
personality) of [SCC] (a) across campus and (b) in your
department.

2.   What is most (a) satisfying (b) dissatisfying about
working at [SCC]?

3.   What sense of community, if any, do you find at [SSC]?

Please put any additional comments on the back of the page.

DATE: April 4, 1991

TO: All Staff and Faculty

FROM: Emily Dial-Driver

SUBJECT: Climate Survey

Please, if you haven't turned in the survey form that I begged you to fill out, please, please do so. I need all the confidential, anonymous answers I can get. Help me with this!!

APPENDIX C

DEMOGRAPHIC INFORMATION

DEMOGRAPHIC INFORMATION FURNISHED BY RESPONDENTS

YRS/SSC	No.Res	YRS/HE	No.Res	AGE	No.Res.		
1	8	1	14	22	1	RESPONDENTS	
2	6	2	7	23	0	Adminis.	9
3	11	3	14	24	1	Staff	35
4	5	4	4	25	0	Faculty	27
5	4	5	5	26	3	Total	71
6	1	6	2	27	0		
7	5	7	2	28	4	Nat.Amer.	13
8	6	8	7	29	0	Caucasian	56
9	1	9	0	30	0	Other	2
10	6	10	3	31	1	Total	71
11	1	11	3	32	0		
12	1	12	0	33	4	Male	24
13	5	13	4	34	1	Female	47
14	2	14	2	35	2	Total	71
15	0	15	0	36	0		
16	1	16	0	37	1	Business	3
17	2	17	1	38	1	Arts/Hum	9
18	0	18	0	39	1	Math/Sci	2
19	0	19	1	40	3	Comp/Sci	2
20	0	20	0	41	2	Health	9
21	0	21	1	42	3	Soc.Just	4
22	0	22	0	43	4	Total	29
23	0	23	0	44	1		
24	0	24	0	45	4		
25	0	25	0	46	2		
26	0	26	0	47	0		
27	2	27	2	48	2		

YRS/SSC	No.Res	YRS/HE	No.Res	AGE	No.Res.		
YRS/SCC	NO.RES	YRS/HE	NO.RES	AGE	NO.RE		
28	1	28	1	49	0		
29	0	29	0	50	1		
30	0	30	0	51	1		
Total	68	Total	73	52	3		
				53	2		
				54	2		
				55	1		
				56	3		
				57	0		
				58	0		
				59	0		
				60	1		
				61	0		
				62	0		
				63	0		
				64	0		
				65	0		
				66	1		
				67	0		
				Tot.	56		

COMPARISON OF RESPONSE BY DEMOGRAPHIC INFORMATION

COMPARISON OF RESPONSES TO QUESTIONS

QUEST. 1		QUEST. 2		QUEST. 3		QUEST. 4	
Gender		Gender		Gender		Gender	
Males	5.74	Males	4.68	Males	5.11	Males	4.89
Females	5.07	Females	3.94	Females	4.00	Females	4.48
Total	5.29	Total	4.18	Total	4.34	Total	4.62
Eth.Cl.		Eth.Cl.		Eth.Cl.		Eth.Cl.	
Nat.Am.	5.58	Nat.Am.	4.83	Nat.Am.	5.25	Nat.Am.	4.67
Cau.	5.81	Cau.	4.00	Cau.	4.11	Cau.	4.58
Years SSC		Years SSC		Years SCC		Years SSC	
0-5	5.00	0-5	4.10	0-5	4.41	0-5	4.51
6-10	5.21	6-10	3.93	6-10	4.14	6-10	4.36
10+	5.54	10+	4.33	10+	4.00	10+	5.15
Level		Level		Level		Level	
Admin	6.44	Admin	5.33	Admin	6.11	Admin	5.33
Staff	5.38	Staff	4.06	Staff	3.97	Staff	4.26
Faculty	4.08	Faculty	4.46	Faculty	5.00	Faculty	4.76

COMPARISON OF RESPONSES TO QUESTIONS

QUEST. 5		QUEST. 6		QUEST. 7	
Gender		Gender		Gender	
Males	6.32	Males	5.79	Males	3.26
Females	6.27	Females	5.81	Females	2.79
Total	6.13	Total	5.82	Total	2.91
Eth.Cl.		Eth.Cl.		Eth.Cl.	
Nat.Am.	6.33	Nat.Am.	5.92	Nat.Am.	2.64
Cau.	6.27	Cau.	5.78	Cau.	2.98
Years SSC		Years SSC		Years SSC	
0-5	6.32	0-5	5.85	0-5	2.88
6-10	6.14	6-10	5.43	6-10	2.50
10+	6.38	10+	6.00	10+	3.31
Level		Level		Level	
Admin	6.56	Admin	6.44	Admin	3.67
Staff	6.14	Staff	5.94	Staff	3.20
Faculty	5.52	Faculty	4.80	Faculty	3.12

APPENDIX D

RESPONSES TO LIKERT-SCALE QUESTIONS

RESPONSES BY GENDER

MALES	Responses								
	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	4	10	3	1	0	1	0	19	5.74
No. 2	2	4	7	2	1	2	1	19	4.68
No. 3	3	6	5	2	2	0	1	19	5.11
No. 4	2	4	8	2	2	0	1	19	4.89
No. 5	7	11	1	0	0	0	0	19	6.32
No. 6	6	8	2	2	0	1	0	19	5.79
No. 7	1	0	2	8	1	3	4	19	3.26

FEMALES	Responses								
	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	7	11	16	7	1	3	1	46	5.07
No. 2	6	3	10	9	7	6	6	47	3.94
No. 3	5	5	10	10	8	3	7	48	4.00
No. 4	6	11	10	5	10	1	5	48	4.48
No. 5	25	15	4	4	0	0	0	48	6.27
No. 6	18	11	15	2	1	0	1	48	5.81
No. 7	1	1	7	5	9	12	12	47	2.79

TOTAL OF ALL RESPONSES

TOTAL									
	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	12	21	19	8	1	4	1	66	5.29
No. 2	8	8	17	11	8	8	7	67	4.18
No. 3	8	12	15	12	10	3	8	68	4.34
No. 4	8	16	18	7	12	1	6	68	4.62
No. 5	22	37	5	4	0	0	0	68	6.13
No. 6	25	19	17	4	1	1	1	68	5.82
No. 7	2	1	9	13	10	16	16	67	2.91

RESPONSES BY ETHNIC DESIGNATION OF RESPONDENTS

NAT.
AM.

	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	4	3	3	1	0	1	0	12	5.58
No. 2	2	2	5	0	2	0	1	12	4.83
No. 3	3	4	2	1	1	0	1	12	5.25
No. 4	1	3	3	1	4	0	0	12	4.67
No. 5	5	6	1	0	0	0	0	12	6.33
No. 6	4	4	3	1	0	0	0	12	5.92
No. 7	0	1	0	3	0	4	3	11	2.64

CAU.

	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	7	18	18	7	1	3	1	55	5.18
No. 2	6	5	12	11	6	8	6	54	4.00
No. 3	5	7	13	11	9	3	7	55	4.11
No. 4	7	12	15	6	8	1	6	55	4.58
No. 5	27	20	4	4	0	0	0	55	6.27
No. 6	20	15	14	3	1	1	1	55	5.78
No. 7	2	0	9	10	10	11	13	55	2.98

RESPONSES BY NUMBER OF YEARS RESPONDENTS EMPLOYED

YRS 0-5	7	6	5	4	3	2	1		
Questions									AVG.
No. 1	5	12	14	5	1	1	3	41	5.00
No. 2	4	4	11	7	6	6	3	41	4.10
No. 3	6	6	10	6	7	2	4	41	4.41
No. 4	5	7	13	3	9	0	4	41	4.51
No. 5	21	15	2	3	0	0	0	41	6.32
No. 6	13	12	14	1	1	0	0	41	5.85
No. 7	1	1	6	5	8	11	9	41	2.88

YEARS/SCC: 6-10	7	6	5	4	3	2	1		
Quest									AVG.
No. 1	4	4	2	1	1	2	0	14	5.21
No. 2	1	3	2	3	1	1	3	14	3.93
No. 3	2	2	2	3	2	1	2	14	4.14
No. 4	1	3	4	3	0	1	2	14	4.36
No. 5	6	5	2	1	0	0	0	14	6.14
No. 6	5	4	2	1	0	1	1	14	5.43
No. 7	0	0	1	4	1	3	5	14	2.50

YEARS/SCC:	10+								
	7	6	5	4	3	2	1		
Questions									AVG.
No. 1	3	5	3	1	0	1	0	13	5.54
No. 2	2	1	4	1	1	2	1	12	4.33
No. 3	1	2	3	3	1	0	3	13	4.00
No. 4	2	5	2	1	3	0	0	13	5.15
No. 5	6	6	1	0	0	0	0	13	6.38
No. 6	6	3	2	2	0	0	0	13	6.00
No. 7	1	0	2	4	1	2	3	13	3.31

LEVEL OF RESPONDENTS

ADMINISTRATION

	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	5	3	1	0	0	0	0	9	6.44
No. 2	2	2	4	0	0	1	0	9	5.33
No. 3	4	3	1	1	0	0	0	9	6.11
No. 4	2	3	1	2	1	0	0	9	5.33
No. 5	5	4	0	0	0	0	0	9	6.56
No. 6	6	1	2	0	0	0	0	9	6.44
No. 7	1	0	2	2	1	2	1	9	3.67

STAFF

	7	6	5	4	3	2	1		
Questions								Tot.	AVG.
No. 1	6	12	8	6	1	1	0	34	5.38
No. 2	4	4	4	9	6	5	2	34	4.06
No. 3	3	6	5	8	5	2	6	35	3.97
No. 4	3	5	12	2	8	1	4	35	4.26
No. 5	15	13	4	3	0	0	0	35	6.14
No. 6	14	9	7	3	1	0	0	34	5.94
No. 7	2	1	5	6	6	10	5	35	3.20

FAC

Quest	7	6	5	4	3	2	1	Tot.	AVG.
No. 1	2	3	8	3	3	3	3	25	4.08
No. 2	2	5	9	3	0	1	4	24	4.46
No. 3	6	4	8	2	3	0	2	25	5.00
No. 4	3	7	7	3	2	0	3	25	4.76
No. 5	9	8	2	2	2	1	1	25	5.52
No. 6	4	7	7	0	2	4	1	25	4.80
No. 7	0	3	5	4	1	4	8	25	3.12

APPENDIX E

CONTENT ANALYSIS OF NARRATIVE RESPONSES

AND COMPILATION OF ALL

NARRATIVE RESPONSES

CONTENT ANALYSIS CHART OF NARRATIVE RESPONSES

POSITIVE   RESP.

LEVEL	Family	Help Caring	People	Good Instruc	Change	Freed om
Faculty	0	14	16	7	7	8
Staff	6	22	22	9	5	2
Admin	1	10	6	4	2	1

LEVEL	Profess Atmos.	Owners	Studen			
Faculty	2	0	18			
Staff	6	3	24			
Admin	8	4	6			

NEGATIVE   RESPONSE

LEVEL	Lack of Communic	Load/ Time	Proj Attend	NoEmph Educ.	Lack $	Fear Admin
Faculty	12	18	10	9	3	17
Staff	15	7	11	5	19	13
Admin	4	0	0	1	3	2

LEVEL	Nothing Enough	Import Appear	Ideas Stolen	12-Mo. Cont	Lack Conc.	Isola Fac.
Faculty	1	5	0	7	7	9
Staff	2	9	3	1	5	0
Admin	0	0	0	0	2	1

ANSWERS TO QUESTIONS REQUESTING NARRATIVES

NOTE: The name of the college has been changed in all responses to SCC or the equivalent to ensure anonymity of the college.

In addition, answers may be edited. Spelling may be corrected because the answers, being handwritten, were not always entirely legible. Some grammar may be minimally corrected to allow better readability. Grammar that is not corrected includes pronoun/antecedent agreement, sexist language, and use of second person to refer to first and to third person.

RESPONSES TO QUESTION 1-A:
1. Please describe what you feel is the climate (the personality) of SCC (a) across the campus.

ADMINISTRATION RESPONSES

Pretty darn good.

SCC is professional. It is a community of motivated professionals which has at its heart a spirit of hard work and dedication to the development of the lives and minds of people. We believe that we are good at what we do but we can be better, that we will give more quality service per dollar invested than any other institution in the state system but we can do more, that we are creative, intelligent and innovative but we have much to learn.

Very conservative, high work ethic, professional.

I think the campus could be better informed of administrative changes or departmental changes.

Commitment to the service ethic, sense of ownership in student's lives.

Very nice, people usually friendly, helpful except for a few isolated problems.

The climate at SCC . . . is very good. My colleagues are friendly and cooperative. I have never been more pleased with my work environment.

High quality environment for work; medium quality environment for creativity.

Minimum communication between departments. Considerable duplication of effort. Coordination of events and activities very weak between groups. Appears to be an

apathetic climate in some personnel.

Across campus other administrators are not perceived as particularly interested in faculty and staff input.

<u>STAFF RESPONSES</u>

Gloomy across campus. . . .

SCC is a good place to work. People in my department care about each other and help each other. There are many wonderful people across campus that care about how the job is done and give up their time to our students.

Unconcern--There is little concern for the wishes of the personnel as a whole. We are asked to be a loyal employee, but are shown by deeds it makes little difference. We see new employees hired at higher salaries than the old and given benefits it took us years to attain (vacation) then cutting benefits to keep us in line with newer employees (personal leave). It would also be nice to know a job well done was worth more than how you dress and who your friends were or what politician you knew.

Excellent.

Most, including me, feel that if you want to keep your job, keep your mouth shut. They are costing us interest in Teachers' Retirement, our annuity (part of our benefits), credit union savings deposits, by not depositing promptly, if at all. They are several months behind and cost us 9 1/2% interest the last quarter. In December they just deposited September. If we work ourselves to the bone doing the best we can, our reward comes not from work performance, but did we attend a certain function or do a certain paper. We all are frustrated, can't trust anyone to voice the problems with. We need to work to eat.

I feel the climate or vibes generated on campus . . . are given by very warm, friendly people trying hard to do their jobs and sincerely promote a professional, helpful attitude to all with whom they come in contact.

Separation of power, struggle between department/services handicaps all departments' growth/progress. The desire to do/improve is there but it gets lost in political shuffle.

At times across campus you have a feeling of non-caring attitudes among the top administrators. SCC stands because of the other "good" people who are here day-in/day-out serving the student and co-workers.

I enjoy people and have always felt communication or

endeavor has, for the most part, been very acceptable.

The climate of SCC is one of unrest. People don't seem to be happy anymore. Everyone is tense and guarded. Value seems to be placed on the wrong things. We can't all dress the part, but we can do a good job and serve the students to the best of our ability with limited resources. None of us would have a problem with this if it seemed that sacrifices were being made in every area.

At the division director's level, the climate is one of exchange and reciprocity--below the director's level is one of submission.

I'd say, generally, that [professional and productive] is the climate across campus, though I know there are pockets of dissatisfaction and offices where professionalism is not stressed.

Increasing demands and expectations by higher administration which are accompanied by a decrease in communication and staff input.

Friendly, frustrated and overworked. Distrust of top level of administration

SCC has a friendly and inviting atmosphere. Students feel comfortable with faculty, staff, and administration. In most cases full-time faculty is well-liked and appreciated. If we have dissatisfaction at times it would be with part-time faculty and in those areas which must collect money.

Everyone is under a lot of pressure with so much work to get done and every day is so FULL! You never get a break; sometimes attitudes wax cold.

I believe there are too many chiefs and not enough Indians. It seems that everyone strives to not cooperate with each other.

Everything depends on looks; too much gossip to readily believe; cannot afford to trust many co-workers

Very controlled--little freedom of expression or opinion, very Hitler-like

I think in some areas of the campus, the people are friendly and easy to get along with.

The atmosphere I perceive on campus is an amicable one. The faculty and staff are friendly. Casual interest in the activities of others is common. Gossip seems to be a major pastime, though it tends to be curious in nature rather than malicious.

I scaled all the prior questions with my mind on our working atmosphere in the [department]. However, I would have rated the [department] much higher, if that were the sole entity being evaluated. The [department] Director, at the Division Director's level, is very supportive to employees. [People] tell us they like the atmosphere we generate.

Everyone has been nice and usually helpful. There is a lot of grumbling and since, I started working here, it seems to have gotten worse. Mainly about [staff member], insurance, and the change in semester dates.

Great.

Persons willing to work hard.

SCC is a better place to work than many people realize. There are many opportunities to do a good job for personal satisfaction and occasionally for recognition. While pay is not high, it is not excessively low for the community. There is some dissatisfaction among employees, but I think it is more verbal than real. It was real, more people would go elsewhere. The challenge of constant change is disturbing to many and verbalizing is a way of coping. Programs sometimes appear to be more important than people, but without moving programs a small community college cannot survive.

Dissatisfaction. Dissatisfaction caused by some offices being understaffed, while other areas have time to do their nails; hiring policies based on who you know, what organizations you are involved with and how you look, not on your abilities; an over-abundance of funding in some areas, while not enough in other areas.

Very positive across campus, although there are some negative areas.

The climate covers a broad spectrum, the two extremes being the climate found in the president's office, almost generic, to [one service department]'s I-don't-care type of attitude.

Good.

I do not feel as though other departments work together, support each other, or are truly aware.

Hospitable and genuine.

Friendly, cooperative.

Competitive and basically uncooperative across campus.

<u>FACULTY RESPONSES</u>

Dictatorship

While the climate is general and supportive among the faculty, the very heavy workload limits social interaction. Forced twelve-month contract has created some morale problems.

Suspicion of administration. Insecurity of employees.

Friendly and cooperative with more than just a touch of class, very satisfying interaction between departments

Fear, gloved hostility.

Most faculty and staff members are friendly and seem willing to help each other when asked.

I feel the faculty and staff across the campus are truly dedicated to do the best job they can. Many are hampered due to lack of necessary equipment and materials. They are kept from doing their best because of the lack of real concern by administrators in their doing their best without the proper materials. Too much money is spent on unnecessary items (i.e. statues, replacing good carpeting, too many administrators, lack of faculty-concerned administrators). Mistreatment of staff and faculty by some administrators.

There is a definite sense of paranoia throughout the campus. People dare not criticize the powers that be (out loud) for fear of losing their jobs. There is no collective way to voice dissatisfaction with a decision or protest unfair treatments without real fear of reprisal.

Isolated faculty with little interface.

The campus is divided into three major groups: the administration, the staff and the faculty. On a personal level, the climate is basically friendly. However, on a professional level, there are sharp divisions between the three groups. These divisions result in an "us vs. them" atmosphere.

The climate across campus is one where almost everyone is very friendly and everyone gets along with everyone else. However, everyone is so busy that very seldom does anyone have the time to participate in events outside his/her own area.

Friendly, helpful, courteous.

Suspicion seems to characterize the across-campus

environment.

Self-conscious, hesitant, defensive, cautiously optimistic.

Fear and distrust in top administration.

As for the climate across campus, it sometimes feels as though some hidden agenda is going on that no one has told me about.

I do not have a great deal to share with you re: the climate across the campus, as we are to some degree isolated in our department; however, the limited encounters I have had are all positive.

Small town community college that is growing rapidly, has progressive ideas.

Uncertainty as to what will happen.
Too much c.y.a.

From a strictly academic position, I feel I have great freedom to teach what I want, when I want. However, there is a feeling that administration is a bit "heavy handed," forcing faculty into counter-productive 12-month contracts, for instance.

Suspicion and mistrust of administration.

I feel the climate is one of trying to project a certain image as an institution while realizing the college does not have the substance of that image.

It's a one-way street. Staff and faculty are expected to be loyal to an unsupportive administration.

Friendly, but don't make waves. Don't voice opinion unless it is what the administration wants to hear. Feeling of intimidation by many faculty members who just want to make it to retirement without being fired. Although I personally do not have this fear, it is a frequent topic of discussion.

The administration listens very well, even nods occasionally, and perhaps takes a note or two, but that's all, no follow-up action.

Very mechanized, authoritarian.

Generally positive and healthy. There are several pockets of individuals who are negative or rigid, and due to their high positions create anxiety, problems and disharmony. These few individuals have been here a long time. Most people ignore them and go about their work.

RESPONSES TO QUESTION 1-B:
1. Please describe what you feel is the climate (the personality) of SCC (b) in your department.

ADMINISTRATION RESPONSES

Pretty darn good.

I believe that this [professional, cooperative] climate also exists in my department.

I believe the climate in our department is very good.

Service to other faculty and staff is the only reason we are here. For this reason the climate is best described as a sense of urgency to meet the needs of other staff members.

Fine. Good people--they work hard. They care and try to do their best. Most are cooperative.

The climate . . . in my particular department is very good. My colleagues are friendly and cooperative. I have never been more pleased with my work environment.

High quality environment for work; high quality environment for creativity.

Within my department I am very happy and satisfied with most circumstances.

STAFF RESPONSES

Gloomy . . . in my department.

Stressful--always being asked to do more with less and then seeing offices that have so little to do they have time to read books and do their nails on the job. It seems added staff members are always added in the same departments.
    Helpful--willing to get the job done even if they have to come early and stay late.

Above average.

In our office we have found that no matter how well we do our jobs it's not good enough, even though we all have done the same thing for years. We know that no matter how hard we work, it won't be good enough. I feel [three top administrators] are not very good people because they listen to no one but each other. Talk to the average people about this school. "Get a new leader and we'll help." "Why

should I help build another house?"   "Tech school?   Where
will the money in fees go?"

I feel the climate or vibes generated . . . from my
department are given by very warm, friendly people trying
hard to do their jobs and sincerely promote a professional,
helpful attitude to all with whom they come in contact.

My administrator buffers my department from unnecessary
ills, allows us greater ability/freedom to interact within
the department without requiring chain of command.

The climate in our department is pressured because we are
understaffed, but because we have a caring and appreciative
supervisor, things go as smoothly as can be expected.
Support from your superiors can make all the difference.

In my department it is an open door policy with daily
professional staff meetings and weekly full staff meetings--
decision-making does reside with the director but with much
input from professional staff and less amount from support
staff.

In my department, we are extremely concerned with
professionalism and productivity. Everyone works really
hard and works together toward common goals. There is an
esprit de corps in our office.

Good working relationship.

Friendly, frustrated and overworked. Distrust of top level
of administration.

Everyone is under a lot of pressure with so much work to get
done and every day is so FULL! You never get a break;
sometimes attitudes wax cold.

Lack of security; instigation of change.
Independent thoughts are actively discouraged.

My department is my refuge. My supervisor is a people-
person and gives room to breathe. He expects completed
work, but gives the choice of style and manner you finish
the project.

In my department, I feel much closer to my co-workers as a
family. I enjoy working with them.

My department is a very friendly, casual place. There is
open exchange of information. We are "work friends." We
rarely interact outside the bounds of SCC.

In our department, there have been a lot of changes lately.
Hiring someone over our department that does not know what

the hell we do, does not make for a peaceful atmosphere. It's like following a blind person running an obstacle course.

Cold sometimes, partly cloudy, etc. People tend to stay in their own little worlds so as not to get involved in other problems, extra duties, etc.

Willing to work until job is complete and be proud of completed project.

The climate in my department is excitement and stimulation. Creativity is possible and flexibility is necessary. Everyone I work with may not have the same attitude I do, but they should all agree there is much activity with the potential for excitement and stimulation.

The climate in our department is for the most part fine. Everyone seems to get along fine.

Our department works together as a team. We learn as much as we can about each position, so we can help each other.

Very good.

Pretty damn good--such different personalities that we keep each other toned down.

It's okay.

Very fast-paced, informative, and generally pleasant.

Good.

My department works together very will--it seems as if we are family. We care about each other and work together as a team.

Our department cooperates in order to survive.

My department is pleasant and we work well together. My administrator is very good and listens well.

FACULTY RESPONSES

Great cooperation.

Always putting the student first.

The climate within our department is superbly warm and conducive to good teaching and high morale.

Some months ago I was asked my opinion of [one of the administrators] and I wrote I'd fight a buzzsaw for him. My opinion hasn't changed a bit.

Friendly and cooperative.

Members of the department work very well together and exhibit a spirit of friendliness and loyalty to each other.

Things will only get worse. Bide your time until you find something better.

Us against the administration.

There is generally an atmosphere of cooperation between all members of the division. The division director is caught somewhere between administration and faculty and is frequently unsure of his/her exact place in the campus order.

The climate in my department is very good. People are very friendly, caring, and cooperative. All are very busy, though.

Supportive, understanding, friendly, helpful, courteous, informative, open to new ideas and concepts.

Within our own division I find a great deal of support, less confusion.

Cooperative, friendly, innovative, stimulating.
Faculty/student relationship: comfortable, caring.

Fear and distrust in top administration.

In my department, the climate is one of amused resignation. Everyone is trying to do their best under sometimes ridiculous circumstances.

The climate within our department is overall good. There has recently been a change in our management, and I have perceived a slight loss of confidence. There now exists an element of being scrutinized more carefully by a person who was recently a peer.

Within the department, I would say there is a climate which nourishes students' appetites.

Cooperative, negotiative on some issues.

The department climate is very amicable. Our division director is very supportive and open to new ideas. The other faculty are friendly and easy to get along with.

RESPONSES TO QUESTION 2-A:
2. What is most (a) satisfying about working at SCC?

<u>ADMINISTRATIVE RESPONSES</u>

The people are great.

The beauty of the campus and the quality of the people associated in its work.

Freedom to try new things.

Working with people, also observing and helping students to achieve their goals.

Sense of impact and accomplishment. The impact I have on the institution and the people I serve is most gratifying.

Belief regarding future will be better--more resources, better facilities. Student population is great for most part.

This is my first experience working with people in an educational system. I have found the most satisfying part is that these people have a very positive and caring attitude. That makes a huge difference in working relationships.

Teaching.

Interaction with city, county, and state agencies; ability to create concept and bring to fruition; ability to provide necessary resources to area.

Student contact and colleagues.

<u>STAFF RESPONSES</u>

Co-workers.

Most satisfying is the ability to help and advise students and see the accomplishments in their lives. The people that you work with become your family.

Knowing that you are doing your very best to bring the student through a meaningful educational experience even if your best may not be appreciated.

Recognition, supportive services.

The most satisfying reward to working here is that the people, faculty, staff, work studies are pleasant, good

people to work with. The second best thing is the wonderful paid vacation days and holidays.

Completing a program, seeing it benefit students/staff or faculty. Seeing it being used, and being asked for more.

The most satisfying thing is to see a student who has struggled to get an education cross the stage to receive his/her diploma. Personally, location is a plus. I have been able to be close to home when my children needed me and I do believe we have a beautiful campus (although I do not believe that beautification should be uppermost on the list of priorities!)

The excellence in faculty and staff and being able to accomplish great things at the division director's level.

Recognition from superiors, especially [one of the top administrators], of a job well done. Rewards for hard work and excellent work. Also, good benefits (vacation, etc.). The best thing, though, is the opportunity to work with my particular vice-president and the opportunity I've had here for professional growth.

Assisting students in achieving goals.

Nice, friendly people. Pleasant setting (physical).

Working with students is very gratifying. The whole atmosphere is up-beat and progress is a constant factor here.

Hometown people.

When the community looks up the hill, it makes me feel proud to be a part of this institution.

Working with the students.

At SCC, you really get to see the success stories, plus you get involved with the community.

The people and the events that go on here.

I really believe we have helped some students through critical periods in their lives.

Actually being able to help or enrich lives.

The people I work with.

Pleasant job responsibilities and co-workers in my area; a chance to create new programs as desired.

The people.

Faculty and staff are great to work with and everyone has a part. It is satisfying to work with the fine professional faculty on this campus. Many are independent thinkers, and although this may cause some dissension, it's a stimulating environment. I also find satisfaction in meeting the challenges offered by this progressive institution.

It's the type job and location I wanted to work in

Helping others. I'm a people-person.

Being able to see students accomplish goals, in some cases literally turn their life around.

Making a contribution to the community.

Knowing the people that work here and meeting some of the students.

The challenges presented by the bosses.

Freedom to grow and be creative.

I enjoy the respect received when telling I work at a college. Here in Claremore, most community members have questions regarding status of one program or enrollment procedure which I always make time to answer. Our impact (SCC) is direct among the community.

I love working with students--things are "happening," people are interested in what is going on--looking ahead to the future.

The prestige of belonging to the largest family in Claremore; the prestige of being recognized as high command at SCC.

FACULTY RESPONSES

Students

The most satisfying experience is classroom teaching but that could be even more productive with a normal class load of 15 hours.

A great deal of freedom.

To be able to work with an intelligent, professional, considerate group of people.

Helping students.

Many friendly, caring people and convenient location.

I love to work with the students and help them achieve to the best of their ability.

Seeing students progress through a combination of what you can show them and their own efforts.

Being able to run your own show.

Working with students and fellow faculty.

The most satisfying thing about working at SCC is that one is allowed to expand in his area as far as he can. Involvement in other areas on campus (and off) is also encouraged.

Teaching environment, students, co-workers.

Supportive, creative environment within [the division].

Teaching itself.

Quality of supervisor and co-workers and contact with students.

Freedom to teach what I want.

The answer is students: students who are eager, excited and interesting are my greatest joy. This is not just at SCC but at other junior colleges too.

Our input is given consideration.

Work with peers to improve our performance.

Watching and seeing my students LEARN.

Watching students learn and gain self-confidence.

My friend and colleagues support base and the opportunity to learn from them and their particular expertise.

Seeing a student's eyes light up with understanding.

I enjoy teaching and have the freedom to do what I think needs to be done so long as it doesn't cost money. I have very little "meddling" in my classroom activities.

Clean campus.

General positive atmosphere of President and Vice-President for Academics. They allow creativity and risk-taking and do not expect perfection.

Most satisfying is the student contact. I wish we could build a better relationship with the student body.

RESPONSES TO QUESTION 2-B:
2. What is most (b) dissatisfying about working at SCC?

ADMINISTRATION RESPONSES

Lack of adequate budget.

The paperwork and bureaucratic requirements imposed on the institution from external agencies.

Never finishing (typical dissatisfaction of all education and service work, never enough time).

Where they (students) do not take advantage of the resources available.

Frustration with meaningless rules from external agencies. Petty power-building among some staff.

Problems with departments which do not do their job, either in a support role--personnel, housekeeping, maintenance--or major role, i.e. business office paying bills.

None.

Required attendance at events resulting in "lists" being made.

Salary, medical benefits and insurance costs

Lack of input of faculty and staff at top levels of administration.

STAFF RESPONSES

Fringe benefits seem to be diminishing plus low pay scale for the staff is dissatisfying.

The most dissatisfying thing is that the good people leave because other places can offer them better salaries than SCC.

Being told next year, but next year coming to only a select few. Watching education put last and things first. Seeing tax dollars that could be used for education put in things such as plush offices, facade and such for show. I realize there is nothing wrong with beauty but if dollars are short we should first take care of education needs, then beauty. Remember beauty is in the eyes of the beholder.

Low pay, no carry over of personal leave days. Pay needs to

be competitive with other colleges of same size. Some
inequities exist in some positions, especially with AA-
degree personnel and BA-degree personnel.

I used to love to come to work even though I had small
children to get ready early. I liked the people, working
with the students and helping. I knew what I did was good,
and helped. Now, no matter what I do it is wrong. Doing
the same job for several years, I had a very comfortable
feel of what was needed to do the job right the first time.
From continuous negative comments I no longer feel I can do
my job, deal with people or that my work is right. I know
in myself that I do good work but it's hard to keep that
faith. If all employees are honest, I feel you will get
similar answers. I know that because I do not attend many
functions because my family and kids come first, because I
have to work odd jobs to make ends meet, and because I do
not have a lot of "clout" in the city, I will never be
promoted or ever make enough money not to have to work extra
jobs to make ends meet. Our raise was to take care of
insurance; I make . . . less than I did before because I
only received a . . . raise. Take home of . . . is not
quite enough for a family. . . . They reward the
administrators but not the staff. I even have two degrees.

The dissatisfaction comes from a fear of instability in the
State Insurance plan, never knowing from month to month
whether your physician is on THE LIST or whether a claim
will really be paid or the whole plan canceled. I wish the
pay could be better--and constantly hope it will. Watching
a totally unqualified person make [large salary] with no
compassionate people-skills of any kind perform as ASSistant
to [administrator] and use his name like a club and her
position as Tyrant on Campus!!!

Having built programs/services that fall to the wayside
because of SCC's lack of commitment to train, lack of
motivation to cross-train.

As a former part-time/full-time employee, I find in that
position, you are considered a non-person. Your birth day
and work times are never published or recognized until you
reach full-time status, yet loyalty is expected.

The most dissatisfying thing is working extra hours,
attending numerous outside functions when encouraged to do
so, and still struggling after so many years to attain an
acceptable level of support for my family. Raises are small
and benefits have not been increased. Lately it seems we
are being punished for years of service. New employees are
being hired in at higher salaries and are receiving benefits
that previously required years of service to attain. Also,
it is discouraging to repeatedly request additional staff
members to better serve our students and be turned down
because of lack of funds when new positions are filled.

Seeing the faculty being treated as second-class citizens
concerning 12-month contracts to the exclusion of everything
else and we will lose several excellent faculty members
eventually.

Grumbling and gossip by other employees. Lack of
recognition by the Claremore community of the value of the
institution.

Administrative lack of respect for employees. Respect
requires open communication and consideration. There is
frequently a feeling that higher administration views
employees as expendable.

Underfunding, understaffing.

Every department is too busy. We don't have enough people.
We can't plan our vacation or anything.

The sad feeling that the beauty and sophistication of the
college is darkened by the disharmony and dissatisfaction of
the employees.

Long hours and hard work are not recognized nor appreciated,
just expected.

Power struggle--I've never in my life seen such inflated
egos and arguments over petty things. There is such a waste
of energy and effort here.

The boredom sometimes and the rude people.

The perception that the administration dictates policies and
happenings is the most frustrating aspect. The "top" seems
to be happily out of touch with the rest of the institution.

Having the vacations being built on the ten-hour-a-month
formula. Not having as many vacation days as public
schools.

The lack of communication is very frustrating. We are
expected to attend a lot of activities on and off campus,
but no one tells us about them.

Could use more funding to do programs bigger and better;
everyone should pull their own weight on campus, not bide
their time until retirement. If someone isn't doing a good
job, they should be forced into early retirement.

The events required to attend during and after hours.

The apparent lack of funds to meet the challenges is a
source of dissatisfaction. It is frustrating to search for
funds, but that is another challenge to meet. It is also
difficult to keep up with the pace of change. Communication

among departments is somewhat lacking.

Some of the computer equipment in the offices is very out-
dated. Printers and copy machines aren't located for
convenience to use properly. Each office should have a
printer! New software that is updated would make some jobs
go faster and more people might learn to use it.

Salaries could be higher.

I have never worked anywhere that required employees to
commit to political and community activities on their
behalf; until now I assumed that I had Freedom of Choice.

Dealing with state bureaucracy.

The administration.

Low pay.

Watching people who need to retire pull in dollars and give
nothing in return.

In my short tenure here, I have discovered there are some
improvements needed in "bottle-necked" departments that
hamper the efficiency of departments; I am told, "What's
happening is the way things are for now."

At time I feel the College pressures its employees to do
things and I don't like that feeling or way of operating.

Not being allowed to express my feeling or implement my
ideas, but later learning my ideas have been implemented and
I've not been given credit for the ideas that are originally
mine.

FACULTY RESPONSES

Administration

The most dissatisfying aspect is the compulsory twelve month
contract and the general teaching load with additional
assignments.

Never knowing how we are being evaluated, never knowing what
is important to the administration, what's important changes
often.

If anything displeases me it's too insignificant to mention.

Being called STAFF instead of FACULTY.

Students lacking fundamental knowledge and lack of

responsibility (class attendance, assignment preparation, etc.).

I am forced to do so [try to help students] with lack of proper equipment and materials that are generally found in the work place where the students will then have to unfairly compete with others' knowledgeable skills that are not offered here.

Nothing that we do is good enough--how can you increase enrollment, teach more hours, call up people to ask them to give to the Foundation, do more associate projects, advise more students, teach more months, and be grateful for it-- give more to the Foundation, United Way, etc., be on campus more days whether class is in session or not, or lose your job.

Incompetence in adjunct instructors.

Lack of meaningful input toward schoolwide decisions particularly those affecting faculty. Example: the faculty had little or no input in several important policies which affect them--1) workload, 2) professional development, 3) period of employment (9 vs. 12 months), 4) salary and benefits.

The most dissatisfying aspect of working at SCC is the fact that the required work load is so heavy that expansion in one's own area and involvement in other areas is very difficult.

Teaching load and resources available.

Twelve-month contract concept, which seems self-defeating for a serious academic institution.

Paternalism.

Atmosphere of paranoia associated with interaction with central administration.

Lack of decision-making at upper administration levels and no apparent line of responsibility.

Students who are so very ill-prepared to attend any kind of school make my life frustrating.

The sometimes (often) unrealistic work demands in relation to the time allotted.

The politics.

Lack of adequate teaching facilities, out-dated equipment, little hope for improvement.

My knowledge of the suspicion and mistrust of the administration and the perception of ever-changing favoritism among the elitist administration. Also the secretiveness that exudes from the administration.

Being lied to by the administration.

Lack of recognition/appreciation for efforts. Low salary/large teaching load (18 hours). Community/campus and associate "projects" that take valuable time away from the students and their welfare.

I came to teach thinking I would not have to put in so many hours at home but sorrowfully that is not true. My office hours are cluttered with meetings and committees for the school or department and I have a hard time getting all my lectures and student papers completed.

Unnecessary blocking of procedure and operations by certain persons.

Most dissatisfying is that I don't have the adequate amount of time to prepare for my classes. Because of other duties, it is hard to do research [for classes] and keep up with your field.

RESPONSES TO QUESTION 3:
What sense of community, if any, do you find at SCC?

ADMINISTRATION RESPONSES

Excellent, many good employees who will cooperate with each other.

A strong sense of ownership of place and activity. A substantial base of professionalism and mutual respect. A less active base of social community.

Always willing to work together to the job done, no matter how difficult. The students come first (faculty).

Very strong.

There is a general feeling that we are all committed to serving others. Also the staff and faculty are all achievers: they want to be recognized as the best.

Very strong sense of community among those who have invested in the institution. Others apparently don't have the ability to make a commitment for some reason.

A sense of "service" to the students.

Sometimes I sense the people are just "going through the motions." It is a much more subdued, less enthusiastic environment than I have previously been involved [with].

The "sense of community" is really the feeling of resignation about our lack of input and the "business orientation" of education. This is an academic institution; academics are not always a top priority.

STAFF RESPONSES

As stated most of the staff and faculty are caring people. They come together and work as a unit. They get the job done.

Friendly and genuine.

There used to be a closeness, but not any more. People do not talk, voice opinions, or ask questions because they will lose their jobs. No one trusts the other. It's every one for themselves, get to the top, don't worry about the person you hurt by carrying tales; I will look good.

The time that we feel the closest is at Christmas when each division has luncheons and you can be together without being summoned to a planned event structured for a lecture from the administration.

I have personally been involved with helping several employees who [had a problem] while working here, while receiving callous treatment from the administration. I did make a difference in their lives from my small contribution in time and effort for them and this has given me great satisfaction.

I have also seen several employees fired and good faculty leave that could have been retained with just a little consideration--I guess we all feel we could run a large business, but if I was so smart I would be in their positions--I remain moderately content and faithfully do my job and am thankful to have one.

Very little, even at a command performance division meeting, etc., for the staff and/or faculty. It is never at a time when everything is shut down, and the new person has to mind the store and doesn't get acquainted.

Very strong within divisions, somewhat less strong between divisions, non-existent between administrators and the rest of the faculty and staff.

It's hard to say. I live in [another city] and I don't socialize with SCC employees. Sometimes I feel like if you're not tied into the campus grapevine (which I'm not) that you're not recognized as part of the community. I find it hard to get to know people, the climate inhibits that, but it just may be my own personality.

Even though SCC is a "public" institution, it actually resembles a family-run business with all its inherent flaws. As a result one certainly does not want to risk upsetting the "powers" of the college. I believe the administrative reaction to this survey will provide an excellent example of the acceptance of those in power at SCC to employee feedback.

Typical closeness of small community college staff. Most employees know each other by first names and interact freely.

I find a sense of ownership and pride exists in most of the people who are involved with the campus. While we sometimes tend to be a little more turf-conscious than we should be, we are still very willing to help each other and work toward our long term goals, which is the success of the student. I can't speak for anyone else but I feel a real bond with other people on this campus.

There is a big sense of community here; many of the people are natives of Claremore. That's welcoming and comforting

to have.

Most everyone acknowledges the "politics" that "technically" do not exist. The rules that apply to some people do not apply to others.

SCC is trying to improve in this area, but for every two steps it takes, SCC falls back one. The community sees SCC as "stuck-up." Unfortunately that's not true of everyone. The problem is--the snobs we do have work in visible jobs and give the college a bad image.

No matter how different employees may be, when a problem faces a particular student, it normally pulls the faculty/staff members together to solve it. The employees here truly are student-oriented.

To a small degree if any at all.

Some departments have more "sense of community" than others, ours for example.

There is a visible sense of community at SCC. There appears to be an interaction among employees in various departments and a sense of belonging almost like a family. Administration is like the leadership in a family and employees are similar to siblings. The siblings share likes and dislikes among their peers, but there is a willingness to work for a common cause even if it involves sacrifices and compromise.

It's OK within small groups. A lot of people live in other towns so aren't really involved in the community.

Strong and getting stronger.

People do seem to have an interest in you as a person usually.

Medium strong.

A large chunk of Claremore's identity. SCC is responsible to the community. I don't know if the community will be responsible to SCC.

Positive attitude; risktaking; allowed to make mistakes; supportive.

Cliques are the only community I see; too much hoopla.

It seems SCC is very interested in listening to students and their concerns and comments. This is an important function to provide. The department seems rather "swamped" and could use more help or maybe different procedures for student/community suggestions and frustrations.

I feel a sense of community, working together to make a difference in people's lives.

FACULTY RESPONSES

No sense of community. Any public gathering of teachers is discouraged. No luncheons/no faculty associations.

There is a good general sense of community at this institution with exceptional unity and support within our department.

I feel a strong sense of community among the faculty and staff members that I am exposed to. I'm pleased to be associated with such a caring group of people.

Very little and what there is mostly what have they done to us now.

I find the SCC community dissatisfied about the campus politics: how you have to lower yourself and swallow your self-esteem to function at a reasonably acceptable level. The administrative community gets all the breaks and looks good to the public while the rest of us get blamed for their ineptitude.

Most employees seem to have a rather deep concern when others are faced with problems and seem genuinely interested in others' success.

It's hard to feel comfortable enough to trust many people here (i.e. the general paranoia). Several years ago, I felt much more of a community sense within the faculty. People are too insecure about their jobs, now. Also with the added workloads, there isn't time to spend with anyone.
     SCC used to feel like an institute of higher education, a place where we could develop potential and be exposed to new fields and ways of thinking, and be an especially good situation for someone not quite ready for the large four-year school. Now it feels like a factory: run more students through, but with much less focus on aesthetics. Make them good workers, but poor thinkers. Be more productive, more quantity for quantity's sake, external excellence without substance.

None.

Within the division there is a great sense of collegiality with exchange of ideas and so forth. Unfortunately, the opportunities for these exchanges are drastically limited due to the heavy teaching load which leaves no time for introspection, discussion, or study. There is very little opportunity for exchanges between departments and the

administration.
     The feeling of staff and faculty is that they cannot influence in any significant way the destiny at SCC.

There is some--on an informal basis. Most people don't have time to work at developing a sense of community.

Strong sense of community spirit within the department. All want the best for the students.

I feel a real sense of community within [the division], where my peers are among my closest friends.

None.

The sense of community within my department is very strong and supportive.

Not much.

Any sense of community that exists here seems imposed from above. I feel close to my immediate colleagues, some support staff and students but I feel that most of the administration is off on Cloud 9.

Moderate.

Part of faculty at SCC is something to be proud of.

Little.

Considerable community--interaction--communication within division.

Very little.

Warm, friendly, helpful attitude of staff, instructors, and students.

Very little to none. This may be (to some extent)because I live in Tulsa and rarely come back to campus in the evening for activities.

RESPONSES OF PEOPLE WHO READ THE QUESTION AS "How is SCC involved in the community?"

ADMINISTRATIVE RESPONSES
     [none]

STAFF RESPONSES

SCC representatives are involved in different community projects.

There is a sense of community but I feel this could better serve the community if the motive was good will rather than what can we get from someone if we do this.

The sense of community is if it serves a purpose for staff/faculty support to reflect positively upon the college, whether the individual feels positive about the situation or not.

I feel that there is a sense of community, but it is misused. There would be a stronger bond there if we participated truly for the betterment of the community with no ulterior motive.

I'm proud that our president is active in the on-going projects of Claremore and that so many want to see Claremore grow bigger and better.

I'm not from this area but a few people have expressed dissatisfaction with SCC. I don't know why.

SCC is definitely part of the community. I don't know too many people who live in this area that have not participated in some type of activity on campus whether it be academic or community-related.

FACULTY RESPONSES

SCC is very community-minded! They care about serving the public. Sometimes they are a little too community-minded and then the quality of preparation for teaching falls.

RESPONSES TO REQUEST FOR ADDITIONAL COMMENTS:
Please put any additional comments on the back of the page.

ADMINISTRATION RESPONSES

SCC is an excellent institution of higher education. The
faculty/staff work very hard and are very effective. Budget
is not adequate. We have a very strong administration.

SCC is a warm, open, innovative and stimulating college. It
is kind, caring, and interested in the progress and well-
being of each of those who are a part of it. It is
physically attractive, intellectually capable, and projects
an image of wholesome wholeness in its programs, activities
and efforts. It is a college proud of its origins and
traditions but one that aspires to be better today than
yesterday and tomorrow than today. It is our college.

SCC is an organization characterized by individuals who are
willing to serve others. Helping others achieve their goals
is the cornerstone of the institution. People have often
asked me why I have stayed so long at this institution.
I've given it a great deal of thought and the best response
is that you don't quit a family business.

SCC is young in its developmental growth as an institution--
showing inconsistencies, peaks and valleys of motivation and
sometimes "spurts" of energy in totally inappropriate
directions.
     It has "heart"--a sense of caring about people and lots
of potential. It needs more strong educational leaders and
continued stability. Plans need to be made very carefully
at all levels to assure we get the most for what we have and
that we are going forward.
     It is highly vulnerable still.

I perceive the climate at SCC as an educational one of high
quality, a working one of medium quality, and a social one
of medium quality. The climate for truth has appeared to
depreciate over time, whereas the climate for politics has
appeared to escalate.

SCC is the most intensely missional college I have ever
worked at. To pick up on the language of the person
conducting this survey, I think SCC could be described as
"Type-A." It is very busy, goal-oriented, and production-
minded.
     This is an exciting and stimulating place to work.
People are _actually encouraged_ to identify, define, and
resolve problems here. It is a campus on the move.
     To some degree I perceive that this college is somewhat
self-selected. That is, the people who work here do so by
choice; those who do not want to work, leave. (I can

imagine a number of people I have known on other campuses
who would be very unhappy here.)
     The general attitude appears to be that people feel
they are making a contribution through their work at SCC.
At the risk of being melodramatic, it is my opinion that in
a number of ways SCC is providing many people a "second
chance at life." Therefore, my feeling about SCC is that it
is more than just a college--it is a "cause."

STAFF RESPONSES

SCC has long been an institution that serves the student
with care and knowledge. It has a group of instructors who
demonstrate this in many ways. We may help our students too
much, for when they leave us the four-year institutions
almost eat them up. There is no one-on-one communication or
friendly service that you find so easily at SCC. SCC
provides jobs for so many people as well as bringing money
into the community. Programs are excellent and the chance
to succeed is always in anyone's grasp. I am proud to be a
part of SCC. It has been a big part of my life, given me a
chance to be involved in many changes, always for the
better, and an opportunity to work with a wide range of
personalities. Warm, caring, and the ability to give
attention to those who might need just a little more to go
on is what makes SCC and its people so great.

SCC is self-centered--rather than what can we do for the
student, see what you can do for SCC--reduce number of hours
for education, reduce number of classes SCC offers,
students' loss of education plus opportunity to take classes
required. Bigger is not necessarily better, if quality and
degree of education offered/provided suffers. Ideas by
administrators for growth/expansion are not always complete,
fail to see the complete picture of faculty/staff/student
involvement, for they are the end recipient of the new idea
as far as the implementation and successful completion.

I think SCC is warm and friendly overall. There is a spirit
of cooperation among most faculty/staff. I believe that 90%
of all faculty/staff really strive to do their best and
achieve excellence on behalf of the college. I believe
there is a concern for students and meeting community needs.

For the most people, people are friendly and basically
satisfied. However, there is an undercurrent of
dissatisfaction with pay structures, use of college funds,
the perceived mismanagement of resources by "administration"
and the perceived arbitrariness of adding or deleting
academic programs. Employees appear for the most part to
get along together and support each other. Many of the
employees who have been here for years seem to have lost
their drive because of frustration over programs and

policies.

SCC has a wonderful warm atmosphere and a willingness to be helpful that we will not find on most college campuses. We are blessed with an eminently qualified faculty who is very student-oriented. The goal of every person on campus is to prepare students to become whatever they wish to become. This is the perfect place to begin one's college career.

I've never in my life worked at a place which allows stealing--not stealing of money, but creativity, ideas, and words. Routinely, my previous supervisor took my work and attached her name to it, entering it into contests and passing it off as her own.

"Thief" is a word that often comes to mind. While I do not hold the college responsible for her actions, I do expect the college to give credit to those people who actually do the work, to make the supervisors look good. Never was I allowed to have a [particular kind of credit] on campus.

I have no respect for her or her department. "Ugly examples" like this are what make it difficult to call SCC a professional place to work. And "ugly examples" are what prompt quality people to leave. SCC may arm itself with all the funding in the world, but until it can keep professional people and stand up for some ethics, success is hard to reach.

I enjoy working at SCC, but our dept. is being kicked around like a rubber ball. They want the high enrollment numbers, but we also have rules and policies to follow.

By moving the semester back a week in fall, the end of the semester is the 20th. They expect instructors to get grades in by 5:00 p.m. on the 20th. There's no way they can do that. And when will instructors take vacations? I guess, not knowing is the worst or worrying part.

"What's new today?" This describes the climate on the Hill. Change and movement are daily occurrences on the SCC campus. The administration is open to creative ideas for progress and change is the norm. There seems to be a general openness about "what's new," but sometimes with so many changes there are surprises.

Change is exciting and stimulating especially for those involved in the planning and process. For those not personally involved in the changes it may be uncomfortable or even threatening. Those who cannot tolerate change or the speed of change are probably unhappy here. Flexibility is necessary at all times. The changes for the most part appear to be undertaken for the good of the institution as a whole. Everyone is expected to take part and work hard; and there is the expectancy that everyone will be willing to give of their own time for the support of the institutional programs and that they will support whatever is in progress.

There is a friendly atmosphere at all levels all across

the campus. Employment tends to be fairly long term and friendships are common among those in different departments on campus. "Nice people" describes the employees I have met.

    This is a friendly place, a busy place, and an "on the move" place. I personally have found it a satisfying place to work.

Most people seem to be afraid of saying anything negative about the way things are done or to make suggestions to the upper management. Personally, I have no trouble saying if something seems to be wrong or could be done differently and more efficiently. I've never met anyone who got upset at anything being stated that might need changing or possibly looked into to see if it needed changing. But a lot of personnel seem to think they might get in trouble or even lose their jobs. To make this school or any other business grow, things have to change with the need and if the need is not talked about it can't change.

Caring, feeling, proactive, and interested in the well-being and growth of [the] County. Sometimes perceived as aloof and arrogant, though, by some members of the community.

I have enjoyed working at SCC more than anywhere else I have ever worked. Perhaps it's the changing of semesters (cycles)--lots to do. I love contact with the students-- seeing them work toward changing their futures for the better. I sense the closeness of certain groups (esp. nursing students) helping and encouraging each other and appreciate that.

I heard if these are put in the mail at Communications that they were instructed to figure out where they came from.

FACULTY RESPONSES

Unreasonable demands on the faculty with the twelve-month contracts. No emphasis on teaching. We are not allowed time for preparation or time to take additional classes to further our education, etc.

SCC is an institution where change and innovation are watchwords. New ideas are being suggested and frequently implemented on a regular basis. The belief seems to be that new programs and other changes attract students and funds. Many of these new programs are of great worth. This is a vibrant campus, a growing campus, that would have even more depth of personality if learning and knowledge were more obviously revered. This school is a place of natural and improved physical beauty with its location, green lawns, and large pond all contributing. At SCC the faculty really cares about the success of students.

When first I came to SCC I was appalled by the existing
climate, pettiness, bickering, politics, rumors running
rampant. That was [more than ten years ago]. Today by
comparison our college is almost unrecognizable. I find the
spirit of cooperation that makes it a pleasure to come to
work. All the departments that I come in contact with seem
to go out of their way to help when asked. I'm impressed by
the faculty and staff participation in projects such as the
millage project, parades and celebrations, special
occasions, support of the foundation, etc. I'm also
impressed by the forward-looking administration, computers
and phone system enrollment, MLO courses, expansion plans
that will continue to keep SCC in the educational forefront.
To me the climate of SCC is positive and upbeat.

SCC enjoys a good reputation with the surrounding community.
There are some faculty that, rather than fight, opt for the
easy way out and do only what looks good to the
administration. We have some faculty that like to be
friends to the students and do not expect them to work and
compete on the same basis as other students. We have some
that function at the secondary school level and have not
made the transition to the quality of college work a student
must acquire.
     Anyone making an effort to form a faculty group is
viewed as a threat to the president and in short order will
get his walking papers, or will be given such a tremendous
amount of "busy work" that they can no longer function
acceptably.

The people that work here are not happy. The workload is
too large to be able to do a quality job, with a forced 12-
month contract there will be no time to renew one's spirit,
and there is no way to safely lodge dissatisfaction with
decisions regarding these and other issues. People who have
stood up to complain have often found their lives ruined for
their efforts.

There is also no standard pay scale. What people earn here
is based on how well they can negotiate, regardless of the
quality of work they do, the time they spend doing it, or
the years they have taught here. The president's house is
also very demoralizing. That so large and lavish a
building, a residence, was erected when so many other
buildings on campus are in disrepair, buildings used every
day to teach in, is a general source of embarrassment. I
have heard several comments from people not associated with
the college, but especially from students regarding this.
     Overall it seems that the faculty don't really count as
individuals, the students don't really count. The image
counts.

My overall impression of the climate at SCC is one of a lot
of very good people working very hard to do the best that
they can at what they do but, at the same time, being

limited by an extremely heavy work load. Perhaps because of
the above, it is also true that communication is very poor
on campus, especially between the faculty and the
administration and vice versa.

In the time that I've been here it seems to me that the
personality of SCC is, shall we say, unrealized; by that I
mean the potential is untapped. The dynamic, innovative
exchange that could and should exist between and among
departments is squelched by an oppressive workload. A
backhanded attempt to FORCE this exchange of ideas, an
exchange that is more creative in an informal shared
atmosphere, is apparent in the faculty project program.
While the goals of this program are admirable and desirable,
the faculty workload prohibits andy REAL exploration of
ideas for fear that a discovery or innovation voiced is an
additional obligation incurred. A more reasonable workload,
12-15 hours, depending on course work, would give those
employees who actually WANT SCC to serve the students a
chance to do so with creativity, integrity, and energy.

I think the twelve-month contract is binding what I consider
the real growth potential of the college in creative arts
and in creative thinking. We have all the facilities to
communicate our uniqueness and yet we are forever being
pressed to conform, to mechanize our ideas. As long as the
college sets up such rigid boundaries, real growth will only
be an illusion.

SCC is a college in search of an identity. It is part
business institution, part artist colony, part military
academy, and part "traditional" community college. This
creates uncertainty, insecurity, and confusion; however, it
also generates healthy self-analysis and creative effort.

I think SCC is an ambitious school, part in reference to
size and location. The vice-president for our area is
outstanding and we feel supported in our work.

Climate is what YOU put into an environment. It is "soured"
by failure of others to listen and consider others.

If describing the climate at SCC can be made in terms of
personality, then it can be stated that SCC suffers from a
"split personality."
     While students are treated with consideration and
respect for their abilities, the faculty is handled with
indifference. The climate, therefore, is not conducive to
an agreeable working situation.

SCC suffers from a personality disorder known as
dissociative hysteria of the multiple personality variety.
Apparently, it suffered some severe trauma during its
childhood which fractured the personality into various
functional fragments so that it could cope with the distress

that trauma created. Certain personalities are frightened of change and retreat into a traditional conservatism to avoid having to address the issues. Another personality is dominant and rules the others with an iron hand, repressing any deviant personalities so that the composite may appear an integrated whole to the outside world. The deviant personalities have a disregard for political posturing and believe that the purpose of the college is to educate the students who enroll here. Although largely internally consistent, they are often at odds with the dominate self and the "let's not rock the boat" selves. These rebels would rather see funds spent for such radical items as additional staffing, equipment, and program development than for benches, trees, and concrete. One or two really radical personalities would like to see the Thunderbird Library transformed into at least a semi-scholarly facility. If this self is to survive, then all personalities must merge into a composite whole with no one dominant over the others, or that dominant one must destroy the rebellious ones--but to do so would destroy the spirit of academic aspiration so necessary to the success of a scholarly institution. If this self continues as it is, the tension between the personalities threatens to make it a dysfunctional member of the society and eventually a burden upon the community.

The college has one of the most beautiful campus layouts of many in the state. The campus is clean and tidy. This climate is also reflected in a perception of high moral value of the institution.

An adolescent--movement from a small-town, closed system to a community-based, open system with direction and purpose. This college is trying to operationalize its identity and in some instances is still searching for perspective.

Obviously I am happy at SCC right now, or I wouldn't be working here. I think this college has a lot of potential to become a major force in post-secondary education for this area.

Sometimes I feel the administrators forget that teaching isn't an eight-to-five job. It takes a lot of outside time on a good instructor's part to prepare a quality curriculum. I think the best asset SCC has right now is the personality of its instructors. So they should be taken care of (especially not to burn-out). The instructors here are what attracts many students because they have proven to be compassionate and caring.

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VITA

Emily Dial-Driver

Candidate for the Degree of

Doctor of Education

Thesis: DESCRIPTION OF CLIMATE IN A SUBURBAN COMMUNITY
          COLLEGE

Major Field: Higher Education

Biographical:

   Personal Data: Born in Granite, Oklahoma, March 6,
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Riggs Award Committee at Rogers State College, Claremore, Oklahoma, from January, 1990, to present; Scholar for Oklahoma Foundation for the Humanities Let's Talk About It Program from August, 1987, to present; Evaluator for Oklahoma Foundation for the Humanities from January, 1991, to present; Member of Delta Kappa Gamma (national honor society for elected educators) from April, 1990; Member of Phi Kappa Phi (national academic honor society) from July, 1971; Member of Phi Sigma (national honor society for biological sciences) from May, 1967; Member of Omicron Nu (national honor society for home economics), Member of Association for the Study of Higher Education; Member of League for Innovation in the Community College.