Ed.D. Dissertations

School of Graduate and Continuing Studies

5-2012

Perceptions of Full-Time Faculty Members within a Community College regarding Conditions That Impact Levels of Engagement

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Recommended Citation

PERCEPTIONS OF FULL-TIME FACULTY MEMBERS WITHIN A COMMUNITY
COLLEGE REGARDING CONDITIONS THAT IMPACT LEVELS OF
ENGAGEMENT

by

Edward Matthew Foley

Dissertation

Submitted to the Faculty of

Olivet Nazarene University

School of Graduate and Continuing Studies

in Partial Fulfillment of the Requirements for

the Degree of

Doctor of Education

in

Ethical Leadership
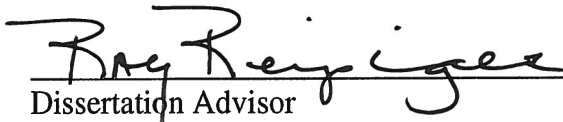
May 2012

PERCEPTIONS OF FULL-TIME FACULTY MEMBERS WITHIN A COMMUNITY COLLEGE REGARDING CONDITIONS THAT IMPACT LEVELS OF ENGAGEMENT

by

Edward Matthew Foley

Dissertation

Dissertation Advisor   4/25/2012
                                                                 Date

Dissertation Reader   5/15/2012
                                                                 Date

Dissertation Coordinator   4.24.2012
                                                                 Date

Program Director   5/25/12
                                                                 Date

Vice-President for Graduate and   5/25/12
Continuing Education   Date

ACKNOWLEDGEMENTS

Most importantly, I acknowledge God for giving me the prompting to begin this program and the tenacity to finish. God gave me a promise in Psalm 25 through the inspired words of King David: "Show me your ways, O Lord, teach me your paths; guide me in your truth and teach me, for you are my God my Savior, and my hope is in you all the day long" (vs 4-5). At th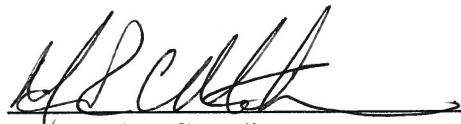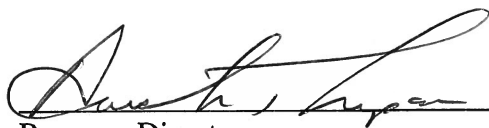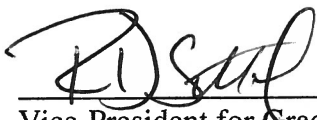e end of a study in ethical leadership, I am stronger through being guided in God's truth and was taught both content and character through my hope found in Him all the day long, forever.

I also must acknowledge the soldiers of support and challenge within this demanding program. My advisor, Dr. Ray Reiplinger, became a mentor and guide throughout this journey. My frequent interactions with "Dr. Ray" were inspirational, challenging, and a constant source of hope. The professors were a tapestry of personalities and gifted experts that created a sequence of learning experiences that set the standard for this ethical leadership program. The program coordinators and leaders all provided a supportive and compassionate environment where I could explore the boundaries of my capabilities, while feeling valued.

Lastly, I must acknowledge my colleagues from Cohort III. I have learned so much with and through my cohort team members. Not only did we learn together, we lived and experienced life together. I count each and every member of Cohort III as a blessing.

DEDICATION

In life I have learned and am learning that everything is dedicated first to God and then to family. I dedicate this degree to God, who is in control of everything, and to His Son and my savior Jesus Christ. God has given me the insight to identify priorities that He blesses, including my three year journey in this doctoral program. God also has allowed me to achieve this milepost while being in touch with other priorities, family at the forefront.

To my wife and life partner Karen, who has stood by my side even when life has not been easy over the past three years. She has always shown me unselfish support and encouragement. To my daughters Rachel, Elise, and Megan, I thank you for being my girls and making me proud. Rachel graduated from Olivet in my first year of the program and Elise in my second year. I am proud of them and seeing them when I came to Olivet from Cleveland, Ohio was a life blessing. Megan has gone from high school freshman to junior, and she has been a joy and an encourager far beyond her youthful age.

I was the first one in my extended family to receive a college degree, an associate's degree in 1977. My mom and dad were proud of me, and I knew it. I am blessed to have my mom and dad with me for this degree and realize more every day that my mom is my biggest fan and my dad is my "wing man". Thanks mom and dad for continuing to be proud of me and encouraging me at every step.

ABSTRACT

by

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May 2012

Major Area: Ethical Leadership   Number of Words: 119

Community Colleges fulfill a vital role in society and in higher education, while

constraints are expanding. Understanding and increasing the engagement of full-time

faculty members could be critical to community colleges in meeting their challenges and

advancing their mission. This quantitative study, with focus group follow-up, was

conducted within the largest and oldest community college in Ohio. First, findings

established an existing level of full-time faculty member engagement and perceptions.

Next, the study examined variations of perceptions relative to engagement based on

tenure status, academic discipline, length of service, and campus location. Lastly, the

study examined the relationship between community college and faculty union

satisfaction and faculty engagement. Findings and focus-group feedback were used to

answer research questions.

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CHAPTER 1

INTRODUCTION

Community colleges in the United States remain a critical force in the American

higher educational system and are essential in the future competitiveness of the country

(Magrath, 2008). Magrath expanded on this view by providing statistics that highlighted

the important role that the community college plays in the American educational system.

Community college enrollment in 2008 accounted for 47% of all undergraduates. Six and

a half million students were enrolled in credit courses and nearly 50% of all baccalaureate

recipients first attended a community college. The sheer number of community colleges

had expanded to over 1200. As Magrath summarized:

> The conclusion is clear and unequivocal: no longer can the United States afford to
>
> keep the promise of community colleges secret. In the global competition to
>
> develop the skills of our people, they are an essential weapon in our arsenal. (p.
>
> 642)

Community colleges face rising costs at a time when states are increasingly

strapped for revenue (Magrath, 2008). During times of growing student enrollments and

budget cuts, part-time faculty are hired at increasing levels as a financial necessity at

community colleges (Christensen, 2008). It is estimated that 67% of faculty at the

community college are part-time (Gappa, Austin, & Trice, 2007). As Brewster (2000)

noted:

Shrinking government dollars left the academy with two choices. One was

considered painful to external stakeholders, and one was considered painful to

internal stakeholders. The first was to raise the price of admission and the second

was to cut costs. (sec. 1, para. 5)

In addition to lower cost, part-time faculty also permit the community college greater

flexibility to handle enrollment surges until a semester begins. Although part-time faculty

members allow for flexibility at a lower cost, balancing this role with the role of fewer

full-time faculty members is critical (Christensen, 2008).

Given the financial pressures that community colleges face, combined with the

shrinking numbers of full-time faculty, the importance of the involvement and

contribution of full-time faculty members to the educational mission of the community

college is vital. Community colleges are, however, hampered by faculty "whose influence

does not extend as far as it should" (Hellmich, 2007, p. 26). Thaxter and Graham (1999)

concluded that "faculty members do not feel they are meaningfully involved in important

decision-making activities in the community colleges" (p. 668). The shrinking level of

full-time faculty member involvement is of concern due to the growth mission of the

community college, which includes growth in enrollment, programs, and services offered.

The success of the growth mission of the community colleges is connected to meaningful

faculty involvement, and in any organization, involvement is key to increasing

organizational commitment and success (Covey, 1994).

Minton-Eversole (2007) quoted a Towers Perrin director, "At a time when

companies are looking for every source of competitive advantage, the workforce itself

represents the largest reservoir of untapped potential" (p. 20). The 2004 Gallup survey

and resulting Employee Engagement Index indicated reason to be concerned about the overall level of engagement or tapping into the workforce itself to find a competitive advantage. "Engaged employees work with passion and feel a profound connection to their company" (Crabtree, 2004, p. 1). Only 29% of those surveyed nationwide were classified as engaged. This meant that 71% were either not-engaged or worse, actively disengaged (Crabtree, 2004). The ability to engage the shrinking full-time faculty base in the growing community college provides a critical reservoir of talent as indicated by Minton-Eversole (2007). Tapping into an engaged pool of full-time faculty members within a community college is a potential source of competitive advantage that allows the community college to meet growing challenges and opportunities, such as new program development and record enrollment, in a resource-constrained environment.

Statement of the Problem

Motivating full-time faculty members to become more engaged in the challenges that community colleges face is an essential component of success and effectiveness as the role of community colleges continues to expand with concomitant resource constraints. The growth in the number of part-time faculty members and the shrinking number of full-time faculty members makes engagement and contributions from full-time faculty members all the more important.

The purpose of this study was to research engagement within a single community college. Several factors were explored. Initially, the current level of full-time faculty engagement in an existing community college was determined. Subsequently, variations within the full-time faculty membership that could provide insight into what impacted engagement in a particular community college was also explored. Additionally,

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perceptions that full-time faculty members had of the institution and environment that impacted the level of faculty engagement were analyzed. Finally, strategies were identified with the potential for increasing and enhancing the overall level of engagement and potential contributions of full-time faculty members within a community college.

Background

Cuyahoga Community College (CCC), the oldest and largest community college in Ohio, was founded at the beginning of the community college movement in Ohio in 1962 and was opened in 1963. In the fall of 2009, over 30,000 students attended CCC. This level of enrollment was an all time record, and surpassed the old record of 28,000 in 1978. CCC was funded through student tuition, Cuyahoga County property tax levy, and from the State of Ohio. CCC was a county community college and had a large physical presence throughout Cuyahoga County with three large campuses. One campus was in the urban center of Cleveland, a second in a growth area in the east-side suburbs, and a third in the south-west suburbs. Significant growth in the far western suburbs of the county had challenged CCC to extend its reach and a fourth campus was approved with groundbreaking in the spring of 2010. In addition, classes were offered online and in a number of satellite locations throughout the county (Cuyahoga Community College, 2010).

The number of full-time faculty members at CCC was 495 in 1978 and had fallen to 353 in 2010 (P. Ross, personal communication, January 20, 2010). Under pressure to handle increased enrollment and create new academic programs while dealing with revenue constraints, the number of part-time faculty was growing, and the number of full-time faculty had dropped significantly. The State of Ohio, through the Ohio Board of

Regents, had developed a standard or 60/40 ratio representing 60% of courses taught by full-time and 40% taught by part-time faculty. This was a recommended standard and not part of accreditation. CCC had fallen below the suggested minimum level of courses taught by full-time faculty members. The financial pressures that encouraged an increasing use of part-time faculty included keeping tuition affordable with little or no tuition increases. Property values that drove the county property tax were in decline and foreclosure rates had increased, consistent with the rest of the nation. Ohio had a large budget deficit; consequently any relief from the state to handle unprecedented student growth was not forthcoming or in any projection (J. Joseph-Silverstein, personal communication, February 9, 2010).

The full-time faculty members at Cuyahoga Community College (CCC) were also represented by a union. The American Association of University Professors, Cuyahoga Community College Chapter (CCC-AAUP) had represented the full-time faculty members at CCC since 1977. Full-time faculty members covered by the bargaining unit included faculty, counselors, and librarians. The 353 full-time faculty members included 320 teaching faculty, 24 counselors, and 9 librarians. All 353 were considered teaching faculty with both librarians and counselors involved with teaching, along with their professional focus. Union/administration relations were improving and productive. The union was active in strategic objectives with contractual issues normally handled efficiently. Leadership within the CCC-AAUP supported the need for increased full-time faculty engagement and contribution (M. Boyko, personal communication, March 19, 2010).

The educational challenges facing CCC were substantial. Unprecedented growth with funding constraints alone presented a significant strain. The range of programs offered at CCC continued to grow and ranged from honors and university transfer to new economy, such as renewable energy and expanded medical-related fields. Many students came to a community college for a two-year degree in programs such as medical, hospitality, and entrepreneurship. Students also came for the low cost of the first two years of a four-year based education. Developmental education was also a significant focus of the community college. CCC was an open admission institution, but did require a placement test for math and English. Eighty percent of entering students tested at less than college level math and sixty percent tested at less that college level English. CCC devoted considerable resources in developing pre-college level courses and interventions to help students begin a college experience that led to graduation. At the other end of the spectrum were those who qualified for honors courses. Therefore, the noble mission of the community college extended from developmental pre-college courses to gifted honors students (J. Joseph-Silverstein, personal communication, February 9, 2010).

Understanding the engagement perceptions and levels of full-time faculty member engagement at CCC was at the heart of this study. The need for understanding strategies that had the potential of increasing full-time faculty engagement was of interest to leadership within CCC and the CCC-AAUP. Employee engagement was a relatively new concept suggesting "that much of the appeal to organizational management is driven by claims that employee engagement drives bottom-line results" (Macey & Schneider, 2008, p. 3). The potential benefits of increasing the engagement of full-time faculty members at

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CCC was enhanced if engagement within CCC was better understood and elements of a specific plan to increase engagement were identified through research.

Employee engagement was coined by the Gallup organization, which had developed a well established survey or Gallup Workplace Audit (GWA) that measured employee perceptions concerning engagement (Little & Little, 2006). The GWA had also been combined with an overall satisfaction index in combination with the GWA (Harter, Schmidt, & Hayes, 2002). The GWA measured "issues found to be actionable at the supervisor or manager level in the company, items measuring the extent to which employees are 'engaged' in their work" (Harter, Schmidt, & Killham, 2003, p. 4).

Research Questions

Understanding and identifying strategies to increase full-time faculty member engagement is a desirable and potentially critical ingredient in the ongoing success of community colleges. This task becomes even more critical as the role of the community college expands while resources diminish. This study included identifying strategies with the potential of increasing full-time faculty member engagement and was guided by the following research questions:

1. What was the current level of full-time faculty member engagement at the community college level, and what perceptions existed among full-time faculty members concerning conditions that encourage or discourage engagement in their work?

2. To what degree did perceptions of engagement vary among full-time faculty members in a community college based on variables such as tenure status, academic discipline, length of service, and campus location?

3. What degree of impact did faculty members' overall satisfaction with their community college and with their union have on engagement?

Description of Terms

American Association of University Professors (AAUP). The AAUP was the leading organization primarily dedicated to protecting the academic freedom of professors. AAUP was founded in 1915 after economist Edward Ross lost his job at Stanford University after disagreeing with Mrs. Stanford about views on immigrant labor and railroad monopolies. This incident prompted Arthur O. Lovejoy, a philosopher at John Hopkins, to meet with labor union leader John Dewey. In 1915, as an outgrowth of this meeting, the AAUP was born to protect the academic freedom of faculty (Pollitt & Kurland, 1998).

The AAUP operates as a national labor union with chapters throughout the United States. AAUP promotes fundamental principles of importance to faculty, such as tenure, intellectual property rights, and academic freedom. AAUP is the leading labor organization primarily dedicated to the rights of professors.

American Association of University Professors, Cuyahoga Community College Chapter (CCC-AAUP). The CCC-AAUP was recognized through a representation election in 1977 as the exclusive representative for purposes of collective bargaining with respect to wages, hours, and other terms and conditions of employment for all members of the bargaining unit at Cuyahoga Community College. A labor agreement was put in place that covered terms and conditions of employment, and a full range of contract articles such as tenure, academic freedom, wages, benefits, and grievance process. The

CCC-AAUP is a local labor union that operates as a chapter of the national AAUP (M. Boyko, personal communication, March 19, 2010).

   American Association of University Professors, Cuyahoga Community College (CCC-AAUP) mission. The CCC-AAUP is a local chapter of the national AAUP and defined its mission to be "representing the interests of our members with distinction as we advance our profession and share in the success of our institution" (American Association of University Professors, Cuyahoga Community College Chapter, October 7, 2010). This mission combined representation with advancement of the profession of teaching. The mission also confirmed that the faculty members represented by CCC-AAUP were involved with the success of the institution as active partners (M. Boyko, personal communication, March 19, 2010).

   Cuyahoga Community College (CCC) faculty. Faculty members are defined in the labor agreement between CCC and the CCC chapter of the American Association of University Professors. The members of the bargaining unit represented by the CCC-AAUP are all full-time tenured and tenure-track faculty members at CCC, including instructional faculty, counselors, and librarians (M. Boyko, personal communication, March 19, 2010).

   Cuyahoga Community College (CCC) mission. The mission of CCC is "to provide high quality, accessible and affordable educational opportunities and services, including university transfer, technical and lifelong learning programs that promote individual development and improve the overall quality of life in a multicultural community". The mission is also summarized as "where futures begin" (Cuyahoga Community College, 2009).

Employee engagement. Employee engagement is a relatively new concept. The appeal of employee engagement is found in the potential for improvement in bottom-line measures (Macey & Schneider, 2008). Engagement has been defined as "the individual's involvement and satisfaction with as well as enthusiasm for work" (Harter et al., 2002, p. 269). Employee engagement is further defined as "the extent to which employees put discretionary effort into their work, beyond the required minimum to get the job done, in the form of extra time, brain power, or energy" (Anderson, 2007, p. 38).

Gallup Workplace Audit (GWA). Employee engagement was coined by the Gallup organization, which developed a well established survey or GWA that measures employee perceptions of engagement (Little & Little, 2006). The GWA, also known as Q12, was also combined with an overall satisfaction index in surveys that studied employee engagement (Harter et al., 2002). The GWA instrument measures "issues found to be actionable at the supervisor or manager level in the company, items measuring the extent to which employees are 'engaged' in their work" (Harter et al., 2003, p. 4).

Significance of the Study

Cuyahoga Community College (CCC) was experiencing rapid growth during the 2008-2009 academic years. On a full-time equivalent basis, CCC had seen enrollment increase 12.7% from spring 2009 to spring 2010 (Cuyahoga Community College, 2010). Growth was not only in students, but in the new programs and grants that CCC and the full-time faculty represented by the CCC-AAUP were undertaking. CCC and CCC-AAUP jointly staffed a large number of governance committees to keep current commitments moving forward, in addition to new grants and program development. Existing committees that required faculty involvement included curriculum and degree

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requirements, enrollment management, technology, distance learning, health care, intellectual property board, salary grade advancement, professional improvement leave, and tenure.

The growth in the student body and programs came as the number of full-time faculty had declined but leveled off. From a high of 495 in 1978 down to 353 full-time faculty members in 2010, both the CCC administration and the CCC-AAUP recognized the essential role of full-time faculty in creating new courses and programs. The CCC-AAUP had defined its mission to be "representing the interests of our members with distinction as we advance our profession and share in the success of our institution" (American Association of University Professors, Cuyahoga Community College Chapter, October 7, 2010). The CCC-AAUP had made a conscious decision to operate as owners of the institution, moving beyond being employees of CCC. With this position came great responsibility, as there was the expectation to be engaged in all areas related to the learning process. The CCC administration and CCC-AAUP negotiated the last labor agreement using an interest-based bargaining approach based on trust that had developed around the partnership. This agreement resulted in the CCC-AAUP and CCC administration working jointly to create a new faculty evaluation system, new distance learning language, and a new academic calendar. Although this was positive, strain was beginning to surface as those faculty members who were engaged in this work also dealt with the pressure of contributing in a high growth environment. The need and value of increased engagement was recognized by the union, committed to identifying willing participants to be engaged in implementing the CCC-AAUP mission (M. Boyko, personal communication, March 19, 2010).

The residents of Cuyahoga County also benefited from increased full-time faculty engagement. Over 80% of the graduates of CCC found employment in the Northeastern Ohio area. The community was experiencing a difficult transition from manufacturing to new economy positions in health care, the environmental green movement, and service jobs in many forms. In addition, the State of Ohio had established a goal of increasing the number of college graduates in the state and was targeting community colleges to hold down cost and make the first two years of a college degree affordable. It was the full-time faculty members of CCC who were charged with creating new curriculum, updating old curriculum, and reaching out into the community to build programs that led to employment. The residents of Cuyahoga County had voted consistently by passing levies to help fund CCC, and this was an indication of the need for CCC to continue to create courses and programs that were part of the solution to the economic transition in the general area (J. Joseph-Silverstein, personal communication, February 9, 2010).

The business community also benefited from faculty engagement. Full-time faculty members were involved in assisting advisory boards within the community for degree programs that were offered through CCC. Through this involvement, full-time faculty members learned what needed to be updated in the courses and programs CCC offered. With a full course load and large classes due to enrollment growth, the academic pressures of the day made maintaining and creating advisory boards more difficult. Increased full-time faculty member engagement made remaining connected to the business community more feasible. This connection to the business community was essential for CCC to continue graduating students that remained employed in the

surrounding area as the new economy continued to develop (J. Joseph-Silverstein, personal communication, February 9, 2010).

Cuyahoga Community College had a concise phrase to describe its mission which was "where futures begin" (Cuyahoga Community College, 2009). This mission was alive and embodied in the potential of every one of the 30,300 students who attended in the fall of 2009 and was on display throughout the region in the 700,000 students who had attended CCC since its inception in 1962. The college continued to offer a full range of degree programs, career certificates, developmental interventions, and university transfer tracks that allowed the mission of futures beginning to become a reality for many who had no other viable option but CCC (J. Joseph-Silverstein, personal communication, February 9, 2010).

The passions of CCC full-time faculty members, Cuyahoga County residents, the business community, and CCC administration intersected in the form of students. Student success was the engine that drove success within CCC and in the external community. Developing an understanding of perceptions related to full-time faculty member engagement and a strategy with the potential of increasing full-time faculty member engagement at CCC was significant to advancing the success of CCC and student success in particular. CCC and the CCC-AAUP both benefited through developing a common understanding of what strategies increased engagement of full-time faculty members.

CCC administration had committed to replacing the number of retiring faculty and this kept the level of full-time faculty relatively stable for several years. Financial constraints did not allow hiring to increase the overall level of full-time faculty members, therefore the focus of this study was to understand and develop strategies to encourage

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engagement of the existing full-time faculty members within CCC. The significance of the research was found in looking and finding a competitive advantage that worked for all the stakeholders. If, as stated by Minton-Eversole (2007), "the workforce itself represents the largest reservoir of untapped potential" (para. 3), then the existing full-time faculty at Cuyahoga Community College was the reservoir of talent in which to tap. The significance of this study was found in aligning the interests of CCC, CCC-AAUP, and the community through the potential of developing strategies to increase the engagement of full-time faculty and impact student success.

<center>Process to Accomplish</center>

The Gallup Workplace Audit and an overall satisfaction index question with Cuyahoga Community College and the American Association of University Professors, CCC Chapter was extended to the entire population of 353 full-time faculty members within CCC. A license to use this instrument was secured directly from the corporate offices of Gallup. The survey also included a demographic profile for each faculty member to indicate tenure status, academic discipline, length of service, and campus location. The survey was sent to all faculty members from the off-campus office of the CCC-AAUP using Survey Monkey with encrypted technology. This approach had been used in the past to gather faculty feedback in a safe environment where the results were collected in a fashion that ensured confidentiality.

The research methodology was primarily quantitative and "used to answer questions about relationships among variables with the purpose of explaining, predicting, and controlling phenomena" (Leedy & Ormrod, 2005, p. 94). Research was also based on a fixed design approach to "social research where the design of the study is fixed before

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the main stage of data collection takes place" (Robson, 2002, p. 95). In addition, the research was a non-experimental fixed quantitative design used when "the phenomena studied are not deliberately manipulated or changed by the researcher" and "when the interest is in explaining or understanding a phenomenon" (p. 155). This research approach provided supporting evidence and identified data concerning a group of people and was used when "measurement or observations are made on a range of variables" (p. 156).

Although primarily quantitative, exploring the research questions was enhanced using a mixed-methods research design combining quantitative and qualitative to "build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomena more fully than was possible using either quantitative or qualitative methods alone" (Gay, Mills, & Airasian, 2009, p. 462). The QUAN-Qual mixed-method research design was also known as explanatory mixed-methods design where:

> . . . quantitative data are collected first and are more heavily weighted than qualitative data. In the first study or phase, the researcher formulates hypotheses, collects quantitative data, and conducts data analysis. The findings of the quantitative study determine the type of data collected in the second study or phase that includes qualitative data collection, analysis, and interpretation. The researcher can then use the qualitative analysis and interpretation to help explain or elaborate on the quantitative results. When quantitative methods are dominant, for example, researchers may enliven their quantitative findings by collecting and writing case vignettes. (p. 463)

The research methodology to answer the identified research questions within CCC supported a QUAN-Qual mixed-method research approach.

In addition to the data collected through the GWA and satisfaction index, demographic data was collected. Variations in the data based on the demographic profile were helpful in further determining which groups had the most potential of elaborating on the quantitative data. Specific examples and illustrations of what had led to a question being answered higher or lower on the GWA were explored further. This qualitative follow-up had the potential of further answering the research questions. The qualitative data aided in understanding the data more deeply, developing more specific implementation strategies, and identifying the strategies that had the potential to increase faculty engagement within CCC.

The collected GWA survey data from the full-time faculty members at CCC were used to determine the level of engagement against the database of responses from the Gallup Organization. The GWA was extensively validated, including a meta-analysis demonstrating the impact of the engagement scores on desired organizational outcomes (Harter et al., 2002). The 12 questions that comprise the GWA were statistically developed and represented "actionable questions, not emotional outcome questions" (Buckingham & Coffman, 1999, p. 254). The responses to each question helped in uncovering a strategy that had the potential of increasing faculty member engagement within CCC and CCC-AAUP.

The demographic data were used to identify variations in the level of engagement by tenure status, academic discipline, length of service, and campus location. An analysis of GWA responses using the demographic profile allowed the data to be analyzed to

understand engagement within the CCC environment. This understanding provided a focus as to which qualitative follow-up offered the greatest opportunity to learn more about engagement within CCC. Within a single GWA question, when high and low scores were found, then understanding the specifics about why the scores differed was an important extension of the quantitative research.

Researchers at Gallup had conducted thousands of qualitative focus groups across many industries. Gallup researchers had assessed engagement and management practices based on quantitative and qualitative studies. The GWA not only included 12 carefully constructed questions, but also an overall satisfaction question number 13 (Buckingham & Coffman, 1999). The overall satisfaction question reflected a faculty member's satisfaction with CCC. After conversations with Gallup, they supported a question 14, which reflected faculty satisfaction with the AAUP. Data developed on an overall satisfaction scale were included in the statistical foundation for the GWA and provided further insight into engagement within CCC, including a connection to the unionized environment through a question related to overall satisfaction with the CCC-AAUP.

The first research question was answered through QUAN-Qual analysis of the 12 questions contained within the Gallup Workplace Audit (GWA), also known as Q12. All 353 current full-time faculty members at Cuyahoga Community College were invited to participate in the survey. The responses to each question were based on a Likert one to five agreement scale ranging from one (strongly disagree) to five (strongly agree). The survey was administered using Survey Monkey from the off-campus computer and office of the union (CCC-AAUP). The CCC-AAUP had used Survey Monkey for several years and used encrypted technology and an off-campus collection point for confidentiality of

the results. The survey was piloted with the 14 faculty members who made up the AAUP executive committee. These 14 were composed of four elected faculty members from each of the three campuses of CCC and two college-wide elected positions. This pilot was conducted to test for process and collection integrity. An electronic cover letter accompanied the full survey. This letter contained Institutional Review Board (IRB) informed consent and explained the purpose of the study. The support of the CCC-AAUP and the CCC administration were also included in the cover letter.

Results obtained to answer the first research question were compared to the results of the Gallup meta-analysis. "A meta-analysis eliminates biases and provides an estimate of true validity or true relationship between two or more variables" (Buckingham & Coffman, 1999, p. 256). A total of 28 studies were conducted by Gallup and in each study one or more of the 12 survey questions were used and data were correlated with business unit outcomes. Business unit outcomes were customer satisfaction/loyalty, profitability, productivity, and turnover. The unit of analysis was the business unit and in this study the business unit was a community college. Correlations were calculated for each organization in the study and "researchers then calculated mean validities, standard deviations of validities, and validity generalization statistics for each item for each of the four business unit outcome measures" (p. 257).

CCC full-time faculty member results allowed comparison to Gallup data. The current level of faculty member engagement was analyzed based on the 12 survey questions that were correlated by Gallup to business unit level outcomes and conditions that encourage or discourage engagement. The 12-question survey (GWA) measured "issues found to be actionable at the supervisor or manager level in the company, items

measuring the extent to which employees are 'engaged' in their work" (Harter et al.,

2003, p. 4). Each question was analyzed using CCC full-time faculty data and the rich

research background provided by the Gallup meta-analysis. Calculations compared the

means of CCC data to the Gallup database to determine percentile rankings. The data

were critical in understanding the existing level of CCC faculty member engagement and

statistical perceptions of CCC faculty members compared to the Gallup data.

The second research question was also answered through QUAN-Qual research

methodology. A demographic profile was an integral component of the GWA/Q12

survey. Each faculty member identified their tenure status, primary academic discipline,

years of service in a five-year time-frame, and campus location. The GWA/Q12 offered

the statistically sound survey instrument to study perceptions and conditions of

engagement required to answer research question number two. A MANOVA was

conducted to determine if a significant difference existed between means in the CCC

demographic profile and effect size was determined. Once a significant difference was

identified, post-hoc independent *t*-tests were calculated to find the origin of the

differences.

The qualitative component of the QUAN-Qual research was based on the use of

focus groups. Structured questions were used with groups of full-time faculty members

identified through the quantitative analysis of the demographic profile of survey results in

addition to the analysis of the overall survey results in question one. Groups were

identified for focus group follow-up based on the results of the quantitative research. This

approach allowed for confidentiality by randomly offering faculty members in a certain

demographic category an opportunity for focus group follow-up using IRB protocol.

Focus groups were used with "several individuals who can contribute to your understanding of your research problem" (Gay et al., 2009, p. 372). In addition: "Focus groups are particularly useful when the interaction between individuals will lead to a shared understanding of the questions posed by a teacher researcher" (p. 372).

The use of focus groups in the qualitative follow-up research also provided triangulation. As Gay et al., (2009) stated:

> Triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross-check information. The strength of qualitative research lies in collecting information in many ways, rather than relying solely on one, and often two or more methods can be used in such a way that the strength of one compensates for the weakness of another. (p. 377)

The use of focus groups facilitated triangulation, combining qualitative follow-up to quantitative insights, and a more complete picture of faculty perceptions of engagement. Strategies with the potential of increasing full-time faculty member engagement were identified though focus group follow-up to the quantitative analysis. Collecting the overall GWA/Q12 data, including the demographic profile of tenure status, academic discipline, length of service, and campus location, allowed for variations of engagement among full-time faculty members at CCC to be researched through the combination of quantitative and qualitative research founded in QUAN-Qual mixed-method research methodology.

Research question number three was answered by the data collected through the GWA/Q12 that included question number 13 related to satisfaction with CCC. Gallup

gave approval for a question14 to be included regarding satisfaction with CCC-AAUP. The question related to satisfaction was contained in the Gallup meta-analysis. The 28 studies conducted by Gallup in their meta-analysis included a question related to satisfaction with a particular organization or business unit. Organizations or business units contained in the statistical analysis conducted by Gallup included retail, financial, health care, and education (Buckingham & Coffman, 1999).

"A meta-analysis eliminates biases and provides an estimate of true validity or true relationship between two or more variables" (Buckingham & Coffman, 1999, p. 256). A meta-analysis also "provides a method by which researchers can ascertain whether validities and relationships generalize across various situations (e.g. across firms or geographical locations)" (p. 256). Generalization "refers to the extent to which the findings of the enquiry are more generally applicable outside the specifics of the situation studied" (Robson, 2002, p. 93). Gallup found through their meta-analysis that overall satisfaction generalized across organizations by impacting business-unit level outcomes.

The CCC faculty responses about satisfaction with CCC and CCC-AAUP, collected in connection with the GWA/Q12, provided the data to answer research question three. The quantitative analysis included correlational research which involved "collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables" (Gay et al., 2009, p. 196). Correlational research required a statistically sound instrument for the variables being studied. If the instruments were not statistically sound, the correlation coefficients would not accurately reflect the degree of relationship between the variables (Gay al.).   The impact that a faculty member's overall satisfaction with CCC had on perceptions of engagement was

determined. In addition, the impact that faculty members satisfaction with their union

(CCC-AAUP) had on perceptions of engagement was also answered in research question

three.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter examines the literature related to understanding employee

engagement and the impact employee engagement has concerning organizational

performance. An examination of definitions as to what is meant by engagement will be

the starting point. After a review of definitions, a review of constraints associated with

the concept of engagement is presented followed by a review of literature related to the

organizational benefits of advancing employee engagement. Increased engagement has

proven to give companies a competitive advantage through higher productivity and lower

employee turnover (Vance, 2006). Case studies of organizations that have implemented

strategies to determine a level of engagement, strategies to increase engagement and the

resulting organizational impact will also be reviewed.

Understanding and applying the construct of engagement as a strategy to improve

organizational performance is essential to answering the research questions. The

importance of the topic of engagement was well represented in the statement: "The

challenge today is not just retaining people, but fully engaging them, capturing their

minds and hearts at each stage of their work lives. This leads to increased productivity,

higher customer satisfaction, and greater profits" (Kaye & Jordan-Evans, 2003, p. 11).

The topic of employee engagement was relatively new and the concept has been

marketed by a wide variety of human resource consulting firms. These firms offered

consulting advice on how to measure and leverage engagement in an organization. The claim that employee engagement improved organizational performance was attractive to leadership (Macey & Schneider, 2008). The Gallup organization's research on engagement will be covered heavily in this chapter. Gallup had extensively researched the topic of engagement, including the development of survey instruments. A Gallup survey instrument was used in this research and a review of the research related to this particular survey will be covered. In addition, the research that supports the impact of the survey results on organizational performance will be reviewed. A firm understanding of the research foundation developed by Gallup is essential to interpreting the results in this research study. Research data in this study was gathered using a Gallup survey and analyzed within a community college to apply engagement understanding and strategies to answer research questions. Through developing a general understanding of the construct of engagement, including constraints, potential benefits, and case studies, a platform of engagement understanding will be presented. This platform will allow the Gallup research to be placed into context and build a foundation for the Gallup survey and methodology critical to answering the research questions.

<div align="center">Definitions of Engagement</div>

The term employee engagement was coined by the Gallup Organization after 25 years of research and organizational surveying (Little & Little, 2006). Definitions of engagement have included the measurable impact that engagement has on organizational performance. Harter, Schmidt, and Hayes (2002) defined employee engagement as "the individual's involvement and satisfaction with as well as enthusiasm for work" (p. 269). Engagement had also been described in terms of engaged employees who used "their

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natural talents, they provide an instant, and constant, competitive edge. They build a new value: emotionally driven connections between employees and customers" (Coffman & Gonzalez-Molina, 2002, p. 5). Engagement represented alignment between the individual and the organization; the individual was actively connected to the marketplace and sought to make a contribution (Haudan & MacLean, 2001). Engagement has also been defined as an individual willing to be held accountable and personally responsible for job performance (Britt, 2003). The combination of empowerment and shared ownership, both required, has also been used to describe engagement (Piersol, 2007).

Employee engagement has been broken into related components: cognitive, emotional, and behavioral. Cognitive engagement referred to employees beliefs about the organization and leadership. Emotional engagement concerned how employees felt about aspects of engagement, including positive or negative attitudes an employee may have for the organization or its leaders. Behavioral engagement was considered value added and consists of the discretionary effort engaged employees bring to the workplace in the form of extra time and brainpower. The link between engagement and performance was most commonly connected with behavioral engagement that changed effort and focus and produced a result (Konrad, 2006).

Engagement has also been defined in terms of the heart and passionately committed people with . . . "strong psychological, social, and intellectual connections to their work, your organization, and its goals" (Gubman, 2003, p. 3). Employees, who were captivated, working from their heart to better the organization, have also been used to define engaged employees; employees who drove sustained performance without reliance on the time clock due to their engaged hearts (Haudan & MacLean, 2001). Christian

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based institutions defined engagement in terms of those who hold true to the mission and engage the world through their work to impact the culture for Jesus Christ (Huyser, 2004).

Understanding the definition of engagement included understanding disengagement or lack of engagement. The negative impact of employee disengagement was a concern for employers compared to the benefit of engagement (Laff, 2007). Not-engaged employees put in time at work, but not energy or passion. Actively disengaged employees acted out of unhappiness to undermine what engaged workers accomplished (Crabtree, 2004). If important outcomes such as customer loyalty, productivity, and profitability have been connected with levels of employee engagement, then it stands to reason that decreasing engagement or disengagement were of great concern to an organization (Harter et al., 2002). Haudan and MacLean (2001) refer to a "disengagement canyon" (p.259). The disengagement canyon represented the gulf between the organization and those disengaged, who do not connect with the mission and strategic direction of the organization and made little real contribution.

Gallup has incorporated a definition of engagement into the three levels of employees in an organization; the engaged, not-engaged, and actively disengaged. An engaged employee worked with passion and was connected to the organization, driving innovation and progress. A not-engaged employee was present in body only, sleepwalking and putting in time, but not energy or passion. An actively disengaged employee moved past apathy and acted out their unhappiness. Actively disengaged employees worked to undermine what their engaged coworkers had created (Crabtree, 2004). In essence the not-engaged employees did not actively seek to make a

contribution, while the actively disengaged put effort into working against those who were building the organization.

Engagement also had practical applications and potential as organizations defined engagement as a starting point in developing a strategy for organizational advancement. Caterpillar Corporation leadership defined engagement in terms of commitment by an employee that results in increased work effort and retention. Dell Incorporated leadership spoke in terms of winning over the hearts and minds of employees that resulted in extraordinary effort (Vance, 2006). The former CEO of General Electric, Jack Welch spoke of engagement as a business measure and rated employee engagement as number one, with customer satisfaction and cash flow a number two and three (Welch & Welch, 2006). Many organizations have moved past defining engagement and have implemented a strategy to increase organizational performance through increasing employee engagement.

Employee Engagement Construct Constraints

A construct cannot be observed directly, but was used to explain a behavior. A measurable construct must be defined in terms of a process that can be measured and observed (Gay, et al., 2009). A construct had also been defined as "a concept that has been deliberately created or adopted for a scientific purpose" (Schmitt & Klimoski, 1991, p. 18). Giving a name to a collection of survey data did not create a construct; a construct must be validated by comparing the construct to similar and different constructs in predictable ways (Little & Little, 2006). Engagement as a construct has been shown to have a statistical relationship with profitability, productivity, employee retention, and customer satisfaction (Coffman & Gonzalez-Molina, 2002).

The relationship between the construct of engagement and positive organizational outcomes was compelling and will be explored further. At this point, however, a review of limitations and problems associated with the construct of engagement will provide a more realistic perspective concerning the construct of engagement. The first constraint associated with engagement related to the level of analysis that the construct represents. Most conclude that engagement was a group level construct. If engagement was a group level construct, then the research methods related to the construct and group level results are more complex (Dansereau & Alutto, & Yammarino, 1984). Gallup researchers, for example, have made the argument that engagement was related to group level outcomes such as profitability and productivity in a statistically significant way. Gallup has devoted significant organizational focus and resources to demonstrating that engagement statistically related to group level outcomes. Although the research was complex, a summary of this research will be addressed.

Another difficulty with the construct of engagement was based upon connection and confusion found in the close relationship between engagement and associated concepts such as satisfaction. Engagement was above and beyond simple satisfaction; however the similarity found between engagement and satisfaction surveys has been a source of confusion. Satisfaction surveys have been seen as identifying conditions that supported engagement (Macey & Schneider, 2008). Job satisfaction has been related to measurable attitudes and behaviors such as organizational citizenship behaviors and mental health (Kreitner & Kinicki, 2004). Satisfaction was not the same as engagement, but must be clearly separated in research. Satisfaction can be associated with positive

affective states, and in this sense, was a facet or component of engagement (Macey & Schneider, 2008).

Engagement as a construct could also be confused with organizational commitment. Commitment was regarded as a state of attachment that existed between an organization and an individual (Meyer, Becker, & Vandenberghe, 2004). Organizational commitment was also defined as the degree an individual connected with an organization and was committed to its goals (Dessler, 1999). Commitment must be regarded as a facet or component of engagement, but not the same or interchangeable with engagement (Macey & Schneider, 2008). Commitment as well as other terms such as job involvement and empowerment must be seen as related to or a facet of employee engagement. The research and measurement of terms such as commitment were supportive of, but separate from, the construct of engagement (Macey & Schneider). The research associated between engagement and group level outcomes must be based on engagement and not facets that support engagement such as satisfaction and commitment.

Lastly, in a practical sense, employee engagement was viewed as another Human Resource fad or program. This can lead to organizational cynicism within the organization. Engagement and resulting strategies to increase engagement and performance must overcome this cynicism and become part of an ongoing process and company culture. If perceived as a project or another Human Resource initiative, engagement strategies will not be taken seriously and will have little chance of producing sustained organizational improvement. Leadership was required to break through cynicism and pursue the value of increased engagement (Catteeuw, Flynn, & Vonderhorst, 2007).

Why the Interest in Engagement?

Organizational researchers recognized that an organization cannot exist and be based only on contractual relationships with employees. Most organizations desired to connect the employer and employee together through relationships. This connection supported alignment of the interests of individuals with the interests of the organization. If this alignment existed, then employees were more likely to act and behave in ways consistent with the objectives of the organization (Masson, Royal, Agnew, & Fine, 2008). The construct of engagement was consistent with alignment of interests and relationships rather than contractual compliance.

The engagement construct had raised the possibility that cooperation of employees could move an organization to the next level. This possibility was all the more important when organizations were facing growing competitive pressures and escalating changes (Masson et al., 2008). Engagement involved going beyond typical performance and held the promise of increasing productivity and performance. Organizations were forced to do more with less, and this made the discretionary effort and contribution of engaged employees all the more important. Engagement was most sought after in competitive environments with great pressure to raise performance and productivity (Macey & Schneider, 2008). Coffman and Gonzalez-Molina (2002) described the process of organizational advancement and growth:

> By recognizing and unleashing the innate abilities of employees and matching their gifts to the positions that will best take advantage of them, thus making them even stronger, great organizations look inward in order to move forward. This engagement becomes the key factor that drives sustainable growth. (p. 27)

Many organizations identified with the need to do more with less in a competitive environment and engaged employees offered a valuable resource to pursue.

In fast paced environments that are running lean, precise roles and responsibilities were becoming harder to define. Employees were faced with ambiguous decision making environments and less defined roles for themselves and others. Organizations had relied on employees taking action consistent with the organizations culture, values, and objectives. The rapid pace of change placed a strain on individual roles and required motivated employees to continue to act consistent with the goals of the organization (Masson et al., 2008). Macey and Schnieder (2008) indicated that the demands of change required higher levels of behavioral engagement from those in the organization. A behavioral understanding of engagement allowed individuals to provide personal initiative and to proactively adapt with the organization, while being involved with necessary changes.

Leaders in companies were realizing that to succeed in a competitive world, they needed to look at employees as a major asset essential to initiating required changes. Without active engagement of all employees, required competitive changes had little chance of success. For critical changes to not lose momentum, organizations needed engaged employees. A strong correlation existed between employee engagement and desired organizational outcomes critical for success (Lucey, Bateman, & Hines, 2005).

At an individual level, engagement was an important component in career management. At one time, careers advanced over a period of time through a hierarchy of positions in a single organization. Today, more individuals were stringing together a series of positions across organizations to define their own careers. Individuals were

looking for work environments where they could be engaged in meaningful and challenging contributions. The hierarchical career plan within a single organization was being replaced with a series of challenging assignments where an engaged worker could contribute to something larger than themselves. Engagement was also an important component in retention of talent necessary to drive organizational success (Masson et al., 2008).

Leaders also had the potential of impacting the levels of employee engagement. The engagement levels of the leaders themselves had a strong impact on the engagement levels of others. Leaders were also able to identify performance objectives that required employee engagement and made improvements to conditions that increased the level of engagement. In essence, leaders had the potential of increasing employee engagement as a strategy to increase organizational effectiveness (Romanou et al., 2010). If employee engagement strategies used by leaders were seen as manipulation rather than a genuine desire to increase employee contribution, then the long term gains resulting from employee engagement did not sustain (Welbourne, 2007).

Benefits and Value of Increasing Engagement

The benefit and value of engagement was found in the connection between increasing engagement and group level or organizational outcomes. A variety of examples demonstrated this value. The United States Postal Service (USPS) had a process to improve productivity through increasing employee engagement. Engagement levels were identified and leaders in the USPS were trained to focus on aspects of motivation designed to increase engagement. Leaders were expected to inspire others, demonstrate appreciation, encourage open communication, and provide feedback to

others indicating that their work is significant. The USPS had a productivity score that had been on a positive trend even during difficult times of transition and a positive trend in measured engagement levels of employees was given as the reason for this productivity gain. The USPS had a positive trend in employee engagement measured through a five year Voice of the Employee survey. The USPS had also developed an executive competency model to reinforce leadership's role in creating conditions that encourage increasing levels of employee engagement, with the promise of continued increasing productivity (Endres & Mancheno-Smoak, 2008).

Johnson and Johnson Pharmaceutical Research & Development (J&J PRD) was another example of an organization confronting challenges and increasing performance through a focus on employee engagement. J&J PRD employed 3,500 professionals across nine sites in Europe and The United States and was responsible for research discovery through drug development in a variety of therapeutic areas. The pharmaceutical industry was facing pricing and regulatory challenges on a worldwide basis. Research and Development (R&D) was a major investment for a company such as J&J PRD and the company had placed an increased focus on productivity improvement and an increase in innovation per dollar in R&D investments. J&J PRD leadership had also made commitments that included the delivery of innovative drugs to the market based on unmet medical needs. Leadership at J&J PRD concluded that an enhanced culture of innovation was needed in the organization, and this culture was not achievable without an engaged workforce (Catteeuw et al., 2007).

Johnson and Johnson (J&J) approached engagement in a systematic fashion, based on a process, including insights gained from data generated through their own

internal survey. J&J developed a focus on the quiet majority of employees. This quiet majority was identified as essential for the success of the organization and for improvements to be realized. The goal was to develop strategies to more fully engage the workforce and bring forward more passion, which would lead to greater productivity and performance. Consultants were also utilized and survey data analyzed which allowed J&J to identify factors that influenced perceptions of innovation. The conclusion drawn was that perceptions of innovation were primarily impacted by the degree that employees felt valued by leadership. Employees that felt valued by leadership had a greater sense of customer service, which is a critical element of innovation. J&J had invested in leadership development strategies; leadership created the connection and raised the engagement level of employees, including the quiet majority (Corace, 2007).

The Campbell Soup Company faced tough times in 2001. Sales of this iconic brand were slumping and new product innovation was lacking. Employee morale was also at a low point. Leadership at Campbell launched a first ever employee engagement survey with the goal of understanding how connected workers were with the company. Leaders also wanted to learn how to develop a strategy to help workers feel more connected to the organization. Campbell leadership identified a key objective; develop a strategy and leadership process to increase employee connectedness and engagement. The rate or ratio of engaged to disengaged employees had changed from two to one in 2003 to 23 to one in 2010. The improved performance of Campbell Soup correlated with the improvement in the number of employees who felt connected or engaged (Rivenbark, 2010).

Eaton Corporation had surveyed employees concerning engagement. The leadership at Eaton focused on helping employees develop an attitude of ownership in the business. Managers were measured concerning the engagement level of their employees and were required to develop strategies to improve employee engagement. The survey results had confirmed that employee engagement indexes had improved dramatically. Understanding work behaviors that drove engagement and resulting performance remained a tool for operational improvement at Eaton (Teresko, 2004).

The United States Postal Service, Johnson and Johnson Pharmaceutical Research and Development, Johnson and Johnson, Campbell Soup, and Eaton were examples of organizations that identified increasing employee engagement as a strategy to increase performance. These organizations moved past identifying and measuring engagement levels and into a strategy to increase the level of engagement. Simply measuring engagement would not increase engagement. Work system enhancement and leadership development was required to advance high levels of employee engagement. Leaders must be skilled at managing group dynamics and applying strategy to increase the level of engagement (McManus, 2007). Both USPS and J&J saw engagement as a process and work system that required leadership and organizational development to achieve desired improvement.

Leaders in organizations seeking to increase the level of employee engagement needed to help employees make the connections between their efforts and the success of the organization. Leaders needed to recognize and reward employees who were dedicated to consistently engage and make a contribution. Employees needed to feel that they were

valued partners. Employees also needed to be congratulated and recognized for their contribution, including fair compensation and benefits (Piersol, 2007).

<center>Employee Engagement at the Organizational Level</center>

Much of the interest surrounding the study of the construct of engagement was not found at an individual level, but rather at an organizational level. From a practical standpoint, an organizational level was a better barometer of success than at an individual level. Metrics used by managers and leaders were typically at a group, work unit or organizational level. The practical focus of engagement has been on improving outcomes at the group level. Outcomes such as sales, customer satisfaction and return on investment were at the level of a group or organization and not at an individual level. Understanding engagement and the connection to performance required more complexity than analyzing individual data regarding engagement (Pugh & Dietz, 2008).

Organizations that connected employees to the overall purpose of the institution stood to benefit through increased engagement. An example to illustrate this point was found in Becton, Dickinson and Company (BD&C), one of the most established companies in the medical device industry. BD&C regarded the purpose of work as maximizing the potential of the individual while advancing the organization, all with the goal of reaching business goals and improving the human condition. Greater organizational accomplishment was achieved through personal fulfillment in one's work. BD&C had countless examples of engaged individuals pursing their passions in the spirit of advancing the mission of the organization. Philanthropy and volunteerism of engaged employees went hand in hand with creating new approaches to advance the business

objectives. The organizational level of contribution was the focus, but with a foundational focus of engaging employees to pursue their careers with passion (Cohen, 2008).

Many leaders were searching for methods and strategies to improve organizational performance. The connection between organizational performance and employee engagement was of great interest to leaders in organizations. The hope was that engaged employees that knew how to help a company succeed would do so to the benefit of organizational performance. The current interest was found in the prospect of group or organizational level improvement. If improving or changing conditions for employees changed a level of engagement, and this resulted in improving performance metrics at the organizational level, then strategies to increase engagement were of interest to leaders. It is this very prospect, improving organizational performance through increasing employee engagement, which drove the increasing interest in the construct of engagement (Gebauer & Lowman, 2009).

Outcomes such as customer loyalty, profitability, and productivity were usually reported at a business-unit level. Studying this data at an aggregate business-unit or organizational level is critical because the data provided opportunities to understand the links between individual employee data and business-unit or organizational outcomes, such as profitability and productivity. The researchers at Gallup have invested many years and significant resources to statistically understand the linkage between individual level engagement and business-unit or organizational outcomes (Harter et al., 2002).

The Gallup Engagement Survey/Gallup Workplace Audit

The Gallup Workplace Audit (GWA) was composed of 12 items or questions that measured perceptions that employees held relative to perceptions of work characteristics.

In addition, an overall satisfaction item was contained in the survey. These 13 questions in the survey instrument measured employee perceptions of the work environment. The GWA was based on scientific studies of employee satisfaction and engagement that are influenced by a manager in the work environment, at a business-unit or work group level. Although more common to study employee data concerning attitudes at work at the individual level, the GWA looks at the group level, which tends to be of interest to leaders in organizations (Harter et al., 2002).

The actual items that make up the 13 questions in the GWA were:

00. Overall Satisfaction- how satisfied are you with (Name of Company) as a place to work?

1. I know what is expected of me at work.

2. I have the materials and equipment I need to do my work right.

3. At work, I have the opportunity to do what I do best every day.

4. In the last seven days, I have received recognition or praise for doing good work.

5. My supervisor, or someone at work, seems to care about me as a person.

6. There is someone at work who encourages my development.

7. At work, my opinions seem to count.

8. The mission/purpose of my company makes me feel my job is important.

9. My associates (fellow employees) are committed to doing quality work.

10. I have a best friend at work.

11. In the last six months, someone at work has talked to me about my progress.

12. This last year, I have had opportunities at work to learn and grow.

(Harter et al., 2002, p. 269).

The questions in the GWA were designed to measure work issues that a supervisor or manager can influence. The word supervisor was used in only one question, based on the reality that various people in the workplace can influence an individual (Harter, et al., 2003).

The following is a brief overview of the relevant background for the 13 questions contained in the GWA:

00. *Overall Satisfaction*. Measured an overall attitudinal outcome, which was satisfaction with one's company.

01. *Expectations*. Employees needed to have definition and clarification concerning what needs to be achieved based on the goals of a business-unit or company.

02. *Materials and Equipment.* Demonstrating to employees that the company supported them and that the work they do was valued by providing necessary materials and equipment. Helping employees see how requests for materials and equipment related to outcomes.

03. *Opportunity to do what I do best.* Good managers helped employees move into roles that allowed natural abilities to flourish.

04. *Recognition for good work.* A challenge of management was to understand how to fine-tune recognition based on individual needs and also how to base recognition on real performance with appropriate frequency.

05. *Someone at work cares about me.* The best managers saw employees as individuals with unique needs. Good managers also worked to find the connection between individual needs and the needs of the organization.

06. *Encourages my development.* Managers that coached employees and helped them develop by providing opportunities for better using strengths influenced how employees view the future.

07. *Opinions count.* Better decisions were made if employees were solicited for input and then their input was put to use. Employees also felt a greater sense of ownership if involved in the decision making process.

08. *Mission/Purpose.* The best managers helped employees see the purpose of their work in light of purpose of the organization, connecting people with the value of their contribution to organizational outcomes.

09. *Associates committed to quality.* Great managers selected great people and then provided common goals and quality metrics; all while providing opportunities for interaction.

10. *Best friend.* Secure competent managers valued close trusting relationships at work. Employees were encouraged to be relational, which builds trust and communication.

11. *Progress.* The best managers gave and received feedback productively. Employees received feedback on work goals and managers learned from the interaction with employees.

12. *Learn and grow.* Employees needed to know they were making progress and had

chances to improve. Training was carefully selected to benefit both the individual

and the organization (Harter et al., 2003 p. 6-8).

<div align="center">The GWA Meta-analysis</div>

A meta-analysis is a powerful statistical tool that was the basis of development for

the GWA and was defined by Buckingham and Coffman (1999) as:

. . . a statistical integration of data accumulated across many different

studies. As such, it provides uniquely powerful information, because it controls

for measurement and sampling errors and other idiosyncrasies that distort the

results of individual studies. A meta-analysis eliminates biases and provides an

estimate of true validity or true relationship between two or more variables.

Statistics typically calculated during meta-analyses also allow the researcher to

explore the presence, or lack thereof, of moderators of relationships. Meta-

analysis, however, allows the researcher to estimate the mean relationship

between variables and make corrections for artifactual sources of variation in

findings across studies. It provides a method by which researchers can ascertain

whether validities and relationships generalize across situations (e.g., across firms

or geographical locations). (p. 256)

The conclusions of the meta-analysis conducted in the development of the GWA, as it

related to how the 13 survey questions statistically related to group level outcomes, were

of particular importance to the research questions.

The Gallup database included 107 studies for 82 independent companies. In each

GWA, one or more of the GWA survey questions were used and aggregated at the

business-unit level and then correlated with aggregate business unit measures. The unit of analysis was the business-unit and not at the level of an individual employee; these business-unit performance measures included:

- Customer satisfaction/loyalty

- Profitability

- Productivity

- Turnover

The data collected was correlated with these business-unit measures using Pearson correlations, examining the relationship between the employee perceptions captured with the survey questions and the business-unit outcomes above (Harter et al., 2003). Gallup researchers . . ."calculated mean validities, standard deviations of validities, and validity generalization statistics for each of the five business-unit outcome measures" (p. 12).

Regarding the business-unit level performance measure of customer satisfaction/loyalty, studies involving 33 companies examined the correlation between GWA scores and customer perceptions, which included scores such as patient satisfaction, customer satisfaction indexes and student rating of teachers. Concerning profitability, studies involving 44 companies examined the correlation between GWA scores and profit as a percentage of revenue or sales. The business-unit level performance measure of productivity was examined using studies involving 50 companies looking as such indexes as revenue-per-person or revenue-per-patient. Turnover, the annualized percentage of employee turnover, was examined by studying the correlation between turnover data and GWA scores involving 38 companies (Harter et al., 2003).

The updated meta-analysis included all available data from all Gallup studies, involving 410,225 independent employee responses to surveys from 13,751 independent business-units in 82 companies. Of the 82 companies, 17% were financial, 12% manufacturing, 26% were retail, 34% were service oriented, which included education, hotels and government, and 6% were in transportation. The remaining five percent were made up of one company in consumer protection, one in materials and construction, one in real estate, and one in telecommunications (Harter et al., 2003).

GWA Meta-analysis results

Gallup researchers concluded at the end of their studies that employee engagement was in fact related to meaningful outcomes at a business-unit level. Gallup researchers also concluded that the relationship between engagement and business-unit level outcomes was important to organizations in general because correlations generalized across companies (Harter et al., 2002). The 2003 updated meta-analysis provided cross-validation to the prior meta-analyses conducted using the GWA. These studies of the relationship between individual scores on the GWA and business-unit level outcomes have added to the evidence of the relationship between the GWA and business-unit results (Harter et al., 2003). "The authors conclude from this study, as with prior Gallup studies, that employee perceptions, as measured by GWA items, relate to meaningful business outcomes, and that these relationships can be generalized across companies" (p. 47).

Gallup researchers had drawn the conclusion that a relationship between engagement, as measured by the GWA, and business-unit level outcomes existed. Buckingham & Coffman (1999) have presented a summary of the relationship between

each GWA question and the particular business-unit performance measure that was

generalized across organizations:

Items with Meta-analytic r's That Are Generalizable Across Organizations				
Core item	Customer	Profitability	Productivity	Turnover
Overall Satisfaction		X	X	X
Know what is expected	X	X	X	X
Materials/equipment			X	X
Opportunity to do what I do best	X	X		X
Recognition/praise	X	X	X	
Cares about me	X	X	X	X
Encourages development		X	X	
Opinions count		X	X	
Mission/purpose			X	
Committed-quality		X	X	
Best friend	X		X	
Talked about progress	X		X	
Opportunities to learn and grow		X		

Note. From *First, Break All the Rules* (p. 265), by M. Buckingham and C. Coffman, 1999, New York: Simon & Schuster. Copyright 1999 by the Gallup Organization. Reprinted with permission.

This relationship between GWA questions and business-unit performance measures …

"provides a summary of the items that had positive 90 percent credibility values and in

which over 70% of the variance in validities was accounted for" (p. 265). Using this

criterion, six GWA questions were a fit for customer satisfaction/loyalty, nine for profitability, 11 for productivity, and five GWA questions were generalized across organizations related to turnover.

In 2009, researchers at Gallup released the results of their latest updated meta-analysis. The results of this study confirmed what was learned from prior meta-analysis's, indicating that employee engagement was related to performance outcomes. Researchers concluded that:

> The relationship between engagement and performance at the business/work unit
> level is substantial and highly generalizable across organizations. This means that
> practitioners can apply the Q12 measure in a variety of situations with confidence
> that the measure captures important performance-related information. (Harter,
> Schmidt, Killham, & Agrawal, 2009, p. 3)

Conclusion

The GWA measured the construct of engagement at the level of a supervisor and a manager concerning issues that require action at that level (Harter et al., 2003). The GWA questions also measured the construct of engagement correlated to a business-unit level of impact. Using engagement at the organization or business-unit level required more than aggregating individual-level responses and studies (Pugh & Dietz, 2008). The researchers at Gallup had concluded that employee engagement was related to tangible business-unit level outcomes with correlations that generalized across a wide array of organizations. This conclusion by Gallup researchers was important to many organizations that sought to improve business-unit level outcomes through understanding engagement in their organizations and developing a strategy to improve engagement

levels (Harter et al., 2002). As stated by Vance (2006), "Engaged employees can help your organization achieve its mission, execute its strategy and generate important business results" (p. 28).

The research questions contained in this study required understanding the level of full-time faculty member engagement at a community college through application of the GWA. The GWA results also allowed for increased understanding of engagement at the community college level concerning outcomes, which the GWA had shown to correlate to outcomes such as customer satisfaction, profitability, productivity and turnover. Focus group follow-up allowed for discussion of relevant outcomes within the community college. A demographic panel of full-time faculty members allowed for further understanding of engagement, factoring in items such as academic discipline, tenure status, years of service and campus location. Focus groups were used to further explore engagement in the community college. Focus groups were selected based on GWA/Q12 results that indicated areas of significance and interest. Organizations, including community colleges, were seeking improved performance. Increasing the level of engagement at the community college was consistent with the business-unit level of impact that can be explored through the use of the GWA and of interest in support of this research.

CHAPTER III

METHODOLOGY

Introduction

Motivating full-time faculty members to become more engaged in the extensive challenges and opportunities community colleges faced was an essential component of success and effectiveness as the role of community colleges continued to expand with concomitant resource constraints. The purpose of this study was to research full-time faculty member engagement within a single community college. Understanding and identifying strategies with the potential of increasing full-time faculty member engagement was a desirable and potentially critical ingredient in the ongoing success of community colleges. This study was guided by the following research questions:

1. What was the current level of full-time faculty member engagement at the community college level, and what perceptions existed among full-time faculty members concerning conditions that encourage or discourage engagement in their work?

2. To what degree did perceptions of engagement vary among full-time faculty members in a community college based on variables such as tenure status, academic discipline, length of service, and campus location?

3. What degree of impact did faculty members' overall satisfaction with their community college and with their union have on engagement?

Research Design

This study was conducted using a mixed-methods research methodology. Elements of both quantitative and qualitative research approaches are often combined in "what is sometimes called a mixed methods design" (Leedy & Ormrod, 2005, p. 97). The research methodology was primarily quantitative and "used to answer questions about relationships among variables with the purpose of explaining, predicting, and controlling phenomena" (p. 94). Research was also based on a fixed design approach to "social research where the design of the study is fixed before the main stage of data collection takes place" (Robson, 2002, p. 95). In addition, the research was a non-experimental fixed quantitative design used when "the phenomena studied are not deliberately manipulated or changed by the researcher" and "when the interest is in explaining or understanding a phenomenon" (p. 155). This research approach provided supporting evidence and identified data concerning a group of people and was used when "measurement or observations are made on a range of variables" (p. 156).

The study was based on a mixed methods research design that was primarily quantitative, but enhanced using qualitative follow-up. This design was also referred to as a QUAN-Qual explanatory mixed methods design where "quantitative data are collected first and are more heavily weighted than qualitative data" (Gay et al., 2009, p. 463). Analysis of the research questions was enhanced using a mixed-methods research design, combining quantitative and qualitative approaches, to "build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomena more fully than was possible using either quantitative or qualitative methods alone" (p. 462).

Quantitative data was collected through a Gallup Workplace Audit (GWA)/Q12 survey, including an overall satisfaction index question covering Cuyahoga Community College (CCC) and the American Association of University Professors, CCC Chapter (CCC-AAUP). The survey also included a demographic profile for each faculty member to indicate primary discipline, tenure status, home campus and years of full-time service. Data was analyzed using a variety of statistical techniques to answer the research questions. After data analysis, focus group interviews were conducted to further enhance understanding of the quantitative data. Focus groups involved interviewing groups of full-time faculty members simultaneously. Focus group qualitative follow-up to quantitative analysis held the potential of being useful and was reinforced in that . . . "Interaction among participants may be more informative than individually conducted interviews" (Leedy & Ormrod, 2005, p. 146).

Population

The 353 full-time faculty members of Cuyahoga Community College represented the population surveyed for this study. Faculty members were based at one of three home campuses and were segmented into one of eight primary disciplines. Tenure status was recognized after five years of service, if full-time faculty members were successfully evaluated against the tenure standards. If a full-time faculty member was not awarded tenure, their employment would not continue.

Of the 353 full-time faculty of CCC, 258-265 responded to the GWA/Q12 survey and demographic profile. The variations were due to a limited number of faculty members choosing to skip any particular question. The overall response rate was 73.1-75.1%. Of those that responded, 27.7% were non-tenured and 72.3% were tenured. The

three campus locations were of different size in terms of student enrollment and number of full-time faculty members; one campus represented 19.8% of responses, the second campus was 32.4% and the largest campus represented 47.7% of the responses. Faculty members with more than 10 years of service represented 43.4% of those that responded and 10.2% of those that responded had more than 25 years of service.

<div align="center">Data Collection</div>

The Gallup Workplace Audit (GWA)/Q12 survey was administered during the spring semester of 2010. The GWA/Q12 survey, including an additional CCC-AAUP satisfaction question and a demographic profile, was electronically e-mailed through Survey Monkey to the entire population of 353 full-time faculty members of Cuyahoga Community College. The survey was administered exactly as Gallup had designed to insure reliability and validity.

Full-time faculty members were first asked to provide information through the demographic profile consisting of primary discipline, tenure status, home campus, and years of full-time service. The next two questions were satisfaction questions, one contained in the GWA/Q12 related to CCC organizational satisfaction and the other was authorized as an addition by Gallup related to satisfaction with the faculty union, the CCC-AAUP. These satisfaction questions were Likert scale based with five being extremely satisfied and one being extremely dissatisfied.

The 12 questions that comprised the Q12 engagement survey were then presented. These 12 questions were also Likert scale based with one being strongly disagree to five being strongly agree. No incentives were used in the gathering of data. The overall response rate of 73-76% was consistent with Gallup best practices.

Qualitative data was collected through three focus groups; these groups were structured based on analysis of the quantitative data. The focus group attendees were also randomly chosen:

> … in such a way that all individuals in the defined population have an
>
> equal and independent chance of selection for the sample. The selection
>
> of the sample is completely out of the researcher's control; instead, a random
>
> or chance procedure selects the sample. (Gay et al., 2009, p. 125)

A statistician from the Cuyahoga Community College administration randomly generated faculty names for participation in the focus groups. Questions were prepared in advance to introduce and expand areas of statistical significance identified within the study. Through structured prepared questions, the researcher introduced specific areas for discussion and kept those participating focused on the defined areas of interest. Focus groups were used to qualitatively develop an understanding of significant quantitative findings.

Analytical Methods

Research question one was answered quantitatively using a percentile comparison of CCC data against the Gallup research database. A license agreement was signed with Gallup that allowed use of the GWA/Q12 for this study. Gallup considered their database proprietary, but compared the mean scores of CCC data against their overall database and against their educational services sub-set of their overall database and provided percentile rankings. Gallup also disaggregated the mean scores of CCC data by campus location and compared campus means to the overall and educational services databases. Gallup provided the percentile rank of each of the 12 questions for CCC overall and by campus

location. This analysis allowed for quantitative understanding of the current level of full-time faculty member engagement within Cuyahoga Community College at both the organizational and campus level.

A demographic profile was collected along with the GWA/Q12 and satisfaction survey questions. Survey responders indicated their primary discipline, tenure status, home campus, and years of full-time service. Gathering this data was an essential component in conducting the statistical techniques appropriate for answering research question two. Several statistical techniques were used to answer research question two.

A multivariate analysis of variance (MANOVA) was performed in answering research question two using the 12 questions contained in the GWA/Q12 engagement survey as the dependent variables (DV) and the demographic profile components of primary discipline, tenure status, home campus, and years of full-time service as independent variables (IV). "Factorial MANOVA is the extension of MANOVA to designs with more than one IV and multiple DVs" (Tabachnick & Fidell, 2007, p. 22). The Wilks' criterion was used within the factorial MANOVA to determine if significant differences existed between the dependent and independent variables. In addition, "Post-hoc comparisons are used when you want to conduct a whole set of comparisons, exploring the differences between each of groups or conditions in your study" (Pallant, 2010, p. 209). Bonferroni was selected as the post-hoc test and was calculated whenever a difference was determined to be significant through the factorial MANOVA.

A series of analysis of variance (ANOVA) statistical techniques could have been run separately for each dependent variable. ANOVA's were not conducted because:

. . . by conducting a whole series of analyses you run the risk of an inflated Type

1 error. Put simply, this means that the more analyses you run the more likely you

are to find a significant result, even if in reality there are no differences between

your groups. (Pallant, 2010, p. 283)

A MANOVA was the statistical technique chosen; "The advantage of using MANOVA is

that it controls or adjusts for this increased risk of Type 1 error" (Pallant, 2010, p. 283).

In a MANOVA a summary dependent variable is created to . . . "look at all dependent

variables at once, in much the same way that ANOVA looks at all levels of an

independent variable at once" (Cronk, 2008, p. 81).

An effect size analysis was conducted using Eta Squared to determine the level of

meaningfulness or relative importance of any statistical difference found. "While

statistical hypotheses testing provides a way to tell the odds that differences are real,

effect sizes provide a way to judge the relative importance of those differences" (Cronk,

2008, p. 103). Eta Squared measured and represented . . . "the proportion of the variance

accounted for by the effect" (p. 106).

Internal consistency reliability was calculated using Cronbach's alpha. A

calculation of internal consistency reliability was used to:

. . . estimate internal consistency reliability by determining how all items on a test

relate to all other test items and to the total test. Internal consistency results when

all the items or tasks on a test are related, or in other words, are measuring similar

things. (Gay et al., p. 161)

A Crombach's alpha was calculated for the 12 questions contained in the GWA/Q12 to

determine their internal reliability. This internal consistency reliability calculation

determined the degree of relatedness of the survey questions and if the questions were measuring a similar construct, in this case related to engagement.

The relationship between a faculty member's overall satisfaction with CCC, CCC-AAUP, and the GWA/Q12 engagement survey was answered for question number three. "The statistical process by which we discover the nature of relationships among different variables is called correlation" (Leedy & Ormrod, 2005, p. 265). Pearson correlation coefficients were calculated to study if relationships existed. "The Pearson correlation coefficient (sometimes called the Pearson Product-Moment Correlation Coefficient or simply the Pearson *r*) determines the strength of the linear relationships between two variables" (Cronk, 2008, p. 41).

Areas of significance found through the MANOVA and correlations, combined with an awareness of percentile ranks of CCC data against the Gallup database, guided the structured composition of the focus groups used to gather qualitative data. Research questions one and two included perceptions of engagement among full-time faculty members. Focus groups were used to further understand perceptions concerning engagement for all questions contained in the GWA. Perceptions concerning areas identified as significant through the quantitative analysis were explored through focus group discussion with identified survey participants. Focus group participants were asked to clarify what a statistically significant survey finding indicated, including application examples. The MANOVA and overall Gallup percentile rankings identified specific areas of statistical significance and importance to the research questions. Capturing perceptions related to areas of significance was conducted through structured focus groups and the generation of qualitative follow-up was consistent with a QUAN-Qual research design.

Limitations

A primary limitation of this study involved the issue of generalization. This study involved a single community college and generalization to other community colleges was a limitation. Although this study involved the largest community college in Ohio, generalization to other community colleges was a known limitation. For example, the community college studied was based in an urban and suburban environment and results would need to be challenged before being generalized in rural based community colleges. It was not appropriate to generalize any of the results in this study directly to other community colleges.

Another limitation involved the survey being conducted during a single point in time. Environmental factors that were in place during the survey change on ongoing basis. The survey was conducted at a mid-point in an academic semester and outside the scope of union negotiations, but many variables are always in transition within the environment of a community college. Budgetary constraints, accreditation cycles, high school graduation rates, and even the affordability of higher education are some examples.

Survey response rates were a limitation in this and any research study. The response rate in the quantitative portion of the study was 73-76% of the entire population being studied. The qualitative focus-groups involved three groups of seven or eight full-time faculty members, randomly chosen based on areas of significance indentified within the survey. Although selected randomly, those chosen were a sample of those within the CCC population and their qualitative responses were concluded to be representative of the overall.

Despite these limitations, this study provided an analysis of perceptions and conditions that affected full-time faculty member engagement in a community college. This study quantified perceptions of an existing level of engagement through comparisons to a well established and researched survey instrument developed by Gallup. The study also included calculating to determine any areas of significance within CCC through application of the well established GWA/Q12. Understanding relationships between faculty member satisfaction with their organization, with their faculty union and with overall engagement as defined by the GWA/Q12 was also addressed in this study. Those interested in advancing the role and effectiveness of the community college within the growing resource constraints may identify areas of research interest and application for their institution based on what was learned in answering the research questions contained within this study.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

Motivating full-time faculty members to become more engaged in the challenges faced by community colleges was an essential component for success and effectiveness as the role of the community college expanded with concomitant resource constraints. Understanding perceptions of full-time faculty members regarding engagement within a single community college was at the heart of this study. This study analyzed perceptions of full-time faculty members within a single community college to better understand reasons for their levels of engagement and to identify strategies with the potential of increasing the contributions of full-time faculty members within a community college.

The purpose of this study was to research quantitatively, with qualitative follow-up, the perceptions of fulltime faculty members within the largest community college in Ohio. The current level of engagement compared against the Gallup database was determined. Variations within the full-time faculty member body were analyzed for significance. Satisfaction with the institution and the existing faculty union was analyzed to determine if a relationship existed. Finally, focus-groups were developed based on the quantitative analysis, and the focus-group results were analyzed to determine strategies with the potential to positively impact engagement levels of full-time faculty members within a community college.

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Understanding perceptions of engagement by full-time faculty members, as well as indentifying strategies with the potential of increasing full-time faculty member engagement, was a desirable and potentially critical component in the ongoing success of community colleges. This study was guided by the following research questions:

1. What was the current level of full-time faculty member engagement at the community college level, and what perceptions existed among full-time faculty members concerning conditions that encourage or discourage engagement in their work?

2. To what degree did perceptions of engagement vary among full-time faculty members in a community college based on variables such as tenure status, academic discipline, length of service, and campus location?

3. What degree of impact did faculty members' overall satisfaction with their community college and with their union have on engagement?

Findings

Response Rate and Data Collection

An electronic survey was administered to the 353 full-time faculty members at Cuyahoga Community College (CCC) in the spring of 2010. Between 258 and 265 faculty responded based on the particular question, representing a response rate of approximately 75%. The survey was electronically sent to each full-time faculty member, and the participant accessed the survey instrument. A demographic profile was collected first to identify tenure status, academic discipline, years of service and home campus location. The Gallup GWA/Q12 engagement survey was administered next. A Gallup

survey question concerning satisfaction with CCC was collected, followed by a question

concerning satisfaction with the American Association of University Professors (AAUP),

the faculty union at CCC. The 12 questions contained in the Q12 were then administered

exactly as Gallup required and consistent with the license agreement between the

researcher and Gallup. A blank GWA survey is contained in Appendix A.

After analysis of the quantitative data, focus groups were selected to better

understand faculty perceptions. Significant differences were determined and focus group

makeup was based on these areas of significance. Focus group participants were selected

randomly by an administrator at CCC responsible for research within the institution. This

administrator loaded faculty members' names into an Excel spreadsheet and used the

random feature to select faculty for the focus-groups. Focus group participants signed a

hard copy Institutional Review Board form with a copy returned to them after the session.

Focus group agenda and questions were scripted for consistency and a stenographer, who

was a graduate of a program approved by the National Court Reporters Association, was

employed to capture word for word what was shared in each session.

Descriptive Statistics

A review of descriptive statistics covering all 14 questions in the survey is

contained in Table 1. Each Q12 question included a five point Likert scale, which

required a response from strongly agree or agree on one end of the scale to disagree or

strongly disagree on the other end (Gay et al., 2009). The two satisfaction questions were

also Likert based, ranging from extremely dissatisfied to extremely satisfied. Descriptive

statistics summarized . . . "the general nature of the data obtained-for instance, how

certain measured characteristics appear to be 'on the average,' how much variability

exists among different pieces of data . . . and so on" (Leedy & Ormrod, 2005, p. 30).

Table 1

Survey Descriptives

	N	M	SD
Overall CCC Satisfaction Q00	265	4.01	.851
Know what is expected Q1	261	4.32	.967
Have materials and equipment Q2	262	3.67	1.065
Opportunity to do best Q3	260	4.03	1.036
Received recognition for work Q4	261	2.71	1.446
Supervisor cares Q5	259	3.54	1.236
Development encouraged Q6	261	3.28	1.263
Opinions seem to count Q7	260	3.22	1.226
Mission makes job important Q8	261	3.96	1.153
Associates committed to quality Q9	261	3.91	1.025
Best friend at work Q10	258	3.43	1.305
Talk about my progress Q11	258	3.00	1.369
Opportunity to learn and grow Q12	261	4.02	1.021
Overall Union Satisfaction C01	265	4.32	.848

Additional descriptive statistics for each of the 12 questions that comprise the

Gallup Q12 are contained in Appendix B.

Additional descriptive statistics for the survey question related to overall satisfaction with CCC is contained in Table 2. Descriptive statistics breaking out satisfaction with CCC by home campus is contained in Table 3.

Table 2

CCC Satisfaction Question Descriptives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely dissatisfied	7	2.6	2.6	2.6
	dissatisfied	6	2.2	2.3	4.9
	neutral	34	12.6	12.8	17.7
	satisfied	148	55.0	55.8	73.6
	extremely satisfied	70	26.0	26.4	100.0
Total		265	98.5	100.0	
Missing System		4	1.5		
Total		269	100.0		

Table 3

CCC Satisfaction Descriptives by Campus

Home Campus	*M*	*N*	*SD*
Green	3.96	50	.947
Red	3.74	85	.941
Blue	4.20	125	.696
Total	4.00	260	.854

Descriptive statistics for the survey question related to overall satisfaction with AAUP, the faulty union, is contained in Table 4. Descriptive statistics breaking out satisfaction with the AAUP by home campus is contained in Table 5.

Table 4

AAUP Satisfaction Question Descriptives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely dissatisfied	4	1.5	1.5	1.5
	dissatisfied	5	1.9	1.9	3.4
	neutral	27	10.0	10.2	13.6
	satisfied	95	35.3	35.8	49.4
	extremely satisfied	134	49.8	50.6	100.0
Total		265	98.5	100.0	
Missing System		4	1.5		
Total		269	100.0		

Table 5

AAUP Satisfaction Descriptives by Campus

Home Campus	*M*	*N*	*SD*
green	4.34	50	.961
Red	4.14	85	.902
Blue	4.42	125	.753
Total	4.31	260	.851

Descriptive statistics for the 12 questions that comprise the Gallup Q12, broken out by home campus, are covered in Table 6.

Table 6

Q12 Survey Descriptives by Campus

Home Campus		Know what is expected Q1	Have materials and equipment Q2	Oppor-tunity to do best Q3	Received recognition for work Q4	Super visor cares Q5	Develop-ment encour-aged Q6	Opinions seem to count Q7	Mission makes job important Q8	Associates committed to quality Q9	Best friend at work Q10	Talk about my progress Q11	Oppor-tunity to learn and grow Q12
Green	M	4.31	3.78	4.00	2.94	3.92	3.51	3.43	3.98	3.90	3.31	2.91	4.18
	N	49	49	49	49	49	49	49	49	49	48	47	49
Red	M	4.18	3.20	3.69	2.63	3.33	3.20	2.98	3.83	3.76	3.22	3.17	3.73
	N	83	84	84	83	84	84	82	84	84	83	84	83
Blue	M	4.41	3.91	4.26	2.65	3.52	3.20	3.29	4.02	4.02	3.61	2.91	4.12
	N	124	124	122	124	122	123	124	123	123	123	122	124
Total	M	4.32	3.65	4.02	2.70	3.53	3.26	3.22	3.95	3.91	3.43	3.00	4.01
	N	256	257	255	256	255	256	255	256	256	254	253	256

Research Questions

Research Question one:

What was the current level of full-time faculty member engagement at the community college level, and what perceptions existed among full-time faculty members concerning conditions that encourage or discourage engagement in their work?

The current level of full-time faculty member engagement at CCC was determined by comparison of CCC with the Gallup database. The mean scores of CCC data were first compared with the overall Gallup Overall (GO) database, containing a rolling three years of data. The GO database contained a rolling three year average of 6.1 million responses. The CCC mean scores were also disaggregated by campus location for comparison. In addition, the CCC data was compared with the Gallup Educational Services (GES) sub-set of the global Gallup database. The GES database consisted of 31,000 responses from 15 educational organizations. The Gallup database was proprietary and an assigned representative from Gallup conducted the statistical analysis.

A percentile comparison or ranking was provided for each question in the GWA/Q12 survey, both for overall CCC and by home campus location, against the GO database and the GES sub-set of the database. Percentile points were used to . . . "define the percentage of cases equal to and below a certain point in a distribution or set of scores" (Salkind, 2004, p. 25). For example, if a CCC score was at the 25th percentile, this would indicate that the score was at or above 25% of the other scores in the Gallup database. Said another way, the CCC score in this example was at or below 75% of the scores in the Gallup database. Table 7 contains the percentile comparisons and

calculations provided by Gallup of CCC and home campus data compared to their
databases.

Table 7

Gallup/CCC Percentile Comparison

				Blue		Red		Green	
		(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Grand Mean	3.59	25	22	29	27	15	12	31	29
MQ00-Satisfaction CCC	4.01	56	64	67	78	34	36	51	54
MQ 01	4.32	38	45	47	57	28	33	37	45
MQ 02	3.67	26	21	41	36	09	07	33	29
MQ 03	4.03	52	58	66	74	29	29	50	57
MQ 04	2.71	14	16	12	14	12	13	20	25
MQ 05	3.54	18	11	18	11	13	07	36	27
MQ 06	3.28	19	14	16	12	16	12	31	24
MQ 07	3.22	21	22	25	24	13	12	32	32
MQ 08	3.96	45	39	51	45	37	34	45	39
MQ 09	3.91	39	28	49	37	29	20	36	26
MQ 10	3.43	34	53	42	67	24	38	29	46
MQ 11	3.00	12	14	10	10	16	18	10	10
MQ 12	4.02	51	45	54	50	32	25	58	54

Note. 1=Gallup Overall Database (GO) 2=Gallup Educational Services Database (GES)

Perceptions from the full-time faculty members at CCC concerning engagement
were captured in focus group feedback. Focus groups were selected after the quantitative
analysis was conducted in research question two. Focus group participants provided
feedback concerning the significant differences found in the data. In addition, focus

group participants provided feedback on each question contained in the Gallup survey. A summary of overall focus group feedback for all survey questions is contained in table 12.

Research Question two:

To what degree did perceptions of engagement vary among full-time faculty members in a community college based on variables such as tenure status, academic discipline, length of service, and campus location?

The Gallup survey data was analyzed using the demographic profile captured from each survey participant. A factorial multivariate analysis of variance (MANOVA) was used when more than one dependent variable existed; a MANOVA was an extension of the analysis of variance (ANOVA) (Pallant, 2010). A MANOVA was used to reduce the risk of obtaining a Type 1 error. A type I error occurs when there is no difference, but we conclude that there is a difference (Salkind, 2004). A MANOVA . . . "creates a new summary dependent variable, which is a linear combination of each of your original dependent variables" (Pallant, 2010, p. 283). The MANOVA . . . "performs an analysis of variance using this new combined dependent variable" . . . and . . . "will tell you if there is a significant difference between your groups on this composite dependent variable" (p. 283). A factorial MANOVA was used and . . . "is the extension of MANOVA to designs with more than one IV and multiple DVs" (Tabachnick & Fidell, 2007, p. 22). Since four independent variables and 12 dependent variables existed, a factorial MANOVA was chosen as the appropriate statistical technique to answer research question two, and the results are contained in Table 8.

Partial eta squared effect size was also displayed in Table 8 and indicates . . . "the proportion of the variance of the dependent variable that is explained by the independent variable" (Pallant, 2010, p. 210). Effect size allowed the determination of . . . "not only whether the difference is (statistically) significant, but also whether it is *meaningful*" (Salkind, 2004, p. 168).

Table 8

Factorial MANOVA of CCC Data

Variable	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Wilks' Lambda	.058	184.198[a]	12.000	135.000	.000	.942
Discipline	Wilks' Lambda	.550	1.019	84.000	834.817	.437	.082
Tenure Status	Wilks' Lambda	.903	1.208[a]	12.000	135.000	.284	.097
Home Campus	Wilks' Lambda	.689	2.302[a]	24.000	270.000	.001	.170
Service years	Wilks' Lambda	.554	1.180	72.000	740.284	.155	.094

Post-hoc tests were required in the event of a significant MANOVA. The MANOVA . . . "only indicates if any group is different from any other group. If it is significant, we need to determine which groups are different from which other groups" (Cronk, 2008, p. 66). Bonferroni was the post-hoc test used in this analysis. The CCC

campuses were given a color code to maintain anonymity of the data. Post-hoc analysis is

contained in Table 9.

Table 9

Bonferroni Post Hoc analysis

Dependent Variable	(I) Home Campus	(J) Home Campus	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Know what is expected Q1	green	red	.17	.165	.891	-.23	.57
		blue	-.15	.155	.986	-.53	.22
	red	green	-.17	.165	.891	-.57	.23
		blue	-.32*	.130	.042	-.64	-.01
	blue	green	.15	.155	.986	-.22	.53
		red	.32*	.130	.042	.01	.64
Have materials and equipment Q2	green	red	.56*	.171	.004	.15	.98
		blue	-.17	.161	.848	-.56	.22
	red	green	-.56*	.171	.004	-.98	-.15
		blue	-.74*	.135	.000	-1.07	-.41
	blue	green	.17	.161	.848	-.22	.56
		red	.74*	.135	.000	.41	1.07
Opportunity to do best Q3	green	red	.28	.180	.355	-.15	.72
		blue	-.29	.169	.258	-.70	.12
	red	green	-.28	.180	.355	-.72	.15
		blue	-.57*	.142	.000	-.92	-.23
	blue	green	.29	.169	.258	-.12	.70
		red	.57*	.142	.000	.23	.92
Received recognition for work Q4	green	red	.35	.259	.551	-.28	.97
		blue	.37	.244	.388	-.22	.96
	red	green	-.35	.259	.551	-.97	.28
		blue	.03	.205	1.00	-.47	.52
	blue	green	-.37	.244	.388	-.96	.22
		red	-.03	.205	1.00	-.52	.47
Supervisor cares Q5	green	red	.54*	.209	.032	.04	1.05
		blue	.42	.196	.106	-.06	.89
	red	green	-.54*	.209	.032	-1.05	-.04
		blue	-.12	.165	1.00	-.52	.28
	blue	green	-.42	.196	.106	-.89	.06
		red	.12	.165	1.00	-.28	.52
Development encouraged Q6	green	red	.27	.213	.600	-.24	.79
		blue	.39	.200	.155	-.09	.88
	red	green	-.27	.213	.600	-.79	.24

		blue	.12	.169	1.00	-.29	.53
	blue	green	-.39	.200	.155	-.88	.09
		red	-.12	.169	1.00	-.53	.29
Opinions seem to count Q7	green	red	.47	.203	.069	-.03	.96
		blue	.19	.191	.990	-.28	.65
	red	green	-.47	.203	.069	-.96	.03
		blue	-.28	.160	.251	-.67	.11
	blue	green	-.19	.191	.990	-.65	.28
		red	.28	.160	.251	-.11	.67
Mission makes job important Q8	green	red	.21	.194	.871	-.26	.68
		blue	.04	.183	1.00	-.40	.48
	red	green	-.21	.194	.871	-.68	.26
		blue	-.17	.154	.834	-.54	.21
	blue	green	-.04	.183	1.00	-.48	.40
		red	.17	.154	.834	-.21	.54
Associates committed to quality Q9	green	red	.07	.170	1.00	-.35	.48
		blue	-.19	.160	.729	-.58	.20
	red	green	-.07	.170	1.00	-.48	.35
		blue	-.25	.135	.186	-.58	.07
	blue	green	.19	.160	.729	-.20	.58
		red	.25	.135	.186	-.07	.58
Best friend at work Q10	green	red	.08	.245	1.00	-.52	.67
		blue	-.34	.230	.437	-.89	.22
	red	green	-.08	.245	1.00	-.67	.52
		blue	-.41	.194	.102	-.88	.05
	blue	green	.34	.230	.437	-.22	.89
		red	.41	.194	.102	-.05	.88
Talk about my progress Q11	green	red	-.22	.242	1.00	-.81	.36
		blue	.05	.227	1.00	-.50	.60
	red	green	.22	.242	1.00	-.36	.81
		blue	.28	.191	.451	-.19	.74
	blue	green	-.05	.227	1.00	-.60	.50
		red	-.28	.191	.451	-.74	.19
Opportunity to learn and grow Q12	green	red	.43	.184	.058	-.01	.88
		blue	.07	.173	1.00	-.35	.49
	red	green	-.43	.184	.058	-.88	.01
		blue	-.36*	.145	.042	-.71	-.01
	blue	green	-.07	.173	1.00	-.49	.35
		red	.36*	.145	.042	.01	.71

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Internal Consistency Reliability

Cronbach's alpha was a measure of internal consistency or reliability. Cronbach's alpha was . . . "used when you want to know whether the items on a test are consistent with one another in that they represent one, and only one, dimension, construct, or area of interest" (Salkind, 2004, p. 282). Cronbach's Alpha for the 12 questions from the Gallup Q12 are contained in Table 10.

Table 10

Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.853	12

Research Question three:

What degree of impact did faculty members' overall satisfaction with their community college and with their union have on engagement?

Any potential relationship between a faculty members overall satisfaction with their community college (CCC), their union (AAUP), and with the Q12 was determined through correlational research. "Correlational research involves collecting data to determine whether and to what degree, a relationship exists between two or more quantifiable variables" (Gay et al., 2009, p. 196). The Gallup Workplace Audit (GWA) was composed of the 12 questions that made up the Q12 and a 13th indicating an overall satisfaction with the institution being surveyed, in this case CCC. A 14th question,

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involving overall satisfaction with the faculty union (AAUP), was also approved by

Gallup. Correlation analysis between Satisfaction with CCC, with the AAUP, and with

the Grand Mean of the Gallup Q12 is contained in table 11.

Table 11

Satisfaction and Q12 Survey Correlation

		Overall CCC Satisfaction Q00	Grand Mean	Overall Union Satisfaction C01
Overall CCC Satisfaction Q00	r	1	.488[**]	.426[**]
	Sig. (2-tailed)		.000	.000
	N	265	262	265
Grand Mean	r	.488[**]	1	.271[**]
	Sig. (2-tailed)	.000		.000
	N	262	262	262
Overall Union Satisfaction C01 (AAUP)	r	.426[**]	.271[**]	1
	Sig. (2-tailed)	.000	.000	
	N	265	262	265

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Focus Groups

This research was based on a QUAN-Qual model, also known as an explanatory

mixed methods design where . . . "quantitative data are collected first and are more

heavily weighted than qualitative data" (Gay et al., 2009, p. 463). In the first phase of

QUAN-Qual research, quantitative data was collected and analyzed. The quantitative

findings guided the structure of the qualitative follow-up. The qualitative analysis was

used to . . . "help explain or elaborate on the quantitative results" (p. 463).

Focus groups were used as the qualitative data collection method in this research.

In a focus group, a small group of individuals contributed to a more complete

understanding of the research questions. "Focus groups are particularly useful when the

interaction between individuals will lead to a shared understanding of the questions posed by a teacher researcher" (p. 372). Groups were randomly selected and structured based on analysis of significance, as was determined by the quantitative data. Table 12 provides a summary of overall CCC focus group comments for each survey question. Appendix E provides a summary of focus group comments broken out by campus for each survey question.

Table 12

Overall CCC Focus Group Summary

Q1: I know what is expected of me at work.

- Fundamentally to teach
- Clarified by external environment and colleagues
- Confusion concerning role of faculty who coordinate programs and service days
- Demands outside of class not taken into consideration by administration

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Q2: I have the materials and equipment I need to do my job right.

- Don't have authority to use computers as we should
- Lack of basic supplies: printers, paper…
- Significant problems scheduling rooms and technology for the classroom
- Lives of students should improve if we had more basic supplies
- Can't get into classrooms; must call security, a trust issue
- Chairs broken, pencil sharpeners missing, counselors don't have inventory

---

Q3: At work I have the opportunity to do what I do best every day.

- Communications with and helping students is what faculty do best; on-line courses can impact this
- College technology a barrier
- Bureaucracy holds us back
- Turnover of deans has impacted what we do best

Q4: In the last seven days, I have received recognition or praise for doing good work.

- More like seven years
- Hearing we are appreciated would create enthusiam, happens so infrequently
- Thank God we hear it from students and colleagues
- Got an e-mail of thanks from Dean, wanted to put on my refrigerator

Q5: My supervisor or someone at work seems to care about me as a person.

- Turnover of deans so high, they never get to know us
- This score is sad, if we thought about colleagues rather than superiors it would be higher
- People at work, my colleagues, we care about each other

Q6: There is someone at work who encourages m development.

- A simple recognition would surprise a lot of people
- Our colleagues encourage each other
- The system of Faculty Development provides opportunities to encourage development
- Hearing what other faculty have done encourages my development

Q7: At work, my opinions seem to count.

- I have never been told "no" so much
- My opinion counts among my colleagues
- If asked our opinions, their mind is already made up
- Fight to have your opinion count and then your Dean changes
- We receive lip service for our participation
- More than my opinion, my experience isn't valued

Q8: The mission/purpose of my organization makes me feel my job is important.

- We believe in mission, but we are not moving in the same direction as the mission

- The ability to make a real change in people's lives makes me feel my job is important
- Administration treats us as if our jobs are not important
- Strong sense I am doing good work in the world
- Some administration think faculty not important, anybody could do it
- Decisions are made without the involvement of faculty subject matter experts

Q9: My associates (fellow employees) are committed to doing quality work.

- My colleagues are committed to doing quality work
- Number would be higher if the question was fellow faculty
- Not having equipment and materials we need impacts our quality
- Fellow employees includes non-faculty

Q10: I have a best friend at work.

- Relational side of campus is diminishing, used to be more talking in hallway
- Working more alone, maybe due to distance education and computers
- The faculty on camps are tight, I have a best friend at work
- At another campus faculty offices are mixed disciplines but we sit by discipline, wish we were mixed

Q11: In the last six months, someone has talked with me about my progress

- Surprised the number was that high
- Where would this feedback come from?
- Progress toward what?
- We only get negative instead of praise
- Number of deans do not perform faculty evaluations or they do not complete process
- Paper evaluations may be done, but not the face to face part

Q12: This last year, I have had opportunities at work to learn and grow.

- Learn from colleagues, faculty collaboration

- Learn from students about students
- Went to training, conference
- Mentored a new colleague
- Have an opportunity to think of something and try it
- Accessing funds for travel is a roadblock
- Emphasis is on learning technology, not expanding oneself as a scholar and discipline expert

Satisfaction Question: How satisfied are you with Tri-C as a place to work?
- I may not be getting praise, but nobody stops me from doing what I need to do for students
- Our passion outweighs the environment
- Overall we love the college, our colleagues

Conclusions

Research Question One: What was the current level of full-time faculty member engagement at the community college level, and what perceptions existed among full-time faculty members concerning conditions that encourage or discourage engagement in their work?

The first part of research question one sought to determine the current level of full-time faculty member engagement within a community college, namely CCC. Comparing the grand mean of CCC data against the Gallup database provided this perspective. Overall CCC was at the 25th percentile against the Gallup Overall (GO) Database containing 6.1 million responses and 22nd percentile against Gallup Educational Services (GES) Database containing 31,000 responses from educational organizations. When breaking the data down by campus, the Blue campus was at 29th and 27th

percentile, the Red campus was at 15th and 12th, and the Green campus was at 31st and 29th. Percentile rankings for each question were presented in Table 7.

The second part of research question one sought to identify perceptions that encouraged or discouraged engagement in the work of the full-time faculty members in the community college. Of the 12 questions in the Gallup Q12, seven questions (Q4, 6, 7, 8, 9, 10, 11) did not contain significant differences within the data as was answered in research question two. Perceptions of engagement were determined through focus groups and focus group feedback regarding the seven questions without significant differences as was determined in research question two.

Survey Questions:

Without significant differences among Independent Variables

Question four: In the last seven days, I have received recognition or praise for doing good work.

This question was at the 14th percentile against the GO Database and 16th against the GES Database. Overall, 51.3% of CCC survey respondents answered this question as disagree or strongly disagree and 33% indicated agree or strongly agree. The Blue Campus was at the 12th and 14th percentile, the Red Campus was at the 12th and 13th, and the Green Campus was at the 20th and 25th. Focus group feedback for the Blue campus indicated that recognition and praise was not common and if recognition or praise was given, it came from colleagues or students. The Red campus indicated that praise and recognition came from students or faculty themselves and seldom came from the Dean. The Green campus also indicated praise and recognition was infrequent, but would be

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appreciated. This question represented the lowest mean among all 12 questions surveyed with a mean of 2.71.

Question six: There is someone at work who encourages my development.

This Question was at the 19th percentile against the GO database and 14th against the GES Database for CCC. Overall, 46.7% of faculty responded agree or strongly agree and 28.3% responded disagree or strongly disagree. The Blue and Red campuses were at the 16th and 12th and the Green campus was at the 31st and 24th. Focus group feedback for the Blue campus indicated that recognition was not common from the supervisor. The Red campus indicated that faculty members recognize each other, are not being used internally as scholars, and appreciate the CCC faculty development opportunities, but with the strong feeling that the system to access funds to be involved with faculty development is complicated and acts as a disincentive. The Green campus indicated development was initiated when faculty heard about the developmental experiences of other faculty.

Question seven: At work, my opinions seem to count

This question was at the 21st percentile of the GO database and 22nd against the GES database for CCC. Overall, 45.8% responded agree or strongly agree and 28.1% responded disagree or strongly disagree. The Blue campus was at 25th and 24th, the Red campus was at 13th and 12th, and the Green campus was at 32nd on both. Focus group feedback from the Blue campus indicated that when opinions from faculty are shared they are not well received, opinions are valued when shared among faculty, and the turnover of Deans may impact sharing of opinions. The Red campus indicated that opinions from faculty to the administration are not valued, not well received and

impacted by the turnover of Deans. The Green campus indicated opinions shared by faculty were not given serious consideration and when received did not count.

Question eight: The mission/purpose of my organization makes me feel my job is important.

This question was at the 45th percentile of the GO database and 39th of the GES database for CCC. The Blue campus was at 51st and 45th, the Red campus was at 37th and 34th, and the Green campus was 45th and 39th. Overall, 72.1% of faculty responded agree or strongly agree and 12.7% responded disagree or strongly disagree. Focus group feedback from the Blue campus indicated that the administration did not view faculty as important and resources are not being invested consistent with the mission. Faculty viewed the mission as being focused on student success. The Red campus indicated that faculty interaction with and impact upon students was the source of faculty importance. The Green campus indicated that faculty members feel their work is important, but administrators downplay the important role faculty play and do not involve faculty as experts.

Question nine: My associates (fellow employees) are committed to doing quality work.

This question was at the 39th percentile of the GO database and 28th of the GES database for CCC. The Blue campus placed at 49th and 37th, the Red campus was at 29th and 20th, and the Green campus was at 36th and 26th. Overall, 72% of faculty responded agree or strongly agree and 10% responded disagree or strongly disagree. Focus group feedback from the Blue campus indicated strong opinions for the commitment and student focus of faculty, but indicated non-faculty members were less so. The Red campus also indicated that colleagues are committed to quality, but those that support

faculty may not be. In addition, the Red campus drew a connection between not having equipment and materials (survey question 2) and the impact this has upon their quality. The Green campus indicated a high opinion of the quality contributions made by faculty.

Question ten: I have a best friend at work.

This question compared at the 34th percentile of the GO database and 53rd of the GES database. The Blue campus 42nd and 67th, the Red campus compared at 24th and 38th, and the Green campus was 29th and 46th. Overall, 52.7% of faculty responded agree or strongly agree and 24% responded disagree or strongly disagree. Focus group feedback from the Blue campus indicated concern for the diminishing relational side of the campus, with less interaction inside and outside the campus, including less interaction on days they were all together. The Red campus indicated a strong connection between faculty members and strong friendships. The Green campus indicated bonds exist between faculty members, but did note that faculty offices were clustered by discipline, instead of being interdisciplinary, and this may have had an impact on faculty interaction.

Question eleven: In the last six months, someone at work has talked to me about my progress.

This question was at the 12th percentile of the GO database and 14th of the GES database. The Blue campus was at 10th for both, the Red campus was at 16th and 18th, and the Green campus was at 10th for both. Overall, 41.5% of faculty responded agree or strongly agree, while 40.7% of faculty responded disagree or strongly disagree. The Blue campus was surprised the ranking was this high, and gave a missing faculty evaluation as an example. The Red campus indicated that only negative information is shared, the turnover of Deans hindering these conversations, and faculty evaluations were missing.

The Green campus focused on Deans missing faculty evaluations or only processing the paperwork, but missing the face to face conversation.

Research Question Two

To what degree did perceptions of engagement vary among full-time faculty members in a community college based on variables such as tenure status, academic discipline, length of service, and campus location?

Research Question two was quantitatively answered based on statistical analysis of the Gallup Q12 survey results. Internal consistency was checked using Cronbach's alpha. DeVellis, (as cited in Pallant, 2010) indicated that . . . "the Cronbach's alpha coefficient of a scale should be above .7" (p. 97). The Cronbach's alpha coefficient for the Q12 administered for this study was .853, as was presented in Table 10.

The first part of research question two was answered through performing the multivariate analysis of variance (MANOVA). The MANOVA was performed using the Q12 engagement questionnaire items as dependent variables. The independent variables were tenure status, home campus, years of service, and academic discipline. When using the Wilk's criterion, only the effects of home campus were significant F (24,272) = 2.31, p = .001, $ח^2$ = .17. The effects of tenure status, years of service, and academic discipline; all interactions were non-significant. Differences among the data based on home campus was significant at the p = .001 level. Partial Eta Squared indicated the proportion of the variance of the dependent variables (Q12) that was explained by the independent variable (home campus) and was "large" at .17 or 17% (Pallant, 2010, p. 210).

Research question two was further answered through the qualitative data provided through the focus groups. Five questions in the Gallup Q12 were found to have

significant differences based on home campus (Q1, 2, 3, 5, 12).   The Bonferroni Post-

hoc analysis contained in Table 9 determined which campus was significantly different

from another campus on each of the five questions. The focus group data was reviewed

for the campus that was significantly lower on each question compared to responses from

the campus that had a significantly higher score.

<center>*Survey Questions:*</center>

<center>*With significant differences among Independent Variables*</center>

Question one: I know what is expected of me at work.

A significant difference ($p =.042$) existed between the Red and the Blue campus.

The mean score from the Red campus on this question was 4.18 and for the Blue campus

was 4.41. The focus group feedback from the Blue campus indicated that the fundamental

role of faculty was to teach, feedback to faculty was lacking, and faculty members set

their own expectations, with clarification from the external environment and colleagues.

The focus group feedback from the Red campus indicated the impact of demands outside

the classroom, unclear role of faculty coordinators, expectations of service days,

excessive meetings and lack of professional respect, in addition to teaching, office hours

and community service.

Question two: I have the materials and equipment I need to do my job right.

A significant difference ($p= .004$) existed between the Red and Green campuses.

A significant difference ($p = .000$) also existed between the Blue and Red campus. The

mean score form the Blue campus was 3.91, for the Red campus it was 3.20, and for the

Green campus, it was 3.78. Focus group feedback from the Blue campus indicated lack of

supplies, inability to download software, lack of authority regarding technology, using

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personal computers to offset CCC technology deficiencies, and the lack of printers. The Red campus indicated not having classes scheduled into the right setting, technology scheduling problems for classrooms, technology carts lacking, not being able to get into classrooms, missing or broken pencil sharpeners, boards that erase, paper, and indicated making do with what they had. The Green campus indicated the lack of printers in offices, ink, copiers requiring a pass code, carrying scarce board markers, and the complicated travel system.

Question three: At work, I have the opportunity to do what I do best every day.

A significant difference ($p = .000$) existed between the Red Campus and the Blue Campus. The mean score for the Red campus was 3.69 and the mean score for the Blue campus was 4.26. Focus group feedback from the Red campus indicated strains on faculty time including meetings, community service and concern over the role of faculty coordinators and expectation of non-teaching days. In addition, faculty from the Red campus indicated lack of professional respect and acknowledgement when faculty members were successful. Focus group feedback from the Blue Campus indicated the faculty role of teaching within the college community and finding out about the role when something is done improperly. The Blue Campus also indicated that expectations were clarified by the external environment and colleagues with minimal feedback internally.

Question five: My supervisor, or someone at work, seems to care about me as a person.

A significant difference ($p = .032$) existed between the Red Campus and the Green Campus. The mean score for the Red Campus was 3.33 and 3.92 for the Green Campus. Focus group feedback for the Red Campus indicated close relationships

between faculty members with comments concerning relationships with the Dean being impacted by high turnover among Deans. Focus group feedback for the Green Campus indicated people in general caring; people other than the supervisor were also caring.

Question twelve: This last year, I have had opportunities at work to learn and grow.

A significant difference ($p = .042$) existed between the Red Campus and the Blue Campus. The mean score for the Red Campus was 3.73 and the mean score for the Blue Campus was 4.12. Focus group feedback for the Red Campus indicated conferences, support for training, special projects, trying new things, and faculty collaboration as opportunities to learn and grow. The Blue Campus indicated learning from colleagues and learning about students from other students. Travel funds were also mentioned as a source of development opportunities, along with comments concerning roadblocks in the process of accessing funds.

<center>*Research Question Three*</center>

What degree of impact did faculty members' overall satisfaction with their community college and with their union have on engagement?

Research question three was answered through a Pearson correlation comparing Overall Satisfaction with CCC, Overall Satisfaction with the faculty union (AAUP) and the Grand Mean of the Gallup Q12. A moderate positive correlation of .488 was found, significant at $p < .01$, between overall satisfaction with CCC and the Grand Mean of the Q12. A moderate positive correlation of .426 was also found, significant at $p < .01$, between overall satisfaction with CCC and overall union (AAUP) satisfaction. A weak positive correlation of .271 existed between satisfaction with the union (AAUP) and the

Grand Mean. "Correlations between 0.3 and 0.7 are considered moderate" (Cronk, 2008, p. 42).

<center>Implications and Recommendations</center>

The Gallup Workplace Audit (GWA) measured the construct of engagement at the level of a supervisor and manager concerning issues that require action at that level (Harter et al., 2003). The GWA, which includes the Q12 and satisfaction score, also measured the construct of engagement related to a business-unit level of impact. The researchers at Gallup had concluded that employee engagement was related to tangible business-unit level outcomes. Many organizations had sought to improve business-unit level outcomes through understanding engagement in their organizations and developing a strategy to improve engagement levels (Harter et al., 2002). As stated by Vance (2006), "Engaged employees can help your organization achieve its mission, execute its strategy and generate important business results" (p. 28).

The potential of improving results through understanding and improving full-time faculty member engagement was an essential component of this research study. As a comparison against the Gallup database, CCC overall was at the 25th percentile of the Gallup Overall database and CCC was at the 22nd percentile when compared to the Gallup Educational Services database. At the campus level, overall survey scores ranged from 15th percentile to 31st percentile against the Gallup Overall database and 12th and 29th against the Educational Services database. When comparing individual survey questions to the Gallup databases, a range of 7th percentile to 78th percentile was presented. These percentile rankings would suggest rich opportunities existed to explore strategies of increasing faculty member engagement and positively impacting the CCC

mission. The GWA measured elements of the construct of engagement that are connected

to the work unit or issues that are actionable at the supervisor level in an organization, a

practical connection to the work environment. By understanding engagement at the work

unit level, practical strategies can be developed with the potential for improving

organizational results. The combination of insights that could be applied to potentially

create conditions for increased engagement and organizational improvement was a

central theme of this research. Based on applying insights developed from this study,

CCC has the potential of improving outcomes related to its mission by implementing

strategies with the potential of creating conditions that encouraged an increase in full-

time faculty member engagement.

The research also concluded that significant differences were only found at the

campus level. This would suggest that engagement strategies should be developed

consistent with cultural differences at the campus level. Culture has been defined as . . .

"a pattern of shared basic assumptions learned by a group as it solved its problems of

external adaptation and internal integration" . . . (Schein, 2010, p. 18). Advancing faculty

member engagement at the campus level could help CCC meet external challenges

through the internal integration of changes consistent with changing conditions of

engagement at the work unit level within a campus. Some constraints to engagement

were identified at the organizational level above the campus, but application of

engagement strategies required a campus based strategy that reaches the faculty

environment.

Examples of strategies to improve engagement as identified through this research

included rethinking the educational related resources readily available to faculty,

addressing faculty perceptions of roadblocks, such as changing the system used to access faculty development funds and clarifying the role of the faculty coordinator. In addition, strategies that increase feedback to faculty could be developed including, conducting faculty evaluations for all faculty members with a focus on development opportunities, reinforcing the value of providing tangible appreciation and recognition, and finding opportunities for faculty to be involved as subject matter experts. Capitalizing on the relationships among faculty to advance the campus culture could be another area of focus. The role of the Dean, including selection criteria, could be reviewed to address what is perceived as excessive turnover. Many of the items mentioned in the focus groups could be explored further with faculty to identify concrete strategies with the potential of impacting the CCC culture and encouraging full-time faculty member engagement.

A vital role of leadership is to create a culture that supports an organization's mission. "The most powerful mechanisms that . . . leaders. . . have available for communicating what they believe in or care about is what they systematically pay attention to" (Schein, 2010, p. 237). Many of the items raised in the focus groups were comments about what leaders do or do not pay attention to that creates feelings of not being valued or appreciated. Leadership attention through the implementation of strategies to increase engagement holds the promise of creating a more engagement oriented culture at CCC. The significant differences at the campus level indicate that the opportunity may be even greater for a campus with a lower score within CCC.

This research was based on engagement concerning the full-time faculty members at CCC. Focus group feedback included comments about the central administration,

campus administration and support members. A campus is an interconnected system and this research was limited to faculty. Conducting the Gallup GWA engagement survey with all members within CCC could provide additional opportunities to create conditions or a culture that supports engagement. Resurveying in the future would be required to verify if strategies implemented were effective. Involving faculty leadership, including CCC-AAUP, could be a vital component of processing and implementing strategies to address issues identified in focus groups and indicated in the quantitative analysis. Besides the potential for improving bottom-line measures, perhaps quality of life and culture have additional benefits for all within the system, including students.

The public mission of CCC includes: "To provide high quality, accessible and affordable educational opportunities and services" (Cuyahoga Community College, 2009). This research would indicate that CCC has an opportunity to capitalize on the research conducted by Gallup relative to engagement. Strategies to address perceptions of full-time faculty members relative to engagement through the vehicle of the GWA could lead to advancement of the CCC mission. The vital societal role filled by community colleges and challenges facing them have been reviewed in this research. Perhaps advancing the potential engagement of full-time faculty members is an untapped source for competitive advantage that would allow a community college, such as CCC, to meet ever growing challenges while advancing the critical role of the community college.

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Appendix A

Online Survey

Appendix A

Workplace Engagement Survey   Exit this survey >>

Dear CCC Colleague;

This is Ed Foley from the western campus and I am pursuing a doctoral degree (Ed. D.) in Ethical Leadership. My research involves studying the perceptions of full-time faculty members regarding conditions that encourage or discourage faculty engagement right here at CCC. I have secured Institutional Review Board approval from both the institution I am attending and CCC. I am also conducting this research with the support and approval of our local chapter of AAUP.

I am asking for your participation in the quantitative phase of the research. Your participation would involve filling out the attached Gallup based survey that I obtained a license to use and a short demographic profile. The survey, which is being sent to all full-time faculty members, will only take a few minutes of your time and it would mean a great deal to me. The statistical foundation of the Gallup survey will be useful in helping to better understand what CCC faculty responses to this survey indicate concerning engagement. Your responses would be collected on the AAUP offsite computer to further enhance confidentiality.

You can access the survey after reading the following informed consent information and clicking "I Agree" below.

If you'd like to leave the survey at any time, just click "Exit this survey". Your answers will be saved.

Your participation is voluntary and you may choose not to participate without penalty or loss of benefit. The results of this research may be published, but your identity will remain confidential and your name will not be disclosed to any outside party. Data will be stored in a secure and locked area. There are no foreseeable risks to you. Although there may be no direct benefit to you, a possible benefit of your participation is a better understanding of conditions that encourage or discourage faculty engagement at CCC to further advance the role of full-time faculty members.

Statement of Consent:
I have read the above and consent to participate in this research study and will now have access to the attached survey.

    ⊙ I Agree

    ⊙ I Disagree

Next >>

Workplace Engagement Survey

Please provide information about yourself:

Primary Discipline Area (choose one):

○ Liberal Arts/Social Sciences

○ Health Careers & Science

○ Business, Math & Technology

○ Counseling

○ Nursing

○ Library

○ Creative Arts

○ Engineering

Tenure Status

○ Tenured

○ Non-tenured

Home Campus

○ East

○ Metro

○ West

Years of full-time service:

○ 5 or less

○ 6-10

○ 11-15

○ 16-20

○ 21-25

○ 26-30

○ 31 or more

On a five point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with Cuyahoga Community College as a place to work?

| ○ 5 extremely satisfied | ○ 4 | ○ 3 | ○ 2 | ○ 1 extremely dissatisfied |

On a five point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with your union, the CCC-Chapter of the AAUP?

  ◯   5 extremely   ◯   4   ◯   3   ◯   2   ◯   1 extremely
  satisfied   dissatisfied

                          [<< Prev]   [Next >>]

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Workplace Engagement Survey

Items 1-12 are scored on a 1 to 5 agreement scale, ranging from 1 Strongly Disagree to 5 Strongly Agree.

(1) I know what is expected of me at work.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(2) I have the materials and equipment I need to do my work right.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(3) At work, I have the opportunity to do what I do best every day.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(4) In the last seven days, I have received recognition or praise for doing good work.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(5) My supervisor, or someone at work, seems to care about me as a person.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(6) There is someone at work who encourages my development.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(7) At work, my opinions seem to count.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(8) The mission/purpose of my college makes me feel my job is important.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(9) My associates (fellow employees) are committed to doing quality work.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(10) I have a best friend at work.

○ 1 Strongly Disagree   ○ 2   ○ 3   ○ 4   ○ 5 Strongly Agree

(11) In the last six months, someone at work has talked to me about my progress.

○   ○   ○   ○   ○

1 Strongly   2   3   4   5 Strongly
Disagree   Agree

(12) This last year, I have had opportunities at work to learn and grow.

C   1 Strongly   C   2   C   3   C   4   C   5 Strongly
Disagree   Agree

| << Prev | Next >> |

Workplace Engagement Survey

Thank you for participating in the survey.

| << Prev | Done >> |

Appendix B

Gallup Survey (Q12) Descriptives

Appendix B

Know what is expected Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	3.3	3.4	3.4
	disagree	8	3.0	3.1	6.5
	neutral	15	5.6	5.7	12.3
	agree	87	32.3	33.3	45.6
	strongly agree	142	52.8	54.4	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Have materials and equipment Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	4.1	4.2	4.2
	disagree	25	9.3	9.5	13.7
	neutral	65	24.2	24.8	38.5
	agree	100	37.2	38.2	76.7
	strongly agree	61	22.7	23.3	100.0
	Total	262	97.4	100.0	
Missing	System	7	2.6		
Total		269	100.0		

Opportunity to do best Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	3.3	3.5	3.5
	disagree	16	5.9	6.2	9.6
	neutral	33	12.3	12.7	22.3
	agree	102	37.9	39.2	61.5
	strongly agree	100	37.2	38.5	100.0
	Total	260	96.7	100.0	
Missing	System	9	3.3		
Total		269	100.0		

Received recognition for work Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	71	26.4	27.2	27.2
	disagree	63	23.4	24.1	51.3
	neutral	41	15.2	15.7	67.0
	agree	42	15.6	16.1	83.1
	strongly agree	44	16.4	16.9	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Supervisor cares Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	22	8.2	8.5	8.5
	disagree	33	12.3	12.7	21.2
	neutral	53	19.7	20.5	41.7
	agree	85	31.6	32.8	74.5
	strongly agree	66	24.5	25.5	100.0
	Total	259	96.3	100.0	
Missing	System	10	3.7		
Total		269	100.0		

Development encouraged Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	27	10.0	10.3	10.3
	disagree	47	17.5	18.0	28.4
	neutral	65	24.2	24.9	53.3
	agree	69	25.7	26.4	79.7
	strongly agree	53	19.7	20.3	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Opinions seem to count Q7

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	strongly disagree	29	10.8	11.2	11.2
	disagree	44	16.4	16.9	28.1
	neutral	68	25.3	26.2	54.2
	agree	78	29.0	30.0	84.2
	strongly agree	41	15.2	15.8	100.0
	Total	260	96.7	100.0	
Missing	System	9	3.3		
Total		269	100.0		

Mission makes job important Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	4.8	5.0	5.0
	disagree	20	7.4	7.7	12.6
	neutral	40	14.9	15.3	28.0
	agree	79	29.4	30.3	58.2
	strongly agree	109	40.5	41.8	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Associates committed to quality Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	3.0	3.1	3.1
	disagree	18	6.7	6.9	10.0
	neutral	47	17.5	18.0	28.0
	agree	104	38.7	39.8	67.8
	strongly agree	84	31.2	32.2	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Best friend at work Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	29	10.8	11.2	11.2
	disagree	33	12.3	12.8	24.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	neutral	60	22.3	23.3	47.3
	agree	69	25.7	26.7	74.0
	strongly agree	67	24.9	26.0	100.0
	Total	258	95.9	100.0	
Missing	System	11	4.1		
Total		269	100.0		

Talk about my progress Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	46	17.1	17.8	17.8
	disagree	59	21.9	22.9	40.7
	neutral	46	17.1	17.8	58.5
	agree	63	23.4	24.4	82.9
	strongly agree	44	16.4	17.1	100.0
	Total	258	95.9	100.0	
Missing	System	11	4.1		
Total		269	100.0		

Opportunity to learn and grow Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	3.0	3.1	3.1
	disagree	15	5.6	5.7	8.8
	neutral	40	14.9	15.3	24.1
	agree	99	36.8	37.9	62.1
	strongly agree	99	36.8	37.9	100.0
	Total	261	97.0	100.0	
Missing	System	8	3.0		
Total		269	100.0		

Appendix C

Gallup License Agreement

Appendix C

Limited License Agreement

This Limited License Agreement ("Agreement") sets forth the terms and conditions under which Gallup, Inc. ("Gallup") will license Gallup's copyrighted and trademarked Q^{12} items for use by Edward Foley, hereinafter referred to as "Licensee".

1.   Gallup has invested a great deal of resources into the identification of these survey items. They represent an important part of Gallup's intellectual capital, because they are proven, through extensive research, to be highly correlated with business outcomes. It is important to Gallup to protect these items.

2.   Included in Exhibit A are the Q^{12} items and the required scale. Licensee must use all of these items. These copyrighted items are and remain the exclusive property of Gallup and are not considered work product nor a "work made for hire" under this Agreement.

3.   Gallup grants Licensee a nonexclusive, nontransferable license to use the items for the following research purposes:

This researcher will analyze the perceptions of the full-time faculty members of CCC (Cuyahoga Community College) concerning faculty engagement at CCC. Engagement has been defined by Harter, Schmidt and Hayes (2002) as "the individual's involvement and satisfaction with as well as enthusiasm for work" (p. 269). The researcher will further analyze perceptions of engagement based upon variations among CCC faculty members. Through understanding perceptions and variations, a strategy to advance the engagement potential of CCC full-time faculty may emerge or further questions that require additional research may be identified. The purpose of this research is to understand the perceptions of and variations among CCC full-time faculty concerning engagement. The research that adds to this understanding has the potential of addressing the research problem within the environment of CCC.

The Gallup Q^{12} items may not be fielded by any third party vendor, nor may the data be given to any third party for further analysis, without the express permission of Gallup. Licensee's use of the research data is governed by all the terms and conditions herein. Gallup reserves all rights other than those being conveyed or granted in this Agreement.

4.   Gallup maintains, and continues to expand, a comparative database of responses to Gallup Q^{12} items. The database is used by Gallup and its clients for comparison of Client data with various benchmarks. Licensee agrees to provide all answers to items and the overall satisfaction item, along with appropriate demographic data to Gallup upon its request.

5.   Licensee shall use the Q^{12} items in the testing of a hypothesized model.

6.   Licensee shall provide Gallup with a copy of the completed work product ("Model") at no cost and shall conform to the usual practice with respect to credit acknowledgment. In addition, Licensee shall abide by all public release guidelines of Gallup with regard to the release of any findings of Licensee. These guidelines are provided as Exhibit B.

7.   This Agreement shall be construed according to the laws of the State of Nebraska.

8.   In the event of a breach of this Agreement by Licensee, Gallup shall have the right to terminate this License Agreement.

9.   This Agreement expresses the complete understanding of the parties and supersedes all prior representations, agreements and understandings, whether written or oral. This Agreement may not be altered except by a written document signed by both parties.

10.   The failure to exercise any right provided in this Agreement shall not be a waiver of prior or subsequent rights.

11.   If any provision of this Agreement is invalid under applicable law, it is to be considered omitted and the remaining provisions of this Agreement shall in no way be affected.

12.   By executing this License Agreement, the undersigned represents and warrants that he/she has the right, power and ability to execute such Agreements and by such execution, Licensee is bound by these terms.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed this _____ day of _____, 200_, by their duly authorized representatives.

GALLUP

By: _____

Name: _Eric Nielsen_

Title: _Senior Dir., Media Strateges_

Date: _12/28/09_

EDWARD FOLEY

By: _____

Name: _Edward M. Foley_

Title: _Assit. Prof. - CCC_

Date: _12/15/09_

Exhibit A

GALLUP Q[12]

Overall Satisfaction: On a five point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with _____ as a place to work?

1. I know what is expected of me at work.

2. I have the materials and equipment I need to do my work right.

3. At work, I have the opportunity to do what I do best every day.

4. In the last seven days, I have received recognition or praise for doing good work.

5. My supervisor, or someone at work, seems to care about me as a person.

6. There is someone at work who encourages my development.

7. At work, my opinions seem to count.

8. The mission/purpose of my company makes me feel my job is important.

9. My associates (fellow employees) are committed to doing quality work.

10. I have a best friend at work.

11. In the last six months, someone at work has talked to me about my progress.

12. This last year, I have had opportunities at work to learn and grow.

Items 1 – 12 are scored on a 1 to 5 agreement scale, ranging from 1 Strongly Disagree to 5 Strongly Agree.

PUBLIC RELEASE

The parties agree to the following public release requirements relating to this Study.

1. If Licensee decides to make any public release of information based upon survey data gathered by Licensee using Gallup's Q^{12}, then all of the results of the survey must be made available to anyone on request. The only exceptions are:

   A. Licensee may choose to publicly release none of the data from the study.

   B. Licensee may temporarily hold back the public release of additional data for up to six months in order to proceed with its own preferred schedule of releases, e.g., through a series of press releases or publications.

   C. Licensee may withhold results for questions designated in writing by Licensee as proprietary before the start of data collection. Gallup must acknowledge acceptance of the designated proprietary questions in writing.

2. All survey releases must include the exact question wording, dates of interview, interviewing method, sample size, definition of the survey population, and size of sampling error. Results of only a subset of respondents must be appropriately identified, with the definition of the sub sample and its size included in the release. A full description of the survey methodology (provided by Gallup) must be available upon request.

3. Gallup must approve all press releases and other documents prepared to assist in the public dissemination of the survey data. In the event that the survey data are released in a manner that is unacceptable to Gallup (either because Gallup did not have an opportunity to review the material before release, or because Licensee did not revise the material to conform with Gallup's methodological and analytical standards), Gallup reserves the right to issue press

releases or other public statements that provide its own view of the appropriate interpretation of the survey data.

4. The term "public release" includes all research intended for direct or indirect release to the public via any print or electronic media. In addition, the term "public release" encompasses all research for which the results are either expressly intended to enter or may reasonably be expected to enter the public domain. Release of information to participants and sponsoring organizations shall be considered a "public release" under the terms of this contract. Thus, the "public release" category includes all research that may be used in litigation or in testimony before a court, regulatory agency, or legislative body. The parties recognize the importance of this provision and therefore, in the event of a breach of this paragraph by Licensee, Gallup shall be entitled to obtain, without opposition by Licensee, injunctive relief to prevent the further dissemination of the research data. In the event that legal action is initiated pursuant to this paragraph, Licensee shall pay Gallup's costs and reasonable attorneys' fees to obtain and enforce the injunctive relief or any other legal redress.

Appendix D

Focus Group Agenda

Exhibit D

Campus Focus Group Sessions

Logistics

1. Invite up to 20 randomly selected faculty members per campus. (Ideal size 8-12).

2. Meetings to be scheduled on campus 60-90 minutes max.

3. Have a neutral note taker rather than tape sessions.

4. Have all information scripted-share with and ask each campus the same questions. All
   questions to be asked in the same order.

Introduction

Provide background information, but not information that will bias the group.

- Overview of Gallup survey and my research questions
- Review timeline and response rate
- Significant differences existed based on campus location, but not based on
  tenure status, discipline, or years of service.
- Significant findings/differences with 5 questions
- Desire to learn more about these 5 questions through discussions with a group of
  randomly chosen faculty from each campus and also . . .
- Review remainder of questions and Gallup percentile ranking at college wide
  level for overall feedback/perceptions
- Qualitative comments will be included with the quantitative results without
  reference to names of faculty members

Questions with significant differences between campuses

First question with significance-"I know what is expected of me at work"

- What is expected of you at work?
- Is there any confusion about what is expected of you at work?
- Are changes occurring in what is expected of you at work?
- Who helps you clarify what is expected of you at work?

Second question with significance-"I have the materials and equipment I need to do my
work right"

- How do you define material and equipment?

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- What materials and equipment are you missing or is in short supply that impacts doing your work right?
- How is your role impacted by a lack of materials and equipment?
- What would change if you had the materials and equipment to do your job right?

Third question with significance-"At work, I have the opportunity to do what I do best every day"

- What do you do best every day?
- What supports you in doing what you do best?
- What holds you back from doing what you do best every day?

Fourth question with significance-"I have a best friend at work"

- Do you have a close confidant at work to share concerns and talk openly?
- How do you stay connected with others?
- How is a sense of community supported in this organization?
- Describe the value placed upon relationships in this organization.

Fifth question with significance-"This last year, I have had opportunities at work to learn and grow"

- What are the opportunities to learn and grow?
- What supports you having opportunities to learn and grow?
- What holds you back from pursuing opportunities to learn and grow?

Review of remaining 7 questions for feedback on Gallup percentile ranking

Read each question and provide Gallup percentile rank of CCC data, not at campus level. These 7 questions did <u>not</u> have significant differences based on campus, but the perceptions of faculty as a whole could be helpful to understand overall faculty perceptions of engagement.

- ✓ Read each questions (numbers 4, 5, 6, 7, 8, 9, 11)
- ✓ Percentile ranks range from 12-52

*Ask what this question means from their perspective.

*Ask for CCC specific examples to support the percentile rank or note where the ranking is a surprise to the group.

*Review the satisfaction with CCC percentile rank of 56, the highest on the survey. What does satisfaction with CCC as a place to work mean?

What supports satisfaction with CCC as place to work?

What would cause dissatisfaction with CCC as a place to work?

Note: Could also do union satisfaction, which correlates significantly with CCC satisfaction and a grand mean of all engagement scores. It was a strong score of 4.32 average, higher than 4.01 for satisfaction with CCC. Both correlate in a significant and positive way with the grand mean of engagement scores. I could ask about what supports satisfaction with union and what causes dissatisfaction with union as well.

Appendix E

CCC Focus Group Summary by Campus

Appendix E

Question 1: I know what is expected of me at work

Blue Campus

- I have set my own expectations
- There are two parts. . . being there physically in the classroom and as a member of the college community.
- Fundamentally to teach
- You also find out when you do something you shouldn't do
- The three year development plan doesn't do it, no feedback
- The external environment and colleagues help clarify expectations

Red Campus

- Teaching, office hours
- Lots of community service
- Always a question about the role of coordinators
- Sometimes it's not what is expected of you, but who's favorite you are
- I do a bang up job teaching every single time and nobody knows that
- Don't understand the expectations of service days
- Demands on time outside of class not being taken into consideration
- Don't have professional respect, no need to micromanage
- Only acknowledged if you haven't succeeded, success isn't acknowledged
- Lots more meetings, strains personal and professional time

Green Campus

- Office hours, community service, committees, enthusiasm in the classroom
- Helping students through crisis's
- Distance learning and it's being pushed
- Acquired over time and rather informally
- Real confusion with authority role of coordinators put in supervisory role and wrong
- Deans on a very short leash
- Everything is run from district

Question 2: I have the materials and equipment I need to do my work right.

Blue Campus

- Differs based on discipline. Lacking lab supplies, software for teaching online Counselors don't have all inventories
- I have to call the help desk to download Adobe flash
- Don't have authority to use our computers as we should
- I bring my laptop to campus, can't wait for college to upgrade
- We don't have printers, waste of time
- The lives of students would improve if we had more basic supplies

Red Campus

- I can't get my classes scheduled into right setting
- Need chairs that are not broken, pencil sharpeners are missing
- Boards that can be erased
- Can't get technology scheduled for the classroom
- Can't get into classrooms, call security to open, a trust issue
- Paper was in short supply, for a while it was locked up
- Technology carts lacking, e.g. no sound or internet access
- Significant issues with scheduling rooms
- Teach the best I can, make do with what we have

Green Campus

- Would like a printer and ink
- Not trusted to make copies, need a pass code
- Should have a printer in our offices
- Feel like I have to beg for stuff, carry markers
- Not exactly materials, but the Travel system so complicated, can't be accessed by faculty

Question 3: At work, I have the opportunity to do what I do best every day.

Blue Campus

- Communicating with and helping students is what I do best
- I consider the college technology a barrier, ability to download add-ons
- Don't understand what the jobs are of the support staff in my area, could be more of a help

Red Campus

- Teaching the best I can even when I don't have what I need
- We are very good at solving problems and mobilizing whatever we can to help a student
- Don't feel well supported doing what we do; secretarial support, room scheduling, cleanliness
- Bureaucracy holds us back, have to go through dean structure for answers, resources not available for projects

Green Campus

- I make a difference with students face to face, but our higher level classes are all distance
- Spend all my time on-line, I am best face to face
- More friendly engaging support from the office would help me and my students
- Turnover of deans has impacted the support we need to do what we do best
- Need to reinforce a more respectful environment, more police presence to limit profanity
- I have to do to many things that are not related to what I do best e.g. secretarial work

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Question four: In the last seven days, I have received recognition or praise for doing good work.

Blue Campus

- I thought it said seven years
- Considering we are such an important part of the environment we don't hear it often enough
- Thank God we hear it from colleagues and students
- Nobody seems to care about or recognize what you do
- Based on our career we are more intrinsically motivated, sustain myself
- Recognition and praise is found in our students
- I don't need praise but would like communication on changes or direction

Red Campus

- I get a lot from students
- We have to toot our own horns, do it ourselves
- Is the student voice really in the Bessie Award for teaching excellence?
- For all the meeting and committee work, we never hear a thank you
- I don't care, would rather be left alone to do my job
- I do care, I got an e-mail of thanks from Dean, wanted to print off and put on my refrigerator
- Would like to hear someone appreciates the work I do, happens so infrequently

Green Campus

- Seven years I was going to say
- Never hear that we are appreciated, hearing this more often would create enthusiasm
- I don't need this to be effective
- Would be nice to know someone cared enough to know what we do

Question five: My supervisor or someone at work seems to care about me as a person.

Blue Campus

- Very sad. I hope people weren't including colleagues, if so it would have been higher
- I think people thought supervisor not colleagues
- Our supervisor changes a lot
- I took this to mean my supervisor or another administrator

Red Campus

- We have good colleagues and we care about each other
- Turnover so high among Deans they never get to know us
- Our Deans are like the nannies in Mary Poppins

Green Campus

- People at work care about me
- My supervisor cares and my former supervisor cared as well, I had some very personal discussions with him
- There are people other than my supervisor who care

Question six: There is someone at work who encourages my development.

Blue Campus

- Just a simple recognition would surprise a lot of people
- My Dean sends me articles in my field and it is nice
- I would love to hear that there was a little money and asked is there anything I need
- My supervisor could show interest in what I was doing, how is it going, looking good etc.

Red Campus

- Our colleagues encourage each other
- Faculty development system is encouraging
- The system of faculty development and opportunities encourages development
- But the travel system is so complicated, acts as a disincentive
- College looks to people externally and we have people inside who could do it
- We are not being utilized as scholars

Green Campus

- There are people who encourage my development, other faculty, hearing what others are doing
- The college as a whole has people who encourage my development
- Seeing what other faculty have done encourages me to make my whatever better

Question seven: At work, my opinions seem to count.

Blue Campus

- I feel like I have never been told "no" so much
- As soon as you start suggesting something, told it can't happen
- My Deans change often and each new one listens at the beginning
- My opinion counts among my colleagues

Red Campus

- My opinion seems to count when they know I'm going to agree with them
- More than my opinion, my experience isn't valued
- If we are asked our opinions, mind is already made up
- You can fight to have your opinion count and then your Dean changes

Green Campus

- We generally just receive lip service for our participation in this institution
- Spend hours working with a committee, then do nothing the committee recommends
- Even when we are respected for our opinion, it doesn't count, influence anything,

Question eight: The mission/purpose of my organization makes me feel my job is important.

Blue Campus

- We support mission and believe in it, but we aren't moving in the same direction as the mission
- The administration has treated us and made us feel as if they don't view our jobs as important

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- Money is spent inconsistent with our mission, buildings but not going toward student success and graduation
- A top heavy administration that doesn't interact directly with students

Red Campus

- Faculty are fairly collegial, we see faculty interacting with students and this gives us a sense of importance and purpose
- Having the ability to make a real change in people's lives makes me feel my job is important
- We can see the difference we make when students succeed and come back

Green Campus

- I have a strong sense that I am doing good work in the world
- I think the mission and purpose makes me feel important, but I am sent messages that my job is inconsequential
- Some administrators think faculty are not important, anybody could do it
- We are viewed as immature and decisions are made without the involvement of faculty subject matter experts

Question nine: My associates (fellow employees) are committed to doing quality work.

Blue Campus

- I have never worked wih a group of faculty more committed and with a student focus and I have been in several institutions
- Fellow employees includes non-faculty, number would be much higher if the question was fellow faculty
- Non-faculty employees may give the impression they are not interested in quality work

Red Campus

- Fellow employee does not necessarily mean colleagues, could also mean your supervisor, support staff, cleaning crew
- My colleagues are committed to doing quality work, but sometimes those that support us are not
- Not having the equipment and materials we need impacts our quality
- Our involvement in the faculty hiring process, we support the best candidate, yet somebody else hired, hurts morale and questions quality

Green Campus

- I have a high opinion of my associates
- We see the quality work when faculty present at the colloquium
- Competition among campuses would be in this score

Question ten: I have a best friend at work.

Blue Campus

- The relational side of the campus is diminishing and it is sad
- The longer you are here the more chance to develop meaningful relationships
- Not the same place it was even 10 years ago

- Used to be more talking in the hallway with people coming in and out of the conversation
- Used to do more outside of work
- People working more alone, maybe due to distance education and computers
- I used to look forward to the days we are all together, now they have become bogged down days

Red Campus
- The faculty on this campus are tight
- I have a best friend in this room
- I know I have a best friend at work

Green Campus
- I have tremendous bonds with people and have a lot of good friends
- On another campus faculty offices are mixed discipline, but here we sit by discipline, I wish our offices were more mixed, meet other disciplines
- I used to be in a mixed discipline area also and I miss it

Question eleven: In the last six months, someone has talked to me about my progress.

Blue Campus:
- I am surprised the percentile rank was that high
- Where would this feedback come from?
- I even had an evaluation missing from my tenure portfolio

Red Campus:
- Progress towards what?
- We only get negative instead of praise
- My departments does evaluations, but I know people who have missed them
- With the kind of Dean turnover we have how could they talk to me about my progress

Green Campus:
- Administration pushes evaluation, yet faculty developed it.
- Number of Deans who do not perform evaluation or they do not complete the process
- Paper evaluation may be done, but not the face to face part

Question twelve: This last year, I have had opportunities at work to learn and grow.

Blue Campus:
- I learn from my colleagues, ask questions about technology etc…
- I learn from my students and about my students
- Travel fund money supports my development, but the process is a problem
- Accessing funds is a roadblock

Red Campus:
- Had a special project
- Went to training, a conference
- We do have an opportunity to think of something and try it

- Dean supports me going to training
- Faculty collaboration has been great

Green Campus:

- I mentored a new colleague
- Went to a conference
- My Dean does not encourage me to seek developmental opportunities
- I grow through my professional organization, but the travel system is such a hassle
- Most of my learning comes through courses I take and interaction with my colleagues
- Big emphasis on learning technology, but not expanding oneself as a scholar and discipline expert

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Satisfaction Question: How satisfied are you with Tri-C as a place to work?

Blue Campus:

- I am happy to come to work
- I may not be getting praise, but nobody stops me from doing what I think I need to do to get students successfully on their way
- I love my job, have freedom in the classroom
- Our passion outweighs the environment

Red Campus:

- We are satisfied with our colleagues
- Some solutions to making the campus better are right there e.g. I need to make more than 10 copies
- Overall we love the college, our colleagues

Green Campus:

- The lifestyle, I'm very happy with the lifestyle
- It is the ancillaries that pull this down