

**THE COLLEGE CLIMATE SURVEY:  
FLORIDA COMMUNITY COLLEGE  
AT JACKSONVILLE**

**A REPORT**

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**COMMUNITY COLLEGE LEADERSHIP PROGRAM**

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## **SUMMARY CHARACTERIZATION OF THE FCCJ COLLEGE CLIMATE**

Results of the College Climate Survey may be summarized through synthesizing two sets of information. The first set is represented by numerical responses to the forty questions in the body of the survey, whereas the second derives from comments written by respondents above and beyond the survey questions themselves.

Reviewing the results displayed on the summary tables, one finds that administrators/professionals are, in general, most satisfied with the climate at FCCJ, and career employees (classified staff) are, in general, least satisfied. Faculty, in general, are more satisfied than classified staff, but less satisfied than administrators/professionals with the existing FCCJ Climate.

Observations concerning the degree of satisfaction or dissatisfaction respecting each of the five climate factors are listed below and conclude this section of the report.

### **Leadership**

There is relative satisfaction (defined as a mean difference below 1.0) by all employee categories with the extent to which information and/or assistance can be sought from leaders. The most dissatisfaction registered with leadership by all employee categories is the lack of assistance provided in improving job performance.

It should be noted from the comments that some, and perhaps many, respondents encountered difficulty in responding to the five leadership questions, as the referent group of "leaders" was not clearly specified in the survey instrument. Some respondent may have responded based on one "leader;" others may have "averaged" a group of leaders in a generalized mode.

### **Motivation**

Faculty and administrators/professionals are relatively satisfied with the support received for personal career development goals. All three employee categories are most dissatisfied with the degree of (or lack of) cooperation that exists across College/campus areas. There is more satisfaction on the part of each employee category with the extent of cooperation within the referent area.

## **Communication**

There is relative satisfaction by all employee categories with the quantity and utility of information received relative to job performance. No survey item related specifically to the "quality" of received information, and some respondents indicated that the quality of communications is more important than the quantity. In point of fact, some respondents noted the quantity of "junk" communication distributed within the College. Faculty and administrators/professionals are relatively satisfied with the extent to which positive work expectations are communicated. Attention needs to be given to sharing more willingly information with faculty and with career employees, given the degree of dissatisfaction registered by these two groups.

## **Decision-making**

The greatest degree of dissatisfaction registered on any survey item by faculty and by career employees concerned the extent to which they are involved in decisions having a personal effect. Moreover, there is dissatisfaction on the part of these two employee groups with the extent of their involvement in decisions having an effect on their job performance quality. Clearly, faculty and career employees do not feel adequately empowered regarding having input to decisions that have personal and job-related effects.

## **Rewards**

Of all survey items, administrators/professionals registered the most satisfaction relative to stated importance with the intellectual demands of their job. Both faculty and career employees consider themselves under-rewarded commensurate with their work quality. The degree of their collective dissatisfaction with this circumstance is surpassed only by their collective dissatisfaction with the extent to which they are involved in the making of decisions having a personal effect. Several comments by career employees also referenced the disparity in the work load distribution at the College relative to staffing.

## **Concluding Observation**

At any rate, the overall college climate at FCCJ compares very favorably with the national averages of other similar community colleges. In all five climate factors, FCCJ scored higher than the national averages. There are still some improvements that need to be made (as indicated in the previous analysis), but the college seems to be in a good position.

## EXECUTIVE SUMMARY

The College Climate Survey instrument was completed by 517 employees at FCCJ College in January, 1990. The purpose of the survey was to promote open and constructive communication by obtaining the perceptions of employees concerning the campus climate.

Employees completed a forty item Commitment to Excellence Survey developed by George Baker and John Roueche of The University of Texas at Austin. The forty items were divided into five areas including Leadership, Motivation, Communication, Decision-Making, and Rewards. Respondents were asked to rate the five climate factors on a five-point Likert-style scale. Each item contained two components. Part A asked a direct question related to one of the above themes, whereas Part B was designed to ascertain the importance or value of Part A to the respondent. Part B was specifically designed to compare the existing situation with what it should be from an individual/group perspective. The information generated from Part B has been prioritized and may be used to plan strategies for improving the existing climate.

A total of 517 of the 1122, or 46 per cent, of the personnel returned the survey to the President's office. The surveys were then used to prepare an institutional report. The results from the climate survey were considered to be statistically reliable. No tests of significance between groups were conducted.

The overall results from the Commitment to Excellence Survey appeared to portray a healthy campus climate. Generally, administration held the most positive perception, whereas full-time faculty and classified staff held similar views on most categories of the climate survey. The Leadership category received the highest composite rating, whereas Decision-making received the lowest overall rating.

Results from the survey were interpreted using a scientific management model developed by Likert (1967) and adapted to the Roueche/Baker model. Likert identified four leadership or organizational systems ranging from "exploitive authoritative" to "participative group." Likert's research found that the participative group approach, which he called System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate.

The composite results from the climate survey indicated that the college is functioning on the boundary between a System 3 (Consultative) and System 4 (Participative Group) management style, with the overall average on the twenty "A" items being 3.35 on a one-to-five scale. None of the composite ratings fell within the least favorable category identified as exploitive authoritative (System

1), one item was perceived as falling into the benevolent authoritative range (System 2), and the rest of the items reached the third level of management style identified as consultative (System 3).

The top twelve areas in need of improvement were identified for each of the three personnel groups. Each group had a slightly different set of priorities, with the three groups agreeing that six areas needed change. These areas in descending order and beginning with items of greatest concern include: (1) Involvement in decisions that affect you personally (item #15), (2) Rewards in relationship to quality of work/teaching (item #20), (3) Interdepartmental cooperation (item #9), (4) Involved in decisions *re* the teaching/learning process (item #16), (5) Information sharing (item #13), (6) Usefulness of information (item #12). The items identified represent all areas addressed in the survey instrument, with two items associated with the portion of the instrument related to communication and two other items associated with the portion of the instrument related to decision-making.

## INTRODUCTION

The Community College Climate Survey was administered and completed by 517 employees at FCCJ College in January, 1990. The purpose of the survey was to obtain the perceptions of employees concerning the college climate and to promote more open and constructive communication among faculty, staff, and administration.

We define "climate" as the prevailing condition which affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment). In general, "climate" is to an organization what "personality" is to an individual.

The methods used by various levels of management will influence the climate which exists within an organization. The importance of these methods as determiners of productivity and the degree of satisfaction that employees receive from the performance of their jobs has been well recognized in the research literature. In spite of the fact that leadership has been studied for many years in a variety of work settings, there is no one theory of leadership that is universally accepted. Our present focus however, illustrates the value of delegating and empowering others within the organization through an effective "transformational" leadership style.

Using a scientific management development approach, Likert (1967) identified four management systems ranging from "exploitive authoritative" (System 1) to "participative group" (System 4). System 1 represents a structured, task-oriented, and highly authoritative leadership management style based on the notion that followers are inherently lazy and that, to make them productive, the manager must "keep after them" constantly. In contrast, System 4 is characterized by a leadership style which is relationship or person-oriented, mutually trusting, and one in which the administrator has complete confidence in the followers. This style is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control since people have a basic need to achieve and be productive. This is particularly descriptive of those who work in a community college environment.

Likert and his associates found that System 4, a supportive and participative approach, generally produced better results in terms of productivity, costs, absenteeism, and turnover. System 4 also produced a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors.

We used a modified version of Likert's profile in our in-depth case study of Miami-Dade Community College, where we examined the organizational climate and leadership at Miami-Dade along Likert's four systems. Results of this study indicated that Likert's four-system theory worked well when applied to an educational setting and showed promise not only for measuring climate and



## METHOD

### Commitment to Excellence Survey

The Commitment to Excellence Survey developed by George Baker and John Roueche was adapted in consultation with the administration at FCCJ College. As well, respondents were invited to submit written comments regarding ways in which particular sections of the instrument might be altered to elicit more comprehensive, accurate information.

Two forms of the survey were used, one for the teaching faculty and the other for administrators and classified staff (see attached). The questions on the two forms were identical in terms of the content areas measured but were worded differently. For example, teaching faculty were asked questions regarding the "teaching-learning process"; other personnel responded to questions about their "job performance."

The Climate Survey Instrument was divided into five factors or categories. These categories were: Leadership, Motivation, Communication, Decision-Making, and Rewards. A total of 20 items were included in the 20 question survey instrument.

Respondents were asked to rate these five climate factors on a five-point scale from a low of "1" to a high of "5" for item "A" and item "B." Item "B" throughout the questionnaire was designed to determine the importance of each preceding item "A." In this way, the areas in need of improvement could be ranked in order of priority, thereby assisting in the climate improvement process.

### Data Collection

A total of 517 surveys were completed by employees at FCCJ in January, 1990. One hundred and seventy-one of 386 full-time faculty, 260 of 626 classified staff, and 83 of 110 management personnel surveys were forwarded to The University of Texas at Austin for analysis. The surveys were color-coded by work category, which allowed the data to be analyzed in a variety of ways. As well, to protect the anonymity of individual respondents all survey instruments were sent to The University of Texas at Austin in individually sealed envelopes.

### Data Analysis

Survey responses were entered into a Macintosh SE computer, using StatWorks™ software. The following six research questions were explored using the data generated from the items asked in the climate instrument:

1. How representative was the survey sample when compared to the possible response of those employed at FCCJ College?

FIGURE 1

## PROPORTION OF TOTAL RESPONSES BY PERSONNEL CLASSIFICATION

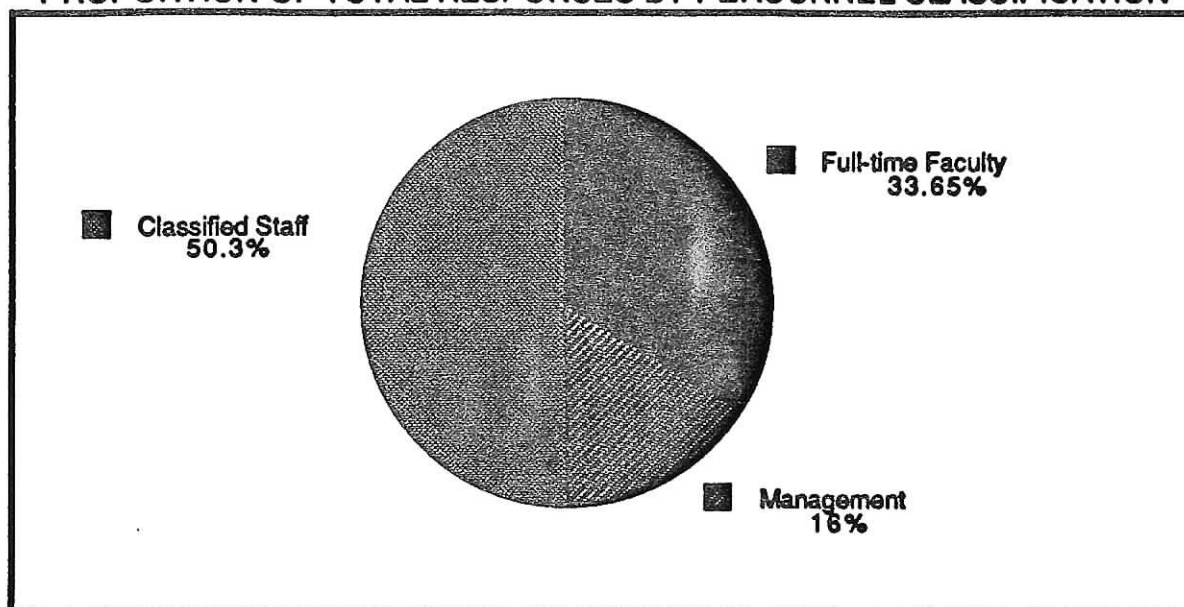


TABLE 1

## REPRESENTATIVENESS OF SAMPLE

PERSONNEL CLASSIFICATION EMPLOYED AT COLLEGE	RESPONDENTS		
	NO.	NO.	%
Management	110	83	75
F/T Faculty	386	174	45
Classified Staff	626	260	42
Total	1122	517	46

**Question #2:** How do personnel employed at FCCJ College perceive the overall college climate?

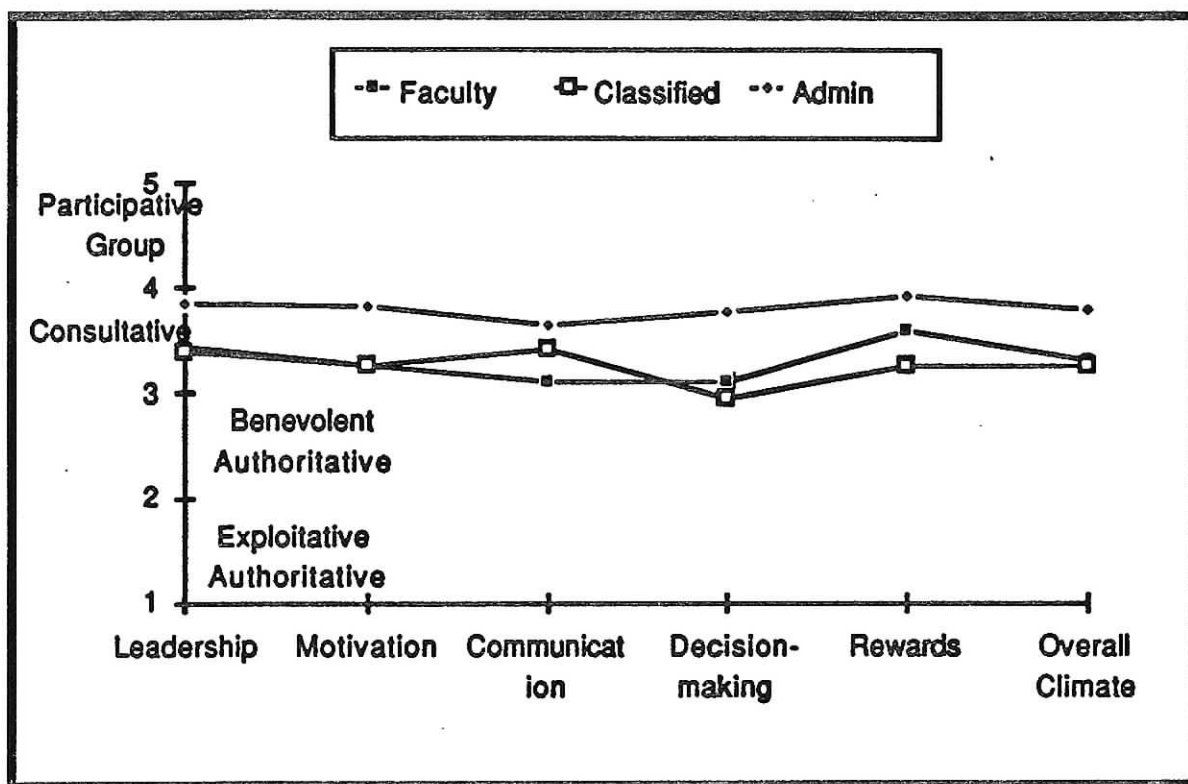
The results from the Commitment to Excellence Survey indicated that college personnel perceive the composite climate at FCCJ College to lie near the middle between a System 3 (consultative) and a System 4 (participative group) management style (Likert, 1967). As discussed earlier, the scale range (1 to 5) included four systems of management system defined by Likert and adapted by Baker and Roueche in their previous in-depth case studies of other colleges. The four systems are: System 1 (exploitive authoritative), System 2 (benevolent authoritative), System 3 (consultative), and System 4 (participative group).

**Question #3:** Are there differences in perception of the college climate among the three groups of personnel (i.e., full-time faculty, management, and classified staff)?

Figure 3 reports composite results according to the five climate factors for the three employee groups. In general, management rated the five factors highest (3.80), whereas classified staff rated the factors least favorably (3.25). As well, Figure 3 reports the overall climate rating for each of the three employee groups. As a group, classified staff provided the lowest ratings on four of the five factors including Leadership (3.38), Motivation (3.26), Decision-making (2.96), and Rewards (3.26). However, it is worth noting that all ratings were still within the consultative style of management.

FIGURE 3

AVERAGE CLIMATE PROFILE SCORES AS RATED BY  
THREE GROUPS OF EMPLOYEES

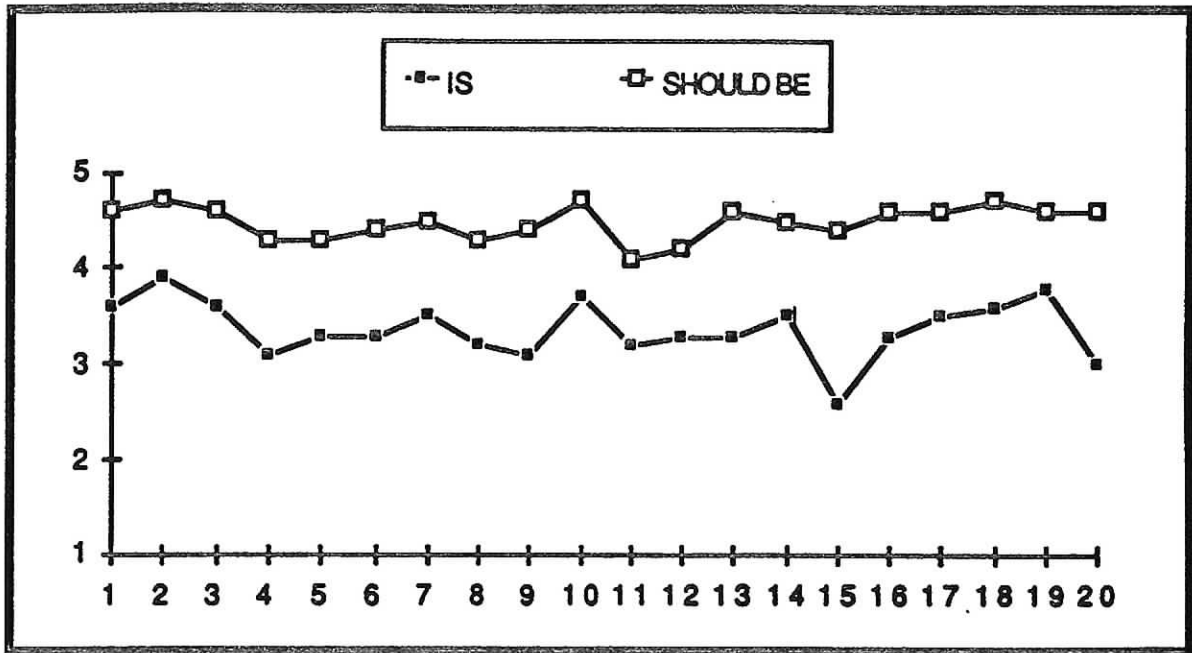


F/T Faculty	3.44	3.26	3.10	3.10	3.60	3.30
Classified Staff	3.38	3.26	3.4	2.96	3.26	3.25
Management	3.86	3.82	3.65	3.76	3.93	3.80

**TABLE 2**  
**COMPILED COMPARATIVE MEAN RESPONSES TO 20-ITEM SURVEY**

	<b>IS</b>	<b>SB</b>	<b>DF</b>
<b>Leadership</b>			
1. How much confidence does the administration show in the ability of the faculty to do excellent work?	3.6	4.6	1.0
2. To what extent can you freely seek information or assistance from the administration?	3.9	4.7	0.8
3. To what extent does the administration encourage you to develop creative and innovative ideas?	3.6	4.6	1.0
4. To what extent are you actually assisted by the administration in improving your teaching/work performance?	3.1	4.3	1.2
5. To what extent does the administration influence you to professionally grow and develop?	3.3	4.3	1.0
<b>Motivation</b>			
6. To what extent are your innovative ideas supported and used by the administration?	3.3	4.4	1.1
7. To what extent does the administration provide support for your professional development?	3.5	4.5	1.0
8. To what extent does the administration inspire you with a sense of purpose?	3.2	4.3	1.1
9. How much cooperation exists across the various academic departments of the campus?	3.1	4.4	1.3
10. How much cooperation exists within your department?	3.7	4.7	1.0
<b>Communication</b>			
11. To what extent does the quality of information you receive support the teaching-learning process?	3.2	4.1	0.9
12. How useful is the information you receive in supporting the teaching/learning process?	3.3	4.2	0.9
13. To what extent does the administration willingly share important information with you?	3.3	4.6	1.3
14. To what extent does the administration communicate positive expectations of your teaching?	3.5	4.5	1.0

FIGURE 4  
Compiled Mean Responses- 20 Items



Figures 5 through 9 report the mean response of all employees for each of the 20 items contained in the survey instrument. Differences between "Is" and "Should be" scores are offered for each item of the climate instrument.

**DATA SUMMARY: Motivation**

Item Number		ADM	CS	FAC
6. Innovative ideas supported	IS	4.0	3.2	3.2
	SB	4.5	4.5	4.3
	DIFF	0.5	1.3	1.1
7. Support for professional development	IS	3.7	3.3	3.6
	SB	4.4	4.5	4.4
	DIFF	0.7	1.2	0.8
8. Inspired with a sense of purpose	IS	3.9	3.1	3.0
	SB	4.4	4.4	4.1
	DIFF	0.5	1.3	1.1
9. Interdep'tmental coop.	IS	3.4	3.1	2.9
	SB	4.5	4.5	4.2
	DIFF	1.1	1.4	1.3
10. Intradep'tmental coop.	IS	4.1	3.6	3.6
	SB	4.8	4.8	4.6
	DIFF	0.7	1.2	1.0

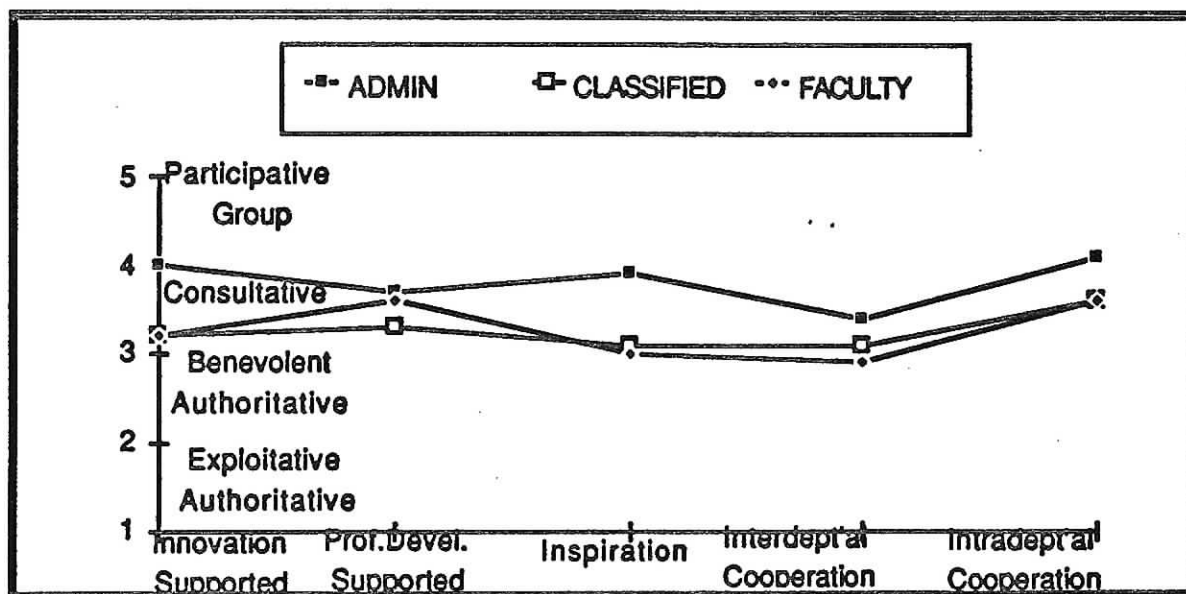
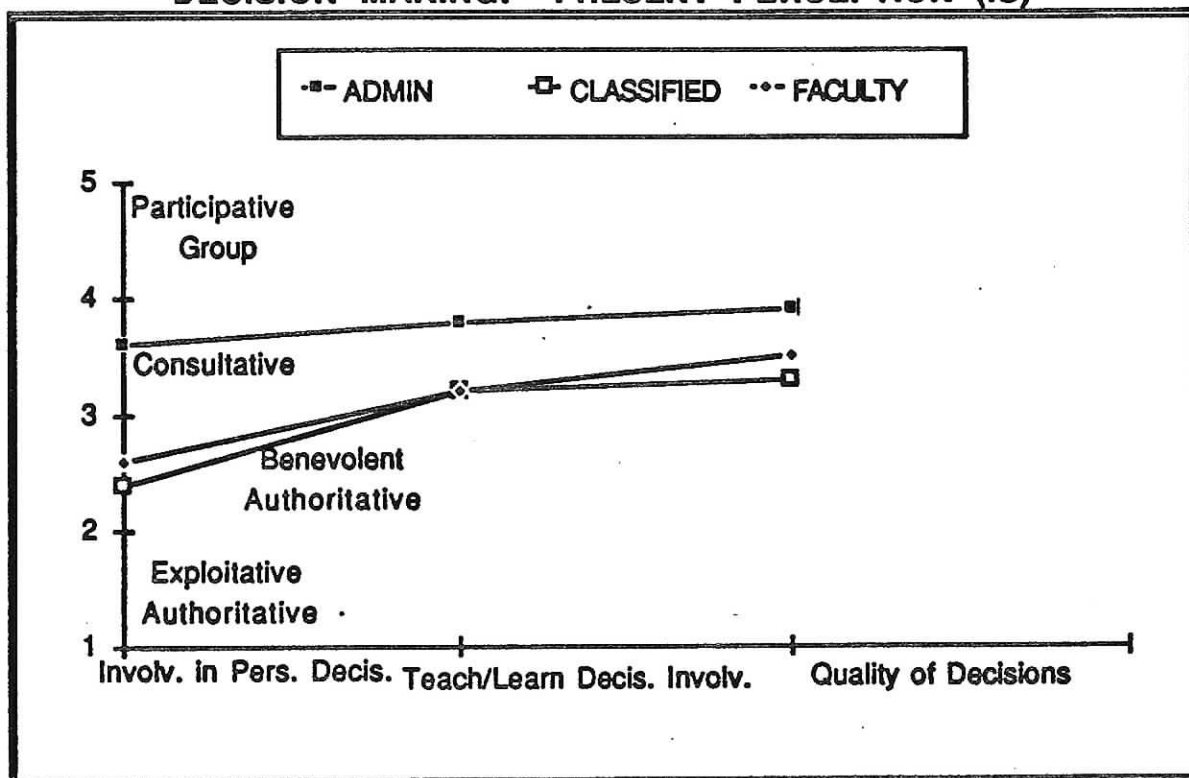


FIGURE 8

DATA SUMMARY: Decision-Making

Item Number		ADM	CS	FAC
15. Involved in decisions that affect me	IS	3.6	2.4	2.6
	SB	4.5	4.3	4.5
	DIFF	0.9	1.9	1.9
16. Involved in decisions <i>re</i> teaching/learning process	IS	3.8	3.2	3.2
	SB	4.7	4.6	4.6
	DIFF	0.9	1.4	1.4
17. Quality of decisions made	IS	3.9	3.3	3.5
	SB	4.6	4.6	4.5
	DIFF	0.7	1.3	1.0

## DECISION MAKING: PRESENT PERCEPTION (IS)



**Question #4:** What is the relationship between the campus climate ratings and the perception of the leadership as compared to Likert's System 4 Model?

As previous research has indicated, there is a strong relationship between the climate of an organization and the leadership style of the top management. Results from the FCCJ College climate survey support this assumption. The findings are consistent with a model of work motivation referred to as Equity Theory (Adams, 1965). This theory suggests that managers should emphasize equitable rewards for employees since inequalities motivate workers to reduce the inequity. All of the methods available to the employee to reduce these inequalities are negative for the organization. These methods include reducing one's output, quitting the job, engaging in absenteeism, or getting others to lower their productivity. The importance of equitable rewards on job motivation and their impact on how administrators are perceived, therefore, cannot be overemphasized.

**Question #6:** How does FCCJ College compare with other institutions that have participated in similar climate studies?

Figure 10 shows how FCCJ compares with national norms generated from other institutions having participated in similar climate studies. No great differences existed in the five categories. On the contrary, FCCJ's ratings were above the national norms in all categories.



leadership to improve performance within the college. Thus, in a sense, the gap between the scores on Part A and Part B of each item is the zone of acceptable change within the college.

Tables 5 through 8 contain lists of the top twelve improvement areas determined in this way. These lists are presented by personnel classification and provide the priorities of full-time faculty, classified staff, and administration. Table 8 reflects the areas of mutual concern as identified in the previous three tables. The three employee groups independently identified six items that were common to all of the three employee categories as needing improvement.

**TABLE 6**  
**ADMINISTRATION PRIORITIES FOR CHANGE**

<i>PRIORITY</i>	<i>ITEM#</i>	<i>AREA TO CHANGE</i>
1	9	Interdepartmental cooperation.
2	4	Assists to improve performance.
3	13	Information sharing.
4	1	Confidence in staff.
5	15	Involved in decisions that affect me.
6	16	Involved in decisions re the teaching/learning process.
7	20	Rewards for quality of teaching.
8	18	Satisfied with respect from students.
9	17	Evaluation of decisions made.
10	14	Communicates positive expectations.
11	12	Usefulness of information.
12	11	Adequacy of information.

**TABLE 8**  
**PROFILE OF COLLEGE CLIMATE**  
**COLLEGE-WIDE PRIORITIES FOR CHANGE**

<b>PRIORITY</b>	<b>ITEM #</b>	<b>AREA TO CHANGE</b>
<b>1</b>	<b>15</b>	<b>Involved in decisions that affect you personally.</b>
<b>2</b>	<b>20</b>	<b>Rewarded in relationship to quality of work/teaching.</b>
<b>3</b>	<b>9</b>	<b>Cooperation across areas (interdepartmental cooperation).</b>
<b>4</b>	<b>16</b>	<b>Involved in decisions re: the teaching/learning process.</b>
<b>5</b>	<b>13</b>	<b>Information sharing.</b>
<b>6</b>	<b>12</b>	<b>Usefulness of information.</b>

- The deficiency is enormous when it comes to the VP. Leadership qualities do not exist!
- College leadership, from the number two person on down, seems to live in fear of losing their jobs. This fear tends to be passed on down the line to the point such that people are frightened of making the wrong move or of making a mistake in their work. An employer has a right to expect certain performance standards, of course, but not such that there is a pointed desire to find fault with people who have been putting forth excellent effort in their jobs for years. Leadership from the number two person on down tends to focus on negative management, that is, actively looking for faults and mistakes, rather than looking for positive work successes for which they might praise and encourage. Unfortunately, this negative point of view is then validated through the employee's annual review, which becomes permanent. In my opinion, this style of management tends to be as much a statement of personal character of the leader, as of his or her management ability.
- In addition, and of great importance, the political atmosphere created by certain leaders' personal, self-oriented ambitions, likes and dislikes, and preferences as to the types of people who work for them, causes increased tension in the office, not to mention completely eliminating career goal attainment for certain individuals who do not fall within these preferences, or who have not played the "game" of making themselves visible through meetings and committees - the ones who just quietly go about effectively doing their job. In plain English, female-dominated leadership tends to prefer and make happen the hiring and promotion of other females. This seems to be the unspoken policy of the entire College: an institution that claims "equal opportunity."
- In relation to this, an effort was made on three occasions (including one from my former supervisor and over a period of eleven months) for a position upgrade which received rhetoric from Human Resources alluding to improper timing and not being a part of the process or that the process was frozen. During this time, two women have been hired and two other women have been promoted in my own area, and I feel certain that these promotions were not initiated as a part of the process as the time my effort was first put forth for position upgrade.
- In further addition, people who are family oriented, who have long worked for the College and have greatly added to the success of its growth, continue to be financially ignored in favor of new "upwardly mobile" people who tend to be willing to place their career before all other aspects of lives, including real personal character growth and development. As an example, there seem to be managers who have taken just enough seminars to learn that it is in their best interest to be nice to their subordinates so that they are more likely to do what is asked. However,

- Continue to work on teamwork and concept of one college. This has been done very well in last few years.
- Trust and learn from those who know what they are doing. Stop the "trying for great power" attitude!

## **COMMUNICATION**

- Give more immediate feedback and/or suggestions for improvements on job performance.
- The range of information is the usual from too much to not enough. I am capable of seeking additional information if I feel it is needed. Clarify the meaning of the work "leaders."
- Dr. Spence has done a better job in this area. My administrator has quit communicating!
- Amount of material Xeroxed.
- Quantity not important.
- What it does, and how we can improve it.
- Continue to work on communications. PROFS is an excellent communications and fast response. President's honesty and sharing is outstanding.
- My boss is really super about this. gotta have it!
- The communication system is imperious and aggressive. One must gain some insight into the way the word gets around before you are in a position to lead.

## **DECISION-MAKING**

- Overly cautious in decision making sometimes.
- I wish we were heard more. Example: Our insurance is a joke, and no one will listen to our complains.

- Top management rates a 5. Middle management rates a 1. Carefully examine level of assistant deans and supervisors.
- Attitudes of supervisors and their treatment of personnel.
- Communication needs more clarity and directness.
- Recognition and response to suggestions of subordinates.

- Supervision levels, fairness between leaders and employees, equality with employee/employer.
- Use creative and innovative ideas that employees develop.
- Total lack of communication shows no interest or concern.
- Leaders should realize more clerical support is needed.
- Because learning on your own is very important, I would not like to have my leaders assisting often in learning something new. Of course, some assistance is very important. I can handle not being told how well I performed a task. Hold "pep" meeting, especially during registration.
- Define "Leaders." I question leadership ability.
- How does the leadership encourage team building among co-workers.
- Programs which have Project Coordinators need to seek out individuals trained to take over the assignments or work of those employees they supervise.
- Promotion policy--presently must move to a different job/area to get promoted.
- Provosts should be included in and responsible for campus decisions.
- To feel important and appreciated.
- To what extent do you freely receive information and assistance from your leaders?
- Trade Worker: no encouragement, no support.
- Be more specific with your questions!!
- College administrators have no confidence in campus personnel. If they did, we wouldn't be so hemmed in by rules. all work seems to flow Downtown to be approved. Very freely seek information or assistance from South Campus administrators.
- Leaders really need to put more value on employees input where new or improved materials and facilities concerned.
- Maintenance area.
- Need a good supervisor to lead you.

President and /or his immediate staff my leader(s)? My supervisor is a poor one. My president may not be. These questions have very little meaning unless I know what that term means. The President might support every activity on the survey for me, personally. My supervisor does not. My vice president does not. All the concepts are important to me, but if my supervisor does not support my development, if my vice president does not support my development, what can you learn from my candid responses? the value of this particular instrument is questionable at best. It really cannot get at the information it seeks to extract.

## **MOTIVATION**

- Bonus for creativity.
- Bonuses and certificate of appreciation.
- Career development goals never discussed. I have worked here 6 1/2 months, and have had no meeting to discuss goals or work performance evaluation.
- Incentive programs on training. It seems as if everyone is just here to make a day and is job scared.
- Increased monetary compensation.
- Motivation as a "team member" of the educational system/college/campus.
- Doesn't ask how often do you receive credit for these ideas.
- You need a way to reward those who trained to help others in the department. Number of years of service isn't the only reason for a raise.
- Less judgmental attitude and more incentives needed.
- Individual attention and insight. Genuine concern for the individual.
- Too much pettiness. Lack of human skills. Does the system impede the flow of work?
- Too territorial! Functionalize the "one college concept" for actualization, "not just lip service."
- Promote within the College; money talks.
- More planned workshops will be accessible for personnel.



- Business Office area.
- Need cooperation from the leader.
- Our supervisor never encourages us; only when things don't go as her majesty wishes, do we hear from her.
- Pride in work, team player attitude, courtesy.
- Pay incentive (merit system)?
- Mail room, duplicating room.
- There is a difference between using another's ideas and utilizing ideas without attribution to the source.
- This questionnaire shows the correct direction. I am impressed.
- Computer support needs improvement.
- Show more fairness in promoting personnel in jobs in the College. Personnel employed in the College should be given more consideration than outside people.
- Some areas do not have enough career employees to handle the work correctly. Salaries are too low for many career employees to warrant the overload of work they are expected to handle. Morale is very low in some areas because of this.
- Poor managers create poor working atmosphere, which creates low morale. Train managers how to organize, communicate, encourage, and be personally productive.
- Monetary award for cost-saving suggestions. Merit bonuses for a project done in an especially proficient manner. One option would be a seminar (\$300.00 or less) during a given time period.
- Less emphasis on title and more on what the employee is doing. this is the most status conscious bureaucracy I have ever known. Ask an employee what she or her does, and you get an answer "I ' m an AA-3" or some such answer.
- Leaders should allow and encourage employees to attend classes and seminars which teach/demonstrate improvement in job performance, skills, and professionalism.

## **COMMUNICATION**

- Meetings in order to communicate, so you will know whose job relates to yours.
- Improve communications
- Communications between (within) department members to ensure everything runs "smoothly."
- Leadership needs to keep open mind during workers' assessment.
- More group meetings. More shared information re: upper level decisions, plans.
- It's the quality that counts.
- A little stroking in regard for a job well done. Let's not let "ego" control and fail to recognize that our success is not a one person adventure.
- With the use of PROFS, some supervisors receive information, and fail to pass it on to clerks and secretaries
- Informational feedback is essential to all employees.
- Changes need to be written on paper. Too many verbal instructions, changes, etc.
- Need more of it.
- More leader communication.
- Kept in dark on policies, changes, etc. Management doesn't realize that the more the employee knows (about changes, etc.) the less time will be spent on rumors, anxiety, anticipation of the worst, etc.
- Communication of job opportunities.
- Staff meetings (regular) where individuals are allowed to express their concerns and ideas.
- Two-way communication readily available.
- Supervisors are uneducated/ill-prepared to supervise.

- Releases from the President's office biweekly would be beneficial. A sort of "what's hot" and "what's not ."
- Support staff and managers are too willing to go the extra bit to help you. Everyone is into the "not my job" mode of thinking. When you call another department for assistance/information, you know ahead of time that the chances of getting more than cursory assistance is not going to happen.
- Minutes from staff meetings should be taken and be available to each person in the department. so often they are not aware of changes, etc.
- Determination of what is necessary/unnecessary information--not everybody needs everything. assess use of electronic mail (PROFS) in order to make staff more aware of its uses. It only works if it's used. We're inundated with paper!
- New employees need to be thoroughly trained for their position. New employees to the college need orientation to paperwork (requisition, DR's, etc.) and college policies. also talk of services and benefits such as access to EA/EO officer, notary, etc.
- We always find out about "change" after the fact.
- What about quality of the information? WE need a good information area, not just someone top pass you on. Sometimes people will be passed on several times. again, no one wants to make a decision or take responsibility, for the fear of someone coming back and making you look stupid.
- Quality not often. Communications poor. Don't find it necessary to share information.
- You need to come talk with each department without supervisor present.
- Discuss ways to make employees feel at ease with supervisors. Make a special effort to communicate with employee to get positive responses.
- Too many secrets!!

- Better communication both directions; making more use and more efficiency of Provost's Advisory Council.
- Employers need to invite employees to participate in some decisions making processes.
- Consult everyone to be affected before hand! Practice democracy!
- To be heard. To be included in decision-making or at least have the leaders come and ask your opinion regarding the problem.
- I do not have a work group.
- Not given much opportunity. Don't ask for employees' input if decision has already been reached. the open door policy doesn't mean much if the mind behind it is closed.
- Include career employees.
- The President's bi-monthly letter could encompass future strategy proposals.
- Parking.
- Staff should be fully utilized re: decisions based on their standing in the department and their ;level of expertise.
- Follow the Lee Iacoca method (i.e. turn the organizational chart upside down) and consider the clerical support at the front of the line. sometimes they are the first contact the public has.
- Departmental decision-making process.
- Better communication with all employees.
- No involvement.
- Just give someone good information from one source, and give them the responsibility to make decisions. The quality of information given to the campuses from the CAB is very poor; the high collar people are not worth what they are paid at CAB.
- Ways to spread job duties to possibly relieve a person that is over worked.

projects/workshops, etc. the aesthetics of College offices on the campus in my areas need help. Professional appearance at the College is also important.

- Synergy is truly lacking at the campuses. We could certainly better serve our students if they could readily see classroom numbers, as well as offices. Signs hanging from chains in large enough numbers/letters would save a great deal of time in finding your way around.
- I believe if there were more incentive for an employee to stay in her/his position and possibly upgrade it and make it more desirable, you would have less of a turnover. People would get to know their area better, which would better help the students. Of course it's wonderful to move up, but it seems like there are so many people waiting to get out of their jobs. I enjoy working here, and plan to stay for awhile, but I get so discouraged because I know I have much more to offer this College than what my job entails.
- It should be understood that I am a retired former executive now in an exciting new career; therefore things like intellectual demands, rewards, and information for job improvement or career enhancement are not very important.
- Detailed review of budget formulation process including later review of cost effectiveness of asset utilization including detailed analysis of academic performance in relation to number of students enrolled by class who are tested and who have passed. Stop the effort to lower test standards to accommodate classes of students. We owe to both the student and the job market a meaningful certification as to what he/she knows and can do. Academic amateurs should get out of the social injustice, and recognize there is a difference between equity of opportunity and equity of results. It is their job to teach and classify. Only the student can remake himself or change direction, and a fanciful certificate will not do that in itself. In this area, I feel that we have far too many college employees that will not admit shortcomings or mistakes, and, in their self interest to cover their tracks, cause far too much dissension. It's the student and especially the poor unknowing taxpayer who does not share in such bountiful remuneration as the college provides.

- More professional workshops.
- Tap the respondent's perception of the leader "personality wise." Recognize the different "leadership levels."
- Back stabbing, efficiency, honesty.
- Employment practices--who hires "leaders."
- It generally takes too many to answer a simple question. Often times, many are "afraid" to make a commitment to try something new that might not work.
- Relationships of campus to CABII Problem there which prevents growth.
- Scheduling, work load, "points" system.
- To what degree do leaders seek our opinions on matters important to the college and to ourselves? How much input do we feel we have in the decision making process?
- Training for chairs.
- We have no leadership in the curriculum area.
- The qualifications of the "leader". Too many are not qualified.

## **MOTIVATION**

- Payment for overloads on a timely basis.
- Leaders need to show respect to personnel when they have achieved goals, not try to bring them down.
- The atmosphere seems to be changing. Advancement seems to be based on favoritism instead of objective evaluation of credentials.
- It's time to appreciate vocational professors. We are not uneducated second class stepchildren. I and, I'm sure, my peers take no backseat to any academic professor.
- Faculty need more free time from active teaching' to reflect, study, revise, etc.
- Motivation may be my problem, not theirs.

- I need information availability not an unrequested deluge.
- Quality of information more important than quantity.
- Educational vs. administrative.
- Who informs faculty of the existence of the AACJC? It's important for the college.
- Share\ all communication as it becomes known by leadership. Don't share with just a few people.
- Better communication.
- Depends on leader.
- Inherent in this process is the "time factor." Consider it, please.
- Little communication between the disciplines on South Campus.
- Most of the paper I receive is meaningless.
- Too much information.
- Leaders share important information. It depends on the "leaders."
- Many times you get different answers to the same question.
- It is very important for leaders to share important information. Who is in charge of our curriculum.
- Useful information is kept a secret by the administration.
- Student and faculty goals should determine administrative goals; not the reverse.

- **DECISION-MAKING**

- More input from the lower ranks.
- Compared to private industry (past experience), low quality.
- We are told what to do, and we are expected to do it without any explanation or reward.

## REWARDS

- Salary scale is not equitable. Those in low midrange (below step 35) somehow get lost when merit is not considered as an evaluative factor in salary adjustment.
- Monetary rewards are non-existent; personal rewards are many.
- Most don't understand what I do.

## OTHER COMMENTS

- I found this survey difficult. I feel that the general leadership (provost, assistant dean, program manager) is very supportive of my/our goals. However, my assistant dean exercises the most influence, and is unsupportive. He would be my candidate for the one person most responsible for the furtherance of a union at FCCJ.
- As strongly as I feel about many of the matters addressed in this questionnaire, I find it impossible to complete it for two reasons: many of the items are incomprehensible (see #11 for instance). The first section, "Leadership," is an intolerable affront. Who are the "leaders" of the faculty at this institution? We have bosses whom we were not responsible for choosing and whose orders must be followed if we wish to keep our jobs. If the faculty have any leaders they are certainly not to be found in central administration.
- The quality of the curriculum, instruction, and innovation--as well as student success--do not seem to be goals in mid-management. The rebirth of this college depends on motivation for everyone to get out of the old "political" mode of operation, i.e. campus vs. campus, department vs. department, arguing for budget monies, personal feuds, jealousy, and plain base motivation. Until the moral quality improves, the morale will not improve. "Recognition" of excellence continues to be politically motivated by the "old guard." This is a joke. And, do you equate faculty with maintenance staff?
- How could I answer these questions by January 17, when I received them only on January 18. But this is typical of FCCJ to give faculty members deadlines like this. I know this is a valid deadline because I know someone who received his 1-1.5 weeks ago. Our departmental secretary gave this survey form to me along with our new "temporary" roll forms which I use as the basis of my permanent rolls because the "permanent"