

ABSTRACT

Title of Dissertation: EXAMINING PERCEPTIONS OF ORGANIZATIONAL
CULTURE AT TWO COMMUNITY COLLEGES IN
THE MID-ATLANTIC REGION

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This quantitative study examined the current and preferred perceptions of organizational culture of full-time and part-faculty at an urban and suburban community college in the Mid-Atlantic Region. The Competing Values Framework served as the conceptual framework for the study. Three hundred full-time and two hundred part-time faculty were surveyed over a one-month period via google forms. Demographic data such as age, gender, and years of service were collected. The Organizational Culture Assessment Instrument (OCAI) was used to measure the current and preferred organizational culture types.

Survey data were analyzed using an independent sample t-test and multivariate regression analysis. OCAI results indicated that the faculty perceived the current culture as Market, Adhocracy, and Hierarchy. The preferred culture types were Clan and Market. Significant differences existed between full-time and part-time faculty in terms of their perceived

and preferred culture types, and between the urban and suburban institutions. The research findings added to the literature on the linkage between organizational culture and higher education and may contribute to organizational performance. Recommendations for future research and best practices are provided.

EXAMINING PERCEPTIONS OF ORGANIZATIONAL CULTURE AT TWO
COMMUNITY COLLEGES IN THE MID-ATLANTIC REGION

by
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Dedication

This dissertation is dedicated to my son, Carter Avery Murrell. I hope that my completion of this degree will motivate you to achieve anything you set out to accomplish in life. Plan, focus, and execute. I love you, son!

Acknowledgments

To my rock, best friend, and love of my life, Steven Murrell: thank you for your love, support, and encouragement during this process. When I did not believe I could finish, you reminded me that I am more than capable of completing this task. Thank you for always being my #1 supporter. You are my forever love. To my son, Carter A. Murrell: I dedicate this to you, baby boy. I hope you know that anything you set out to do or be; you can do it! Keep pushing and never give up. I love you and thank you for making me a mother.

To my parents, Mr. Herman Carter and Dr. Evelyn Carter: THANK YOU! You two have instilled in me a drive to be a lifelong learner. My determination and will to succeed comes from both of you. Thank you for supporting me financially to finish this project. I am so blessed to have wonderful parents! I love you both. To my siblings and sisters-in-law: thank you for pushing me towards the finish line. Your love, support, and motivation mean the world to me. To my lovely in-laws; the Murrells, Millers, and Browns: thank you for encouraging me to be the best I can be. I love you all.

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Chapter 1: Introduction

In recent years, there has been increased interest in the culture of community colleges and four-year universities, as they attempt to respond to internal developments and external dynamics (Lacatus, 2013). As these institutions evaluate organizational performance, it is the culture of the organization that has become the phenomenon which may distinguish the successful and progressive organizations (Idris, Wahab, & Jaapar, 2015). Judge and Robbins (2007) defined organizational culture as the “shared meaning held by members of an organization which distinguishes a particular organization from others” (p. 147).

The culture of an organization can be complex, strong, and dynamic, depending on the socialization processes and acceptable behaviors of individuals within the organization (Cameron & Quinn, 1999). Traditionally, organizations with a strong culture are often successful in supporting the mission and goals of the organization (Stanislavov & Ivanov, 2014). A complex organizational culture encompasses various structures and resources, often making it difficult for members within the organization to adapt (Judge and Robbins, 2007). A dynamic organizational culture is constant, and changes based on the demands of the organization (Simplicio, 2013). Hays (2012) asserted the importance of identifying an organization’s culture in order to prepare for internal and external demands in higher education.

According to Schein (1988), the culture of a group is defined as follows:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p.12)

Organizations that do not determine the culture type within the organization do not utilize the opportunity to change communication, behaviors, and decisions (Lee & Gaur, 2013). Organizational culture is a critical component useful in understanding change (AAUP, 2017). Simplicio (2013) identified organizational culture as one of the four primary elements that organizations may use as a tool to make changes; along with climate, structures and systems, and the individual. Institutional transformation leads to the following: changing the underlying assumptions and behaviors by altering the culture, as well as changing processes and products (Arnold & Capella, 2013). As a result of these elements, organizations can work to create an intentional change in culture (Dale, 2012).

Statement of the Problem

Community colleges and four-year universities are known to assess employee engagement; but have often neglected to assess their organizational culture (Dale, 2012; Prentiss, 2011). Assessing the culture of an organization can provide the basis for organizational improvements, but more specifically, support the performance of the institution (AAUP, 2017). Institutional performance, as defined by Lindsey (1982), encompasses how effectively an institution is

achieving goals and how efficiently they are at using resources in the process.

Ponnuswamy and Manohar (2014) noted that the culture of an organization can be a predictor of its performance.

During the researcher's doctoral internship at the Suburban Community College (SCC), the leadership revealed the need to conduct an organizational culture assessment. The faculty members completed yearly employee engagement surveys, but the community college had never assessed the corresponding culture of the institution. The President of SCC expressed interest in performing a culture assessment in order to contribute to institutional decision-making.

This study examined the perceptions of both full-time and part-time faculty in a suburban and urban community college in the Mid-Atlantic region. The goal of this study was to add to the body of knowledge related to organizational development and community college leadership by identifying and analyzing community college cultures utilizing a quantitative approach.

Purpose of the Study

The purpose of this quantitative study was to identify perceptions of organizational culture from full-time and part-time faculty within community college organizations, in order to determine the relationship, if any, between variables, such as full-time versus part-time status, and urban versus suburban institutions. The study was conducted using the Organizational Culture Assessment Instrument (OCAI), a tool based on the Competing Values Framework (CVF), with three hundred full-time and two hundred part-time faculty

invited to participate in the survey. The OCAI is divided into two sections. The first section of the survey has questions related to perceptions of the current culture of an organization: How does the participant view the current culture? The second section of the survey has questions related to the preferred culture: What type of culture do the participants prefer for their organization?

The study focused on six characteristics of culture: dominant characteristics, organizational leadership, management of employees, organizational bonding mechanisms, strategic emphases, and criteria of success (OCAI). The primary goal was to increase the understanding of organizational culture at community colleges within a specific region and to determine if the current culture should be maintained or changed; thereby adding to the body of knowledge related to organizational development and community college leadership.

An initial review of the literature revealed the need for a better understanding of the perceptions surrounding organizational culture within community colleges and four-year institutions. As community colleges respond to the needs of the students and the communities they serve, there is increased pressure for accountability and transparency (Boggs, 2015). As noted by Birnbaum (1988), higher education institutions are unlike corporations or non-profit organizations due to accountability and transparency loopholes. As a result, there is difficulty in identifying and changing the culture of an institution which often is neglected because institutions are entrenched in maintaining systems, silos, and traditional ways of doing things (Eagen, 2013).

The OCAI instrument (2006) generates an organizational culture profile based on four dominant culture profiles (clan, adhocracy, market, and hierarchy), as noted in the Competing Values Framework. This framework characterizes organizations based on whether they are internally focused (left side of the dimension map) or externally focused (right side of the dimension map). The vertical axis focuses on decision making. According to Cameron and Quinn (2011), the bottom of the chart denotes decisions that are controlled by managers, while the upper end of the chart denotes self-directed decisions by employees. The dimensions of culture are defined as the following:

Clan

The Clan organization is collaborative with a focus on mentoring and nurturing. The leadership within this type of organization places high value on goals, values, vision, and outcomes rather than achieving these things through strict rules. The organizational structure is flat, which allows employees to act autonomously. This organization focuses less on control and more on flexibility. An example of this organization would be a philanthropic organization or a non-profit (Cameron & Quinn, 2011).

Adhocracy

The Adhocracy organization is a dynamic and entrepreneurial culture with a focus on risk-taking and innovation. There is high value placed on adaptability and rapid change. Success through innovation is the underlying focus of this organization (Cameron & Quinn, 2011). A technology startup would be an example of this type of organization.

Market

The Market organization is a results-oriented culture with a focus on competition and achievement. The leadership focuses on outcomes and the organization is externally focused. Results and competition are imperative. There is an expectation that employees solve problems through standing rules. The focus within a market organization is not marketing. An example of this type of organization is an investment firm with a focus on individual sales while trying to balance the sales with regulatory requirements (Cameron & Quinn, 2011).

Hierarchy

This type of organization is characterized as traditional. It is considered structured with a focus on efficiency. Leaders are known to monitor, coordinate, and organize. There are well-defined rules, procedures, policies that are represented on an organizational chart. A typical example of this type of organization would be a manufacturing company where high priority is given to quality control (Cameron & Quinn, 2011).

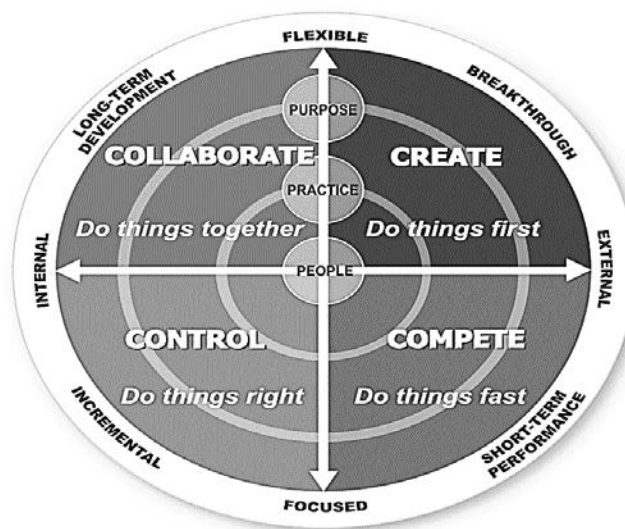


Figure 1. Culture types

Research Questions

This study was guided by the following research questions:

- RQ1. What is the perceived (current and preferred) organizational culture of faculty at Urban Community College (UCC) and the Suburban Community College (SCC)?
- RQ2. What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at UCC?
- RQ3. What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at SCC?
- RQ4. Does faculty employment status (part-time or full-time) predict the overall current and preferred perceptions of organizational culture at UCC and SCC?

Conceptual Framework

This study described perceptions of both current and preferred cultures based on the Competing Values Framework (Quinn & Rohrbaugh, 1983). This model was created to further explain organizational phenomena such as culture, effectiveness, and leadership competencies (Cameron & Quinn, 1999). Essentially, the Competing Values Framework (CVF) provides a basis for categorizing organizational cultures. The OCAI has been used by more than a thousand organizations, including higher education institutions, and can be used as a predictor of organizational performance (Cameron & Quinn, 2006). As a result of the assessment of culture, according to the CVF, the culture profiles are

predictive of multiple performance factors such as organizational effectiveness and the quality of life in the organization (2006).

Quinn and Rohrbaugh (1983) reveal two major dimensions, external and internal, as being related to organizational effectiveness. The first dimension is related to organizational focus from an internal perspective and how these internal factors impact the organization (1983). The second dimension represents the contrast between stability and control versus flexibility and change. These two dimensions represent a set of organizational effectiveness indicators (1983).

The OCAI categorizes six content dimensions based on experiences people encounter within an organization. The six dimensions include the following: a) dominant organizational characteristics, b) leadership style and approach, c) management of employees and the working environment, d) organizational glue or bonding mechanisms, e) strategic emphasis that drives organizational strategy, and f) criteria for success and how employees are rewarded for accomplishments.

Although this tool was created in the 1990s, the content dimensions have implications for the success of today's community college since the statements used in the survey are relevant to today's higher education organizations (Cameron & Quinn, 2006). Kessler (2017) asserts that the CVF is one of the most influential models in organizational studies. The OCAI is used not only to assess current and preferred culture within an organization, but it can also be used to examine key organizational characteristics, such as job satisfaction. In

addition, Cameron and Quinn (2006) identified the following areas of consideration:

- Value orientations often compete and contradict one another;
- Once an organizational culture profile is established, organizations can determine strategies to make a change; and
- The OCAI tool can assist organizations with turning current organizational cultures into the preferred cultures of its employees.

The OCAI tool can reveal both the current culture of an organization and the preferred culture, which in some cases, may be different (2006). One culture may not be considered more favorable than another; however, employees typically respond and perform positively in a culture that is preferred and not forced (2006). The results of the assessment can provide valuable insight and promote discussions among employees and leadership.

The CVF provides four organizational culture types that can be used to organize and identify current and preferred organizational culture based on the results of the OCAI and faculty perceptions (see Figure 1). The four quadrants, each one represents a culture type, are a distinct set of organizational and individual factors that should be pursued by organizations (i.e. flexibility, and the ability to manage competing priorities both internally and externally). Two major themes emerged from the research; the first differentiates an emphasis on flexibility and discretion (Cameron, 2014), and the second dimension focuses on integration, collaboration, and unity from an external orientation. The framework

describes the core approach to thinking, behaving, and organizing associated with human activity.

Cameron (2006) asserted that organizational effectiveness was highest in organizations that emphasized both the adhocracy and hierarchy cultures since these culture types represent dynamic and stable organizations. Once culture types are identified, it is up to individual organizations to determine the ideal culture type based on their needs and the organizational strategy.

The responses to the OCAI determined the current and preferred culture types within the community colleges selected for this study. The survey statements are categorized according to the six content dimensions. Each statement is worth a total of 100 points and point values are used to determine the final culture type.

For the current study, the independent variables were college type (UCC vs SCC) and faculty employment status (part-time vs full-time). The dependent variables were the four current and preferred organizational culture types and the overall current and preferred organizational culture.

Assumptions, Limitations, and Delimitations

An assumption is an expectation held by the researcher during the research process (Ellis & Levy, 2009). Due to the quantitative nature of the study, the researcher assumed that the participants had appropriate experience and a basic knowledge of the topic. The second assumption held by the researcher was that the participants would answer the survey statements truthfully because participation in the study was voluntary and responses were confidential.

Limitations include the conditions and shortcomings of the study that cannot be controlled by the researcher (Connelly, 2013). The first limitation is that a survey may not capture the full breadth and depth of an organization's culture. Participant interviews and focus groups could yield additional information related to the culture of an organization but were not used in this study. Secondly, several of the participant responses were disqualified from the study due to incomplete and inaccurate submissions. This caused a decrease in the final participant total.

Delimitations include the extent and scope of the study, in addition to intentional choices made by the researcher (Pemberton, 2012). The first delimitation is that only full-time and part-time faculty were chosen to participate in the survey. Staff and leadership within a community college may add a varying result to a culture survey. Secondly, only two institutions in one geographical region were chosen for this study.

Definition of Terms

The terms presented below will appear or be discussed throughout this study, and are defined to diminish any ambiguity as to their meaning.

Competing Values Framework: a theory developed by Quinn and Rohrbaugh (1983) to understand and characterize organizational behaviors and beliefs.

Organizational Culture Assessment Instrument (OCAI): a tool created by Quinn and Cameron (2006), based on the Competing Values

Framework, to help organizations to identify their current and preferred culture types.

Organizational culture: a system of shared assumptions, values, and beliefs, which governs how people behave in organizations (Schein, 1988).

Suburban Community College (SCC): a pseudonym used to protect the identity of an institution.

Urban Community College (UCC): a pseudonym used to protect the identity of an institution.

Significance of the Study

Leaders in higher education who are tasked with the challenges of improving performance, productivity, and outcomes for their organization, may find the results from this study useful (Tierney & Landford, 2018). Organizational culture change includes changes in attitudes and behaviors of the members within an organization (Bolboli & Reiche, 2013). An assessment of organizational culture may serve as a useful tool for decision-making within a higher education institution (Vasyakin et. al, 2016). It may be helpful to know the following: how employees perceive the current culture of the organization; what is the preferred culture of the organization; and how changes can be made to improve or maintain the current culture of the organization. The four culture types, as defined by Cameron and Quinn (2006), represent distinct organizational characteristics that may explain how the organization and its members function.

Summary

As community colleges attempt to accommodate continuously changing global markets and diverse student demographics, the examination of organizational culture is often neglected (Dale, 2012). By exploring the perceptions of organizational culture among community college faculty, leaders can make more informed decisions about improving culture and performance.

This study examined the current and preferred perceptions of organizational culture as revealed in the OCAI and utilized Cameron and Quinn's (1983) CVF to identify the culture types. The analysis of the data can provide community college leadership with a means of understanding the current and preferred perceptions of organizational culture. This chapter identified the introduction, statement of the problem, purpose, conceptual framework, assumptions, limitations, delimitations, and significance of the study. Chapter two provides a discussion of previous research in the area of organizational culture.

Chapter 2: Review of Literature

This chapter will provide a comprehensive review of the literature related to organizational culture generally, and organizational culture in higher education. To provide a foundation for the purpose of this study and to support the findings of the research, the literature review begins with an examination of literature in the area of organizational culture definitions.

Organizational Culture Defined

To improve organizational effectiveness, leaders and managers examined the culture of an organization in order to make better sense of their organizational characteristics (Eikenberry, 2012). Organizational culture is defined as the socially transmitted knowledge and behavior shared by a group of people (Birikou, Blanzieri, Giorgini, & Giunchiglia, 2009). According to Alvesson (2013), the study of culture explains the phenomena by which behaviors, social events, and processes take place. Additionally, culture helps to conceptualize organization-level relationships between leaders and subordinates (p.2).

As noted by Simoneaux and Stroud (2014), organizational culture is defined by how the members within an organization interact with other stakeholders and each other. Culture theory, according to Schein (2010), shown in Figure 2, describes the identified culture as a series of assumptions made by an individual within a group. Organizational culture, often thought of as “the way we do things around here,” is both highly valued and a misunderstood characteristic of organizational life. Managers and employees acknowledge and

value the importance of organizational culture to the productivity, effectiveness, and satisfaction of employees, and the achievement of organizational goals.

According to Schein (2010), culture is identified through three categories:

- a) artifacts: what is experienced through the senses, styles, stories, published statements, technology, products, and creations;
- b) espoused beliefs and values: goals and aspirations and social validation; and
- c) basic underlying beliefs: taken for granted organizational conditions, things given attention, emotional reaction, cognitive stability, and the meaning of things.

Uncovering the Levels of Culture

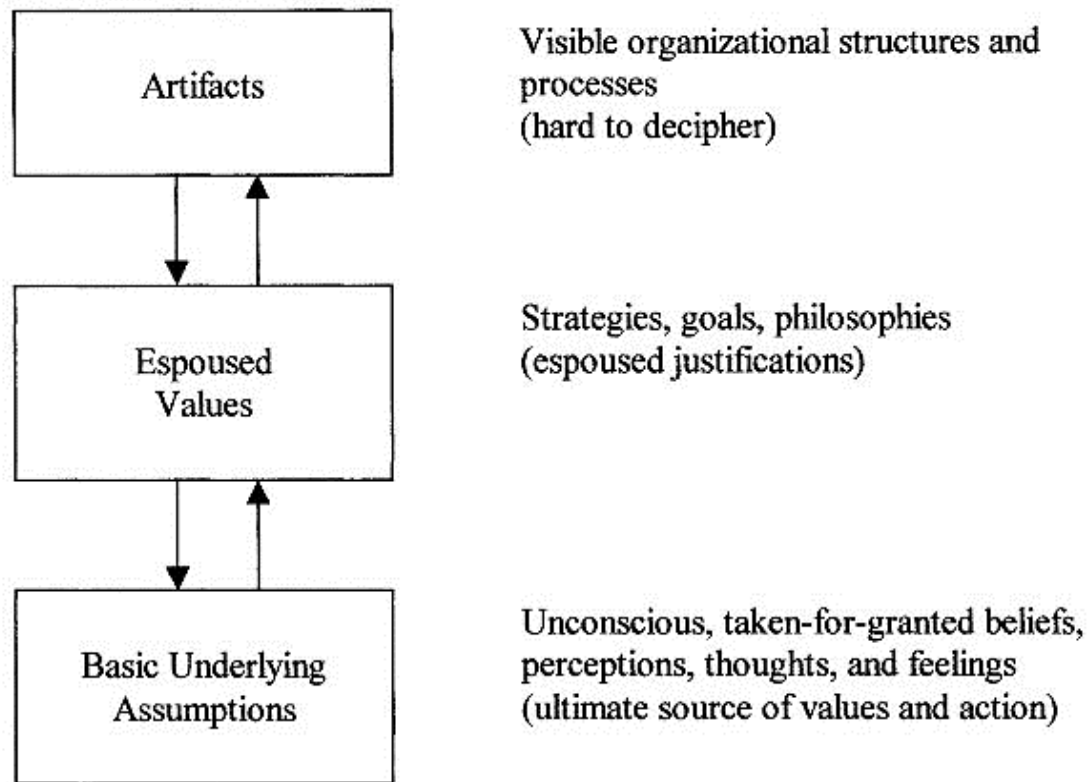


Figure 2. Schein (2010) Culture Theory.

Tharp (2009) noted commonalities in the organizational culture definitions created throughout the years. Most of the culture definitions include the concept of sharing. This indicates the importance of groups in an organization's culture. Finally, organizational culture can be considered multi-dimensional.

Schein (2010) noted that there is a difficulty in measuring different types of organizational cultures because of the shared assumptions and understandings that typically lie beneath an individual's consciousness. Most organizations have several different types of culture; however, it is important to assess the dominant

cultures and mutually exclusive ones. For example, it is possible for an organization to have more than one dominant culture type. Often, the system of shared values is used to influence other members of an organization. Dominant cultures emerge as members within the organization tend to have similar perspectives on the various organizational issues, such as leadership, pay, incentives, and opportunities for advancement (Alvesson, 2013).

Schein's (2010) definition of organizational culture frames organizational culture as a dynamic process that is determined by the interaction of employees and influenced by the behaviors of leadership. Similarly, Rao (2016) posited that the culture within an organization is based on the values and symbols shared by employees, which determine the way things are done within the organization. The definitions of organizational culture imply that it is multidimensional and inclusive of many variables (Belias & Koustelios, 2013).

In addition to dominant cultures, Chaffee and Tierney (2008) asserted that the culture of an organization determines how the organization deals with internal pressures and external forces. Culture reflects what is done, how it is done, and who is involved (Schein, 1988). The perception of organizational culture may suggest how strategic plans are defined and implemented. Often, leaders are unaware of an organization's culture as it may be unspoken (Busse, 2014). As organizations strive to meet goals and demands, effective leaders consider culture as a predictor for organizational success (Chaffee & Tierney, 2008). Schein (1988) addressed the difficulty in dealing with external organizational cultures. He noted that organizations should consider the essential elements that

are involved such as the mission and strategy of the organization, goals to measure, and the correct organizational culture.

The Denison Model of Organizational Culture (1995) classifies organizational culture and effectiveness based on four traits of organizational culture: involvement, consistency, adaptability, and mission. Involvement within an organization is an indication of aligning and engaging people in order to create a sense of responsibility. Consistency refers to coordination and control. Adaptability is the extent to which members of an organization are able to respond to the environment, processes, and behaviors. The mission of the organization answers the “why” of the organization and how the work contributes to results and goals (1995).

Neale (2016) provided a detailed explanation of the tenets of Denison’s model (1995):

- 1) Involvement (by employees in decisions and day to day tasks)
- 2) Consistency (of organizational procedures)
- 3) Adaptability (organizational change in response to customers and markets)
- 4) Mission (a sense of direction and performance expectations)

As noted by Denison (1995), there are several aspects of organizational culture that are visible within an organization. For example, working hard, dressing conservatively, or acting friendly are traits that members of an organization embody. Other aspects of culture are considered invisible

assumptions since they are harder to observe. The invisible assumptions represent the values and core beliefs of people.

Driskill (2018) noted that culture is often viewed only as a means of improving organizational performance. Organizational culture is inevitably the focus on organizing and communicative practices (Geertz, 1973). Members of an organization tend to form beliefs and basic assumptions that shape an organization's culture (2018). To this end, it is the interaction amongst current employees and the integration of new employees which are factors in determining the culture of an organization (McPhee, 2015).

Grenville, Bertels, and Boren (2016) summarized culture into three perspectives: culture as shared values, as a frame, and as a repertoire. The perspectives are not competing or mutually exclusive; however, they offer a chronology:

Table 1. Major Theorists in Organizational Culture

Name	Discipline	Culture definition
Alvesson (2002)	Sociology	Culture is regarded as a more or less cohesive system of meanings and symbols, in terms of which social interaction takes place.
Hofstede (1990)	Social science	Cultures manifest themselves, from superficial to deep, in symbols, heroes, rituals, and values.
Pettigrew (1979)	Business	The system of generally and collectively accepted meanings which operate for a certain group on a certain occasion.
Schein (1987)	Social psychology	Culture is a basic pattern of shared, basic assumptions, invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration.
Siehl and Martin (1984)	Psychology/sociology and business	Organizational culture is a normative glue and a set of values, social ideals or beliefs that organization members share.

History of Organizational Culture

In the late 1930s and early 1940s, sociologists attempted to characterize organizations as structural expressions of social action (Grenville, Bertels, &

Boren, 2016). Organizations were often categorized as dynamic systems influenced by both internal and external environments. The key to understanding an organization as a system, one must acknowledge that beliefs, behaviors, and attitudes foster the cohesion of people within an organization (Schein, 2010). In order to understand or change a culture, the change agent must first determine the linkages between values, structure, and individual meaning (Mirvis, 1990).

Peters and Waterman (1982) identified the characteristics of high performing companies and how the organizational culture types within these companies contributed to their performance. According to Schein (1988), organizational culture should be categorized into three areas: assumptions, artifacts, and values. Assumptions are the unspoken rules of the organization. Artifacts include the areas of an organization's culture that are visible, which include the organizational structures, settings, and processes. The belief system of the members of an organization encompasses the organization's values (Alvesson, 2013).

A study of several companies within the United States (Kotter & Heskett, 1992) revealed the relationship between performance and organizational culture. Organizational culture theory evolved and included organizational behavior within disciplines such as anthropology, sociology, and social psychology (Denison, 1990). An investigation by Sharma and Good (2013) determined the impact of organizational culture on productivity and organizational performance. The findings revealed that organizational culture is a necessary component of organizational performance (Childress, 2013).

Types of Organizational Culture

Four types of organizational culture include (a) clan culture, (b) adhocracy culture, (c) hierarchy culture, and (d) market culture (Cameron & Quinn, 1999).

The leaders within the clan culture type foster mentoring, participation, and nurturing (Han, 2012). The Adhocracy culture type is considered highly dynamic and entrepreneurial (Veisesh et al., 2014). The hierarchy culture is characterized as extremely structured and controlled (Sok et al., 2014). The Market culture is defined by a competitive atmosphere and the need to get the job done (Pinho et al., 2014). Collaboration and respect are values exclusive to the clan culture (Eikenberry, 2012). In a clan culture, employees are inspired by leadership to create a culture of success and excellence (Miguel, 2015).

Organization members buy-in to the mission and vision of an organization when leaders within the organization are trusted (Nongo & Ikyanyon, 2012). A clan culture includes teamwork and consensus. (Pinho et al., 2014). Within the clan culture type, managers empower employees to work together. (Driskill, 2018). The literature identifies the clan culture as the culture type which yields positive organizational performance (Cameron & Quinn, 1999).

Within the clan culture, the organization's leadership encourages engagement amongst employees and commitment to the organization because commitment may most likely lead to effectiveness and efficiency (Nongo & Ikyanyon, 2012). Kotrba et al. (2012) supported the clan culture's role in improving performance within an organization and acknowledges its role in improving an organization's efficiency. On the contrary, within the adhocracy

culture type, employees choose to clarify how a specific assignment may lead to the achievement of organizational goals (Veisoh et al., 2014). The assumptions and values of the adhocracy culture include (a) diversity, (b) growth, (c) risk-taking, (d) creativity, and (e) independence (Hartnell et al., 2011). In adhocracy culture, resources may be available for research and development, and the leadership encourages employee involvement in innovation (Sok et al., 2014).

In adhocracy culture, creativity is essential in order to increase productivity within the organization. An adhocracy culture may result in change and innovation (Fiordelisi, 2014). Organizational culture literature notes a positive relationship between the adhocracy culture and innovative entrepreneurial orientation (Cameron & Quinn, 1999). Other literature also noted a positive relationship between adhocracy culture and financial success in the long-term of an organization (Hartnell et al., 2011).

In a hierarchy culture, leaders are committed to establishing control within the organization. Members of the organization typically follow the rules and policies (Hartnell et al., 2011). According to Fiordelisi (2014), the hierarchy culture is consistent with stability and reinforcement. The hierarchy culture has a negative impact on financial performance (Han, 2012). Additionally, there is a negative relationship between the hierarchy culture and customer integration (Cao et al., 2015).

In the market culture type, members of the organization are driven by clear objectives in order to increase their reward through market achievement (Han, 2012). Members often gather customer or competitor information in order

to appropriately set goals and make decisions. The market culture includes achievement and competence in order to achieve the goals of the organization (Miguel, 2015). Leaders within the organization tend to focus on effectiveness through control and achievement. Miguel (2015) found that leaders should have knowledge of their external clients and priorities to survive in a competitive market.

Deal and Kennedy (1982) identified four culture types based on an organization's strategies and expectations from employees. The macho culture refers to employees who are eager to fulfill personal ambitions and their organization's goals. The work hard/play hard culture is based on employees who are driven for quick results, based on the needs of customers. The Bet-Your-Company culture refers to the character of the institution when it makes risky investments. Lastly, the process culture refers to low risks and low levels of anxiety among employees.

Xenikou and Furnham (1996) identified four culture types related to an organization's goals and decision-making capability.

- 1) The openness to change/innovation- this type is human-oriented and promotes innovation and achievement.
- 2) The task-oriented- focuses on detail and quality of services and products.
- 3) The bureaucratic- employees are characterized by centralized decision making.

- 4) The competition/confrontation- employees are highly competitive and goal-oriented.

Sources of Organizational Culture

According to Schein (2010), organizational culture may derive from a variety of sources. Uddin, Luva, and Hossain (2013) asserted that the source of organizational culture includes the assumptions and beliefs of new members of the organization and the current learning experiences of group members. The founders or the leaders within an organization have an opportunity to influence a direction or strategy within the organization. As noted by Andish et. al (2013), the leaders have a significant impact on the operation of an organization.

Toma and Marinescu (2013) indicated that the culture of an organization is created from a combination of various factors: operational assumptions, strategy, and personal experience. A learning experience is created based on the social trends of the current environment (Nguyen & Aoyama, 2014). Leaders have the power and influence to mold employees' attitudes and motivation to work (Amabile, 1998). As noted by Belias and Koustelios (2014), the two primary sources of organizational culture are external or internal factors that are beyond the control of a leader within an organization and change as a result of planned implementation.

Culture v. Climate

Comparative dimensions of culture attempt to separate culture from institutional or organizational climate (UNT Health Center, 2011). Bisel, Messersmith, and Keyton (2009) affirmed to a degree that both culture and

climate are internal factors that define the management environment of an organization. Organizational climate researchers typically focus on members' perceptions of observable practices and procedures while culture researchers focus on understanding underlying assumptions (UNT Health Center, 2011). The literature suggests that there is an on-going debate as to whether or not the climate is a shared perception or a set of shared characteristics. Additionally, the role of managers and leaders has an impact on employee perception of organizational culture, whether positive or negative (2011). According to Reddy (2014), organizational climate is a relative quality of the internal environment and can be described as the values of a set of characteristics of the organization.

The organizational climate is inclusive of the practices reported by those who are employed within the organization (Rousseau, 2011). Characteristics of organizational climate include communication, conflict, leadership, and reward emphasis. In contrast to organizational culture, the climate is more frequently studied as factors that contribute to occupational risk and employee well-being (Bisel et al., 2009). Cultural elements are more subjective as they encompass values, assumptions, and norms within a group (2011). Climate and culture intersect to a certain extent since organizational features are consistent with both areas of study (e.g. motivation, performance, satisfaction). However, the interpretation of organizational features (climate) may vary based on the cultural differences and perceptions of the individual within a group.

According to Hofstede (2001), culture is the programming of the mind that separates members of one group from another. Deshpande and Webster (1989)

assert that culture is a system of shared values. The awareness of culture provides members within an organization the opportunity to change and determine the cause of problems in order to promote stronger performance (Belias and Koustelios, 2014). Culture shapes behavior and tends to dictate how things get done and influences the ways in which things are introduced (Burke, 2008).

Creating, Embedding, and Socializing Culture

According to Schein (2010), there are three sources for creating and embedding culture: beliefs, values, and assumptions based on the founder's vision for the organization; learning experiences of group members, their beliefs, values, and assumptions brought to the organization when they were new to it. The socialization process is experienced by new members of an organization as they acquire the core elements of the culture. In addition to those elements, there are six mechanisms that are embedded in culture: activities attracting the leader's attention; leader's reactions to critical incidents, resource allocation, role modeling, observed criteria for awards, and criteria for recruitment and selection. Schein (2010) asserted that much of the socialization process is embedded in the organization's normal working routines.

Table 2. Levels of Culture-Embedding Mechanisms of Schein (1988)

Primary embedding mechanisms	Secondary articulation and reinforcement mechanisms
What leaders pay attention to and control on a daily basis	Organization design and structure
How leaders react to crisis and incidents	Organization systems and procedures

Criteria by which leaders allocate resources	Organizational rites and rituals
Role modeling, teaching, and coaching	Design of space and buildings
Criteria by which leaders allocate rewards and status	Stories about people and events
Criteria by which leaders recruit, select, promote and retire organizational Members	Statements of the organization's philosophy, values and creed

It is important to note the various mechanisms for embedding culture within an organization. The primary embedding mechanisms listed above are actions that are essential to the leadership of an organization. According to Denison (1995), organizational cultures are formed based on the ideas, behavior patterns, and potential solutions within the organization. The culture type can originate from individuals or groups.

Job Satisfaction

Job satisfaction is defined as a positive emotional state resulting from one's job experiences (Locke, 1976). According to Tsai (2011), the acknowledgment and acceptance of an organization's culture by its members can influence work behavior and attitudes. Hill (2010) asserted that faculty satisfaction is just as important as student satisfaction and has a major impact on student learning. An individual's perception of job satisfaction is often shaped by circumstances, values, and expectations. As noted by Locke (1976), common dimensions of employee satisfaction include pay, recognition, promotion, and work conditions. The ability to retain employees poses a problem in most

organizations. The dimensions of employee satisfaction contribute to an organization's culture and have been the justification behind the research.

To conceptualize the needs of employees in the workplace, Maslow (1943) developed a theory of needs and asserted that job satisfaction can only occur if the hierarchy is followed. The five basic tenets of Maslow's theory of needs (1943) are:

- Psychological needs: survival needs such as food, air, shelter, and water.
- Safety and security: economic and personal security.
- Social belonging: social interaction, group identity and the need for friendship.
- Self-esteem: the need to feel worthwhile.
- Self-actualization: the desire for personal growth and development.

As noted by Maslow (1943), the absence of one of the areas leads to job dissatisfaction. To support this claim, organizational culture theorists supported the need for these personal values in order to have a strong work culture.

Conversely, Herzberg (1946) examined the reasons why workers remain in their positions and the factors that motivate people to be effective in their positions. He presented the factors that cause satisfaction as well as dissatisfaction. Motivational factors can change at any time; however, Herzberg contended that when employees are treated as people, this is a top motivating factor in any industry. Critical to Herzberg's theory is the notion that satisfaction and dissatisfaction operate as independent phenomena rather than a continuum.

A demonstration of the difference in factors of satisfaction and dissatisfaction is present in Table 3.

Table 3. Difference in Factors of Satisfaction and Dissatisfaction

Factors that contribute to employee satisfaction	Factors that contribute to employee dissatisfaction
Achievement, recognition, responsibility, advancement and the nature of work	Company policies, supervision, technical problems, salary, interpersonal relationships, and working conditions

Hackman and Oldman (1975) formed a model of job satisfaction in order to describe the relationship between a job's features and the employee's behavior. They identified three psychological conditions to determine whether an employee is satisfied on the job: experienced meaningfulness of work, responsibility for work outcomes, and the knowledge of the actual results of work (1975). They assert that employees respond positively to work when they are both responsible and aware of their job performance.

Dynamics of Culture in Higher Education

As community colleges respond to the needs of the students and the communities they serve, this increased pressure of accountability and transparency has emerged (McKinney, 2011). As institutions assess effectiveness, the relationship between an institution's culture and its ability to implement change strategies is examined. As noted by Birnbaum (1988), higher education institutions are unlike corporations or non-profit organizations in their ultimate goals and responsibilities. To this end, the difficulty of identifying and

changing the culture of an institution is often due to these institutions being entrenched in maintaining systems, silos, and tradition (McKinney, 2011). In other opinions, Curry (1992), noted that change within institutions of higher education consists of a three-stage process. These processes are mobilization, implementation, and institutionalization. According to Curry's process theory, institutions should strive to reach the institutionalization phase, which means that practices have become routine behavior for most people working within that system.

The faculty is tasked with creating an environment that is conducive for student learning and changing the organization's capacity to make effective decisions (AAUP, 2017). The creation of an organizational culture should welcome inquiry and allow individuals to seek evidence in order to make decisions (Tierney & Langford, 2018). Schein (1988) postulated that senior leadership is responsible for the articulation of values and norms. Schein (1988) further concluded that for institutions to achieve systemic change, leaders should develop a culture that evokes customer orientation, encourages achieving goals, supports managing change, and embraces teamwork.

Institutions are influenced by external factors such as political conditions, demographics, and economics; however, they are shaped by internal dynamics as well (Schein, 1988). Tierney (1988) has noted that leaders in higher education can benefit from understanding institutions as cultural entities. In addition, the organizational culture encourages practitioners:

- Consider conflict on the broad canvas of organizational life;

- Recognize structural or operational contradictions that suggest tension within an organization;
- Implement and evaluate decisions with an awareness of their influence on organizational culture; and
- Consider why different groups in an organization hold varying perceptions about institutional performance.

McNay (1995) identified the culture of a higher education institution in terms of the form and intensity of control and the focus on policy and strategy. He identified four types of university culture:

- 1) Entrepreneurial, combining firm policy and loose operational control, focusing on market, external opportunities, and relationships with stakeholders;
- 2) Corporate, consisting of tight policy and operational control, the dominance of senior management and executive authority;
- 3) Collegiate, consisting of loose policy and loose operational control, decentralization, focusing on individual freedom; and
- 4) bureaucratic, consisting of loose policy and tight operational control, focusing on rules, regulations, and precedents.

Novikova (2012) identified three models of organizational culture in today's universities:

- 1) Bureaucratic model: formal policies and rules; a certain set of skills and expertise are required for job placement.

- 2) Collegiate community model: members of the academic community are encouraged to take part in management.
- 3) Political model: the institution is viewed as a single entity and attention is placed on policies, goals, and the dynamics of processes.

Bartell (2003) defines university culture as the beliefs and values of the stakeholders within a university, such as students, faculty, administrators, alumni, board members, and community partners. Institutional norms, stories, and special language convey behaviors within the university community. The culture within a university can be observed through the campus grounds, student and faculty attire, and several other physical manifestations (Sporn, 1996).

According to Fralinger and Olson (2007), culture within a university is communicated through a variety of means. University leadership shares it verbally, after first having an awareness of the culture of the institution. The handbooks and bylaws help to interpret and communicate a university's culture. Artifacts and other physical structures such as the style of classrooms, the architecture of the grounds, and how the faculty, students, and staff dress are indicators of culture (Fralinger & Olson, 2007).

Part-time Faculty in higher education

Part-time faculty are often referred to as contingent staff since the group is absent from the tenure track within an institution (Levin and Hernandez, 2014). In order to discuss the role of part-time faculty in higher education, Cross and Goldenburg (2009) have identified four major areas of discussion: their growth, descriptive information about their characteristics, employment, and work; the

large percentage of part-time faculty in higher education; and categories or groups within the part-time faculty population.

The public demand for post-secondary education has continued to grow despite the reduced funding of public and private institutions (Liu and Zhang, 2007). According to 2012 data from the National Center for Education Statistics, part-time faculty make up more than 70% of all faculty in higher education. The need for part-time faculty has greatly increased over the years, in order to meet the growing population of students who seek a post-secondary education (Levin and Hernandez, 2014). According to Monks (2007), part-time faculty are beneficial to an institution in that they lower the expenses related to faculty salary and benefits. Part-time faculty typically earn less per hour than their full-time faculty counterparts. Additionally, part-time faculty are often categorized as overworked and underpaid (2007).

Demographically, according to the National Study of Postsecondary Faculty (2018), the majority of part-time faculty in higher education are white males. Also, 33% are ages 18 to 44, 31% are ages 45 to 54, and 36% are ages 55 and over (NSPF, 2018). According to Cataldi, Fahimi, and Bradburn (2005), part-time faculty differ considerably from full-time faculty in terms of their highest degree attained. Approximately 25.3% of part-time faculty hold a doctoral degree and 21.5% hold a bachelor's degree or less (2015). Most part-time faculty appointments are not eligible for tenure (Monks, 2007).

As noted by Jolley (2014), part-time faculty engagement has been critical to the success of the adjunct professor in the higher education setting. Levin and

Hernandez (2014) defines engagement as the approaches an institution takes to ensure the success of students. This includes access to resources, compensation, faculty voice, and job stability. Additionally, there is literature that suggests a linkage between the culture of an organization and faculty type (Levin, 2014). As part-time faculty members are integrated into the culture of a higher education institution, their individual experiences shape their level of engagement and perception of the current culture (Jolley, 2014).

Full-time Faculty in Higher Education

Contrary to part-time faculty, full-time faculty members typically have stability, resources, and health benefits (Hollis, 2015). According to Astin (1984), faculty involvement is a critical element to student success and research suggests that full-time faculty have more time to engage with students. According to Biglan (1973), tenured faculty have a dominant cultural influence at both the university and departmental level. Biglan (1973) conducted extensive research on the correlation between university cultures and academic disciplines. The research showed the similarities across academic disciplines in terms of the following factors: paradigms (hard vs. soft), life systems (life systems vs. non-life systems), and practical application (pure vs. applied). Hard sciences, such as physics, rely on established paradigms, whereas the soft sciences, such as education, focus more on practical application. This concept is integral to the understanding of faculty culture as Biglan (1973) asserts the connection between the intellectual impact of work and the degree to which faculty are socially connected to the work.

Becher (1992) built upon the work of Biglan (1973) and posited that tenured faculty can often be indifferent and even hostile towards faculty that do not belong to the same academic discipline. By contrast, Kezar (2013) noted that the differences in the departmental culture are due to the leadership of the chair. Departments typically establish their own norms, values, and expectations. He determined there are four different types of departmental cultures: destructive, inclusive, learning, and neutral. The primary values of each culture are as follows:

- Destructive: typically, the full-time faculty is not respectful to part-time faculty.
- Inclusive: full-time and part-time faculty are respected amongst each other.
- Learning: full-time faculty accept and respect part-time faculty as a means of supporting the goals of the institution and the commitment to students.
- Neutral: part-time faculty are typically ignored.

Summary

Organizational culture was discussed generally and from the viewpoint of culture within higher education. A review of the literature revealed the need to assess the current culture within an institute of higher education. Only in recent years has culture been connected to higher education. An assessment of organizational culture may provide a better understanding of how the culture of an institution may be a useful tool for the organization's leadership.

Organizational culture in higher education is impacted by faculty behaviors and

beliefs, in addition to institutional norms and leadership. Studying the connection of organizational culture to community colleges may better equip and guide change efforts.

The lack of understanding about the role of organizational culture inhibits the ability to address challenges that may face institutions of higher education (Nica, 2018). There is a lack of research in the area of organizational culture in community colleges. Community colleges play a significant role in the achievement of state and national goals; therefore, it is necessary to use organizational culture as a driving force in reform efforts. This study may contribute to the body of knowledge in this area. Additionally, the data from the OCAI assessment may be used to inform decision making or to address deficiencies in the current culture of the organization.

Chapter 3: Research Methods

The purpose of this quantitative study was to identify perceptions of organizational culture from full-time and part-time faculty within community colleges in order to determine areas to target for culture change. The study was conducted using the Organizational Culture Assessment Instrument (OCAI) with approximately 500 full-time and part-time faculty invited to participate in the survey. The study focused on six characteristics of culture: dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphases, and criteria of success (Cameron, 2014). The primary goal for completing the study was to increase the understanding of organizational culture at community colleges within a specific region and to identify the specific types of organizational culture present; thereby adding to the body of knowledge related to organizational development and community college leadership.

This researcher employed a quantitative data analysis technique utilizing an independent samples *t*-test and a multivariate regression analysis. The analysis explored the relationship between full-time and part-time faculty and current and preferred organizational culture types as defined in the OCAI. The independent variables were faculty employment status (full-time or part-time) within the organization. The study was comparative in nature.

This chapter describes the research overview, benefits of quantitative research, study location and characteristics, data collection procedures, research questions, hypotheses and validity, and reliability. In addition, the process for analyzing, interpreting, and protecting the data was discussed. Lastly, this chapter discussed methods that were utilized to ensure that ethical considerations were made to protect all human participants who were used.

Research Overview

Quantitative researchers are often categorized as being associated with the positivist point of view, which seeks facts and causes of social phenomena apart from subjective states of individuals (Creswell, 2017; Taylor & Bogdan, 1998). Investigators use quantitative research to test and report hypotheses and existing theories (Yin, 2003). Researchers also utilize this form of methodology when seeking to develop knowledge claims using surveys and instruments.

Creswell (2017) pointed out the first step in quantitative data collection is to determine the unit of analysis. The next step is to select a suitable representation or sample size. The researcher then utilizes questions and hypotheses to operationalize how the selected variables will be measured. The hypotheses serve as statements of the relationships between the variables (Neuman, 1997). Lastly, the researcher selects the instrument (e.g., survey) to collect the data.

Quantitative research results are presented in quantities of numbers (i.e., statistics); however, the trends and themes are discussed in words, not in statistics (Patten, 2007). Using the deductive approach, the quantitative

researcher is able to deduce from the literature possible explanations (i.e. hypotheses) to be tested. Structured questionnaires and tools that produce multiple choice questions provide data that can be easily reduced to numbers. According to Creswell (2017), large, random samples of participants yield the best results for quantitative research since all participants have an equal chance to respond to survey inquiries.

Benefits of Quantitative Research Design

Creswell (2017) discussed the use of quantitative research design and how its use provides meaning and significance to the study. Researchers can generalize findings when the data are based on random samples and when the data has been replicated on different subpopulations and populations. In addition, Creswell added that quantitative research results are generally independent of the researcher and are useful when studying large numbers of people. The results can lead to precise, numerical data. Taylor (2011) argued that there are two benefits to a quantitative experiment:

- Summarize large information: the quantitative research method allows large information sources to be summarized and compared across multiple categories.
- Greater accuracy: the results tend to be more accurate and are designed to support generalizations based on the phenomenon that is being studied. To this end, this type of research involves fewer variables.

Study Location and Characteristics

The community colleges selected for this study are unique and fit the criteria for examination. In order to protect the identity of the participants, pseudonyms will be used to refer to the community college locations. One of the institutions is in an urban area while the other is in a suburban location.

Urban Community College (UCC) was established more than 50 years ago and is in an urban community within the Mid-Atlantic region of the United States. The institution serves over 40,000 students with over 100 fields of study through its academic, continuing education, workforce development, and personal enrichment programs. The open admissions policy allows access for a variety of learners. The dominant demographic within this institution is African American females between the ages of 18-24. In 2018, the institution employed almost 300 faculty and staff.

The Suburban Community College (SCC) is in a suburban area of the Northeastern United States. Founded almost 80 years ago, the institution has multiple campuses and provides open access to over 60,000 students. The institution is one of the most culturally diverse community colleges in the Mid-Atlantic region. Students from over 100 countries enroll in courses yearly. Over 1,000 faculty and staff are employed at SCC. Notable programs include nursing, allied health, science, and biotechnology.

Purpose

The purpose of this quantitative study was to identify perceptions of organizational culture from full-time and part-time faculty within community college organizations, in order to determine the relationship, if any, between variables, such as full-time versus part-time status, and urban versus suburban institutions.

Research Questions

This study addressed questions related to perceptions of organizational culture at two community colleges. The research questions will address perceptions of organizational culture as measured by the OCAI instrument. Comparisons between full-time and part-time faculty will be made.

RQ1. What is the perceived (current and preferred) organizational culture of faculty at UCC and SCC?

RQ2. What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at UCC?

RQ3. What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at SCC?

RQ4. Does faculty employment status (part-time or full-time) predict the overall current and preferred organizational culture in terms of their perceptions at UCC and SCC?

Null Hypotheses

The following hypotheses have been formulated from the research questions:

- H₀₁: There is no significant difference among UCC and SCC faculty in terms of their perceptions of the current or preferred organizational culture (clan, adhocracy, market, hierarchical).
- H₀₂: There is no significant difference among full-time and part-time faculty in terms of their current or preferred organizational culture (clan, adhocracy, market, hierarchical) at UCC.
- H₀₃: There is no significant difference among full-time and part-time faculty in terms of their perceptions of the current or preferred organizational culture (clan, adhocracy, market, hierarchical) at SCC.
- H₀₄: There is faculty employment status does not predict overall current or preferred organizational culture at UCC nor SCC.

Variables

The independent variables in this study were college type (UCC vs SCC) and faculty employment status (part-time vs full-time). The dependent variables were the four current and preferred organizational culture types. The relationship between the independent and dependent variables are presented in Figure 4.

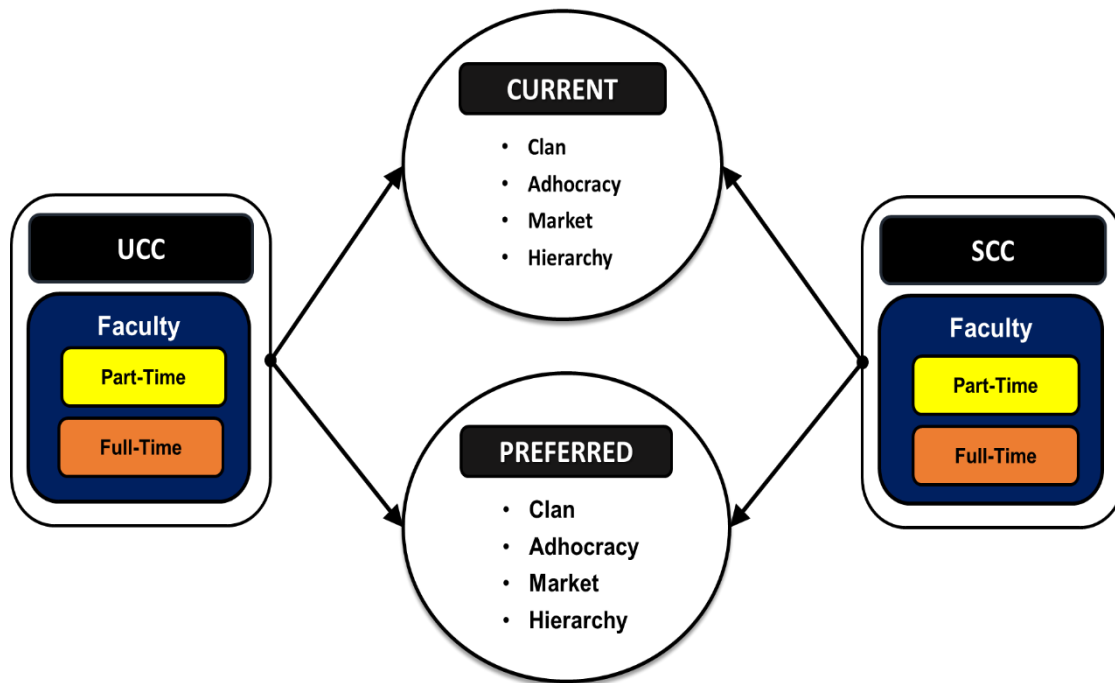


Figure 3. The Relationship Between Independent and Dependent Variables.

Instrumentation

Cameron and Quinn (2006) pointed out that the OCAI is well known and has been determined to be an excellent predictor of organizational performance. The OCAI measures six dimensions of organizational culture: dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphases, and criteria of success. The first section of the OCAI assesses the participants current perception of organizational culture while the second half of the survey assesses the preferred perception of culture.

The Competing Value Framework (Cameron & Quinn, 1999; Quinn & Kimberly, 1984; Quinn & Rohrbaugh, 1983) confirms that the OCAI is a validated, reliable, and concentrated tool that considers the cultural values and compares the values to what is preferred to the current state of the organization's culture

(Simamora & Hartono 2016). The Cronbach's Alpha score for statements relating to each culture type within the OCAI was higher than 0.7, so the participants' answers were reliable (Choi, Seo, Scott, & Martin, 2010). The *Competing Values Framework* is illustrated in Figure 4.

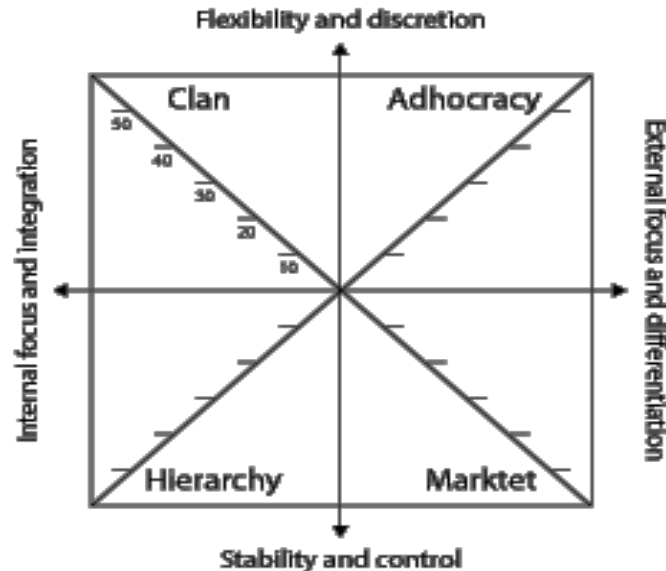


Figure 4. The Competing Values Framework

Validity and Reliability. Cameron and Quinn (2006) argued that quantitative instruments must be validated to ensure that they are measuring the underlying values and assumptions in culture and not climate. As noted by Creswell and Clark (2011), the scores from a survey are considered valid if they represent what is being measured by the researcher. Content validity and criterion-related validity are procedures by which validity is measured. In order to increase internal and external validity, the study will be designed to eliminate threats and reduce limitations. External validity is the extent to which the results of a survey

may be applicable to a larger population (2011). The study attempted to capture the current perception of organizational culture and the preferred organizational culture of full-time and part-time faculty at a multi-campus community college by utilizing an electronic survey method (the OCAI tool).

Cameron and Quinn (2006) determined that there was enough evidence regarding the OCAI to determine its reliability based on commonly used instruments in the organizational and social sciences. According to Dale (2012), the instrument has been used with more than 1,000 participants, which includes faculty and administrators within institutions of higher education. Empirical evidence suggests that the OCAI measures what it claims to measure and has a significant impact on organizational and individual behavior (2012). Culture type is considered the best predictor of organizational effectiveness.

This study examined the perceptions of organizational culture at two community colleges in the Mid-Atlantic region. Using a quantitative design, the researcher conducted a survey to full-time and part-time faculty. Based on the data from this study, the researcher will provide recommendations related to organizational culture and that contribute to the body of knowledge related to organizational development in higher education.

Reliability of the Current and Preferred Culture Types for the Present Study.

For the current study, this researcher conducted a reliability test using Cronbach Alpha to ensure that the question items that created the four current and preferred culture types were reliable. The results the Cronbach Alpha for the current culture type indicated that *Clan* (6 items; $\alpha = .957$), *Market* (6 items; $\alpha = .761$), and *Hierarchy* (6 items; $\alpha = .706$) were all found to be highly reliable with the exception of *Adhocracy* (6 items; $\alpha = .673$). The results the Cronbach Alpha for the preferred culture types showed that *Clan* (6 items; $\alpha = .846$), *Adhocracy* (6 items; $\alpha = .681$), *Market* (6 items; $\alpha = .845$), and *Hierarchy* (6 items; $\alpha = .798$) were all found to be highly reliable with the exception of *Adhocracy* (6 items; $\alpha = .681$). With the high reliability scores for three of the four current and preferred culture types, this researcher feels confident in moving forward with the analysis. Table 4 presents the reliability of each scale investigated as it relates to survey items.

Table 4.

Reliability of Participants' Survey Items

Subscales	Reliability Results
Current	
Clan (6 items)	$\alpha = 0.831$
Adhocracy (6 items)	$\alpha = 0.673$
Market (6 items)	$\alpha = 0.761$
Hierarchy (6 items)	$\alpha = 0.706$
Preferred	
Clan (6 items)	$\alpha = 0.846$

Adhocracy (6 items)	$\alpha = 0.681$
Market (6 items)	$\alpha = 0.845$
Hierarchy (6 items)	$\alpha = 0.798$

Quantitative Data Collection and Analysis

The researcher received permission on May 25, 2018, to conduct the study at SCC. An administrative assistant sent an email to all full-time and part-time faculty indicating the details of this study, which would require faculty participation via an electronic survey google form. On July 2, 2018, the researcher received approval to conduct the study at UCC. The survey was sent to all full-time and part-time faculty via an administrative assistant.

The OCAI was administered to 200 employees at UCC and 300 employees at SCC. Participants were given one month to complete the survey. The survey had three sections: the first addressed demographic information, such as faculty designation, age, and years of service. The second section addressed current perceptions of culture, and the last section assessed preferred culture types. Each content dimension has four corresponding statements, which represent the four culture types identified by Cameron and Quinn (1983). Statement one represents the clan culture type; statement two is adhocracy, statement four is market, and statement five is a hierarchy. Participants were made aware of the potential risks and the confidentiality of the survey.

The goal of the OCAI is to capture the aggregate perceptions of organizational culture from multiple respondents. The first step in the data

analysis was to calculate the overall mean scores for each culture type and plotting the results on the CVF. Mean scores were calculated and plotted to provide a visual of the current and preferred organization culture of faculty at UCC and SCC in general, and the current and preferred culture type of part-time and full-time at both institutions.

In order to analyze the differences in perceptions, inferential statistics were conducted utilizing SPSS. Independent samples *t*-tests was conducted for all groups in order to determine significant differences between current and preferred means for research questions one through three. An OCAI profile mean scores chart provided a visualization of the differences and equivalencies in the mean scores of the two institutions and part-time and full-time faculty at those two intuitions in terms of the current and preferred culture types. For research question four, multivariate regressions were conducted separately to determine whether faculty employment status predicts the overall current and preferred culture at UCC and SCC. The data analysis schema is present in Table 5.

Table 5.

Data Analysis Schema

Research Questions	Hypothesis	Independent Variables	Dependent Variable	Statistical Procedure
1	H ₀₁	College Type <ul style="list-style-type: none"> • UCC • SCC 	Current Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy Preferred Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy 	Independent <i>t</i> Test OCAI Profile Mean Sores Chart Results
2	H ₀₂	UCC Faculty Employment Status <ul style="list-style-type: none"> • Full-time • Part-time 	Current Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy Preferred Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy 	Independent <i>t</i> Test OCAI Profile Mean Sores Chart Results
3	H ₀₃	SCC Faculty Employment Status <ul style="list-style-type: none"> • Full-time • Part-time 	Current Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy Preferred Culture Type <ul style="list-style-type: none"> • Clan • Adhocracy • Market • Hierarchy 	Independent <i>t</i> Test OCAI Profile Chart Results
4	H ₀₅	UCC Faculty Employment Status <ul style="list-style-type: none"> • Full-time • Part-time SCC Faculty Employment Status <ul style="list-style-type: none"> • Full-time • Part-time 	Overall Current Culture Overall Preferred Culture	Multivariate Linear Regression

Ethical Considerations

Prior to receiving approval from the Morgan State University Institutional Review Board, the researcher completed the Collaborative Institutional Training modules. This study did not present more than a minimal risk. Informed consent was obtained, and participants had the right to decline or stop participation in the study. The researcher took all the necessary steps to protect the confidentiality of individually identifiable information. Demographic data, such as age and years of service within the organization, were collected in a range format in order to protect the participants' information. Additionally, the researcher did not know the identity of the participants. The data will be stored in accordance with institutional standards from Morgan State University.

Chapter 4: Results

The purpose of this quantitative study was to identify the current and preferred perceptions of organizational culture from full-time and part-time faculty within two community college organizations in order to determine areas to target for culture change. The results of the study were determined using the Organizational Culture Assessment Instrument (OCAI).

Data Preparation

The data set included 200 employees at Urban Community College (UCC) and 300 employees at Suburban Community College (SCC); and the survey was administered over a 30-day period. The data were placed in an excel spreadsheet for analysis in SPSS. The variables were coded appropriately for characteristics and survey responses within the appropriate group (group 1-current; group 2-preferred). Using the recoding feature in SPSS, a new variable was created to identify the current culture to the preferred culture in numerical format. This additional variable is called a derivative variable.

The data were downloaded from Google Forms and placed in an Excel spreadsheet to locate and identify errors and unusual outliers in order to proceed with the data analysis in SPSS. The Excel spreadsheet was uploaded into SPSS and the data responses were recorded for analysis.

In order to determine the mean scores for the overall culture types all of responses from the A (Clan), B (Adhocracy), C (Market), and D (Hierarchy) were totaled and the mean score calculated by adding the corresponding columns and dividing by six (the number of questions). This method is then repeated for the

preferred column of responses. The results were then plotted, and statistical analysis was conducted using an independent samples *t*-test to determine if significant differences exist between the *current* and *preferred* culture types by college type (UCC vs SCC) and faculty employment status [full-time vs part-time faculty], Dale, 2012). Multivariate regressions were also used to determine whether the overall current and preferred culture were predicted by faculty employment status at UCC and SCC.

There were multiple options for determining the sample size. In this study a convenience sample was utilized. A non-probability convenience sample is made up of people who are easy to reach. A non-probability sampling method was valuable for this study since there was difficulty in identifying use of probability sampling and low survey return. The instrument was distributed to a total of 500 potential participants. The sample included 42 responses from SCC and 61 responses from UCC for a total of 103 sample participants.

Descriptive Statistics

The sample for this study consisted of faculty (103) employed at UCC (42, 41%) and SCC (61, 59%). The majority of faculty at both institutions were full-time (UCC, 60%; SCC, 57%). Most of the faculty at UCC were between the age of 51 and 60 (58%), while most of the faculty at SCC were 51 and 60 (30%) 61 and older (30%). Finally, a good proportion of faculty had 6 to 15 years (UCC, 42%; SCC, 44%) of employment at both institutions. Table 6 presents the demographic characteristics of UCC and SCC faculty.

Table 6.

UCC and SCC Faculty Demographic Characteristics

Description	UCC		SCC	
	<i>N</i>	%	<i>N</i>	%
Faculty Employment				
Part-time	17	40.5	26	42.6
Full-time	25	59.5	35	57.4
Gender				
Male	4	33.3	17	27.9
Female	8	66.7	44	72.1
Age				
18-30	0	0.0	2	3.3
3-40	1	8.3	6	9.8
41-50	2	16.7	17	27.9
51-60	7	58.3	18	29.5
61 and up	2	16.7	18	29.5
Years at Institution				
0-5 years	1	8.3	12	19.7
6-15 years	5	41.7	27	44.3
16-20 years	3	25.0	12	19.7
21 or more years	3	25.0	10	16.4

Note: There were 32 UCC faculty who did not disclose their gender, age, nor years at institution.

Perceived (Current and Preferred) Organizational Culture of UCC and SCC Faculty

RQ1. What is the perceived (current and preferred) organizational culture of faculty at UCC and SCC?

Independent samples *t*-tests were performed separately to determine if UCC faculty differed in their perceptions of the (current and preferred) organizational culture types than SCC faculty.

Current Organizational Culture. The results indicated a significant difference in the mean scores of the *Adhocracy* culture for faculty members at UCC ($M = 24.31$, $SD = 6.236$) and faculty at SCC ($M = 18.40$, $SD = 8.514$); $t(101) = 4.065$, $p < .001$, (95% *CI*, 3.02614 to 8.7953). The results found a significant difference in the mean scores for the importance of the *Market* culture for faculty members at UCC ($M = 23.31$, $SD = 9.376$) and faculty at SCC ($M = 27.76$, $SD = 15.573$); $t(83) = -2.024$, $p < .05$, (95% *CI*, -9.452 to .5628). Moreover, the results showed a significant difference in the mean scores of the *Hierarchy* culture for faculty members at UCC ($M = 24.54$, $SD = 6.236$) and faculty at SCC ($M = 29.94$, $SD = 13.068$); $t(101) = -2.439$, $p < .01$, (95% *CI*, -9.783 to -1.007). Conversely, there was no significant difference in the mean scores of the *Clan* culture for faculty members at UCC ($M = 27.04$, $SD = 8.592$) nor faculty at SCC ($M = 22.20$, $SD = 16.046$); $t(101) = 1.98$, $p = .051$, (95% *CI*, -.0133 to 9.694). The Null hypothesis was rejected.

These results suggest that *Adhocracy* and *Market* cultures have more of an effect on UCC faculty than SCC faculty except for the *Hierarchy* culture that

has more of an effect on SCC faculty than UCC faculty. Namely, UCC faculty perceive their institution's current culture as *Adhocracy* and *Market*, while SCC faculty view their institution's current culture as *Hierarchy*. Conversely, the current *Clan* culture has no effect on faculty at both institutions.

Preferred Organizational Culture. The results indicated a significant difference in the mean scores for the importance of the *Clan* culture for faculty members at UCC ($M = 37.60$, $SD = 10.557$) and faculty at SCC ($M = 44.68$, $SD = 15.248$); $t(99) = -2.755$, $p < .01$, (95% *CI*, -12.171 to -1.980). The results also found a significant difference in the mean scores for the importance of the *Market* culture for faculty members at UCC ($M = 19.33$, $SD = 6.442$) and faculty at SCC ($M = 11.67$, $SD = 7.557$); $t(99) = 5.328$, $p < .001$, (95% *CI*, 4.804 to 10.505). Conversely, there was no significant difference in the mean scores for the importance of the *Adhocracy* culture for faculty members at UCC ($M = 24.05$, $SD = 5.988$) nor faculty at SCC ($M = 44.68$, $SD = 15.248$); $t(95) = -.136$, $p = .892$, (95% *CI*, -.3.635 to 3.635). Further, there was no significant difference in the mean scores for the importance of the *Hierarchy* culture for faculty members at UCC ($M = 18.99$, $SD = 6.851$) nor faculty at SCC ($M = 19.13$, $SD = 9.074$); $t(99) = -.091$, $p = .928$, (95% *CI*, -.0133 to 9.694). The Null hypothesis was rejected.

These results suggest that the preferred *Clan* culture has more of an effect on SCC faculty than UCC faculty except for the preferred *Market* culture that has more of an effect on UCC faculty than UCC faculty. Namely, SCC faculty perceive their institution preferred culture as of *Clan*, while UCC faculty view their institution preferred culture as *Market*. Conversely, the preferred

Hierarchy culture has no effect on faculty at both institutions. Table 7 presents the findings.

Table 7.

Independent Samples t-Tests for Equality of Means Using College Type

Variables	College	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Current						
Clan	UCC	27.04	8.592	1.980	96	.051
	SCC	22.20	16.046			
Adhocracy	UCC	24.31	6.236	4.065	101	.000
	SCC	18.40	8.514			
Market	UCC	23.31	5.963	-2.024	83	.046
	SCC	27.76	15.573			
Hierarchy	UCC	24.54	9.376	-2.439	101	.016
	SCC	29.94	13.068			
Preferred						
Clan	UCC	37.60	10.557	-2.755	99	.007
	SCC	44.68	15.248			
Adhocracy	UCC	24.05	5.988	-.136	95	.892
	SCC	24.28	11.179			
Market	UCC	19.33	6.442	5.328	99	.000
	SCC	11.67	7.557			
Hierarchy	UCC	18.99	6.851	-.091	99	.928
	SCC	19.13	9.074			

UCC and SCC Faculty OCAI Chart Profile Results. Figure 8

provides a visualization of the differences and equivalencies in the mean scores in Table 4 among faculty at UCC and SCC on the current and

preferred culture types. There were three current organizational culture variables in which the independent samples *t*-test found that faculty at UCC and SCC perceived differently, *Adhocracy*, *Market*, and *Hierarchy*. With the preferred culture, faculty at UCC and SCC differed in their perceptions of *Clan* and *Market* culture.

UCC Faculty. The largest difference within the UCC faculty culture was a six-point decrease between the current and preferred *Hierarchy* culture and a 10-point increase in the preferred *Clan* culture over the current *Clan* culture. UCC faculty would prefer less bureaucracy (current *Hierarchy* culture) and more empowerment (preferred *Clan* culture). However, there was a slight decrease found within the *Market* (4-points) culture and a minimal decrease within the *Adhocracy* (.26-points) culture for UCC faculty. Here, faculty members at UCC would prefer somewhat a slight decrease in the *Market* culture and a very small decrease in the *Adhocracy* culture.

SCC Faculty. The largest difference within the SCC faculty culture was a 16-point decrease between the current and preferred *Market* culture and a 23-point increase in the preferred *Clan* culture over the current culture. SCC faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). There was a 11-point gap found within the *Hierarchy* culture, while there was a 6-point increase within the *Adhocracy* culture for SCC faculty. Here, faculty members at SCC would prefer a relatively

large decrease in the *Hierarchy* culture and a slight increase in the *Adhocracy* culture.

Overall, faculty at UCC and SCC would prefer a culture that is more focused on participation and teamwork and faculty development, where their contributions are highly valued and there is a shared mission and vision of their institution. A comparison of UCC and SCC faculty (current and preferred culture

types) is shown in Figure 5.

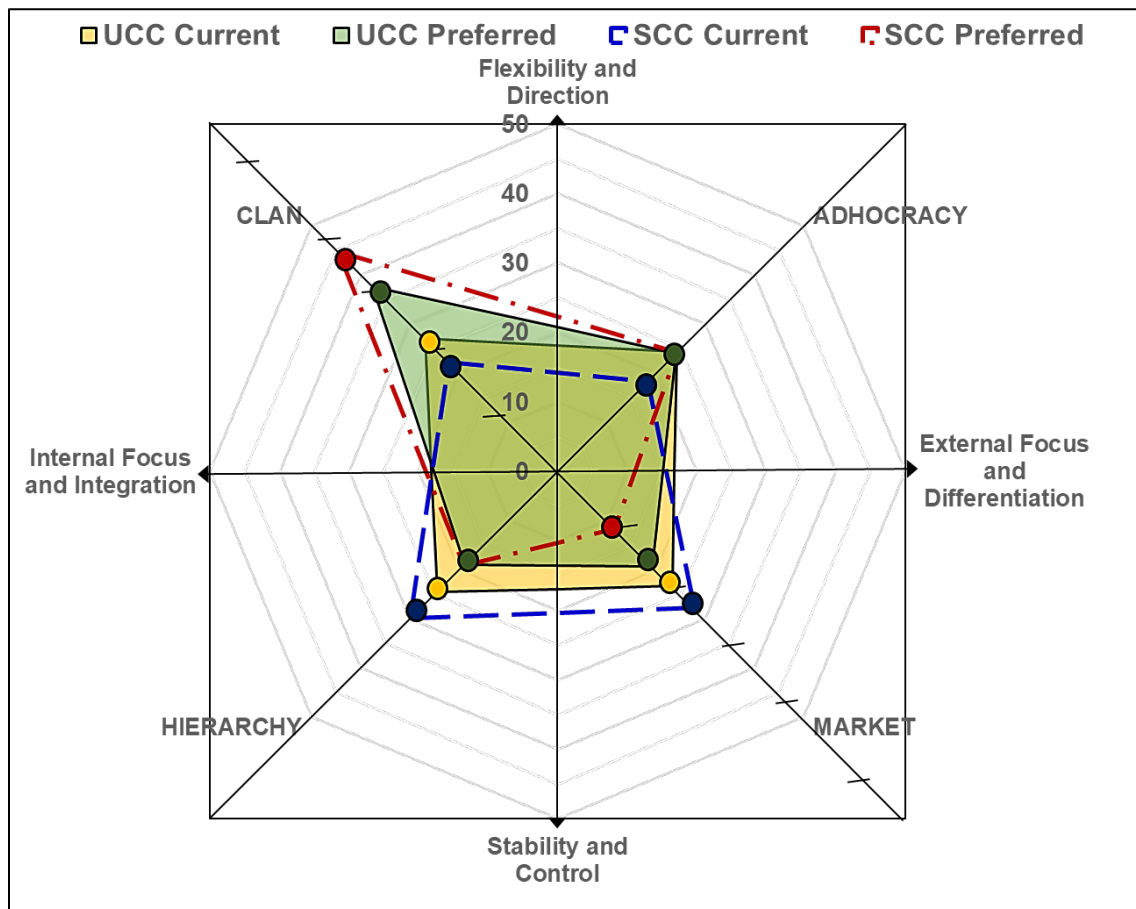


Figure 5. Current and Preferred Culture Comparison of UCC and SCC Faculty

Perceived (Current and Preferred) Organizational Culture of UCC Full-Time and Part-Time Faculty

RQ2. What is the perceived (current and preferred) organizational culture of part-time and full-time faculty at UCC?

Independent samples *t*-tests were performed separately to determine if part-time faculty perceived (current and preferred) organizational culture types differently than full-time faculty at UCC.

Current Organizational Culture. The results indicated no significant difference in the mean scores of the current *Clan* culture for part-time faculty ($M = 25.39$, $SD = 8.287$) nor full-time faculty ($M = 28.17$, $SD = 8.780$); $t(40) = -1.028$, $p = .310$, (95% *CI*, -8.230 to 2.681) at UCC. The results also found no significant difference in the mean scores of the current *Adhocracy* culture for part-time faculty ($M = 25.39$, $SD = 8.287$) nor full-time faculty ($M = 24.46$, $SD = 6.621$); $t(40) = .131$, $p = .896$, (95% *CI*, -3.750 to 4.271) at UCC. There was no significant difference in the mean scores of the current *Market* culture for part-time faculty ($M = 23.28$, $SD = 5.617$) nor full-time faculty ($M = 23.33$, $SD = 6.301$); $t(40) = -.026$, $p = .980$, (95% *CI*, -3.884 to 3.786) at UCC. Moreover, the results showed no significant difference in the mean scores for the importance of the current *Hierarchy* culture for part-time faculty ($M = 24.90$, $SD = 7.682$) nor full-time faculty ($M = 24.30$, $SD = 10.521$); $t(40) = .202$, $p = .841$, (95% *CI*, -5.426 to 6.630) at UCC. The Null hypothesis was retained.

These results suggest that the current *Clan*, *Adhocracy*, *Market*, and *Hierarchy* culture have no effect on part-time nor full-time faculty at UCC.

Preferred Organizational Culture. The results indicated a significant difference in the mean scores of the preferred *Market* culture for part-time faculty ($M = 22.01$, $SD = 6.834$) and full-time faculty ($M = 17.50$, $SD = 5.585$); $t(40) = 2.346$, $p < .05$, (95% *CI*, .624 to 8.395) at UCC. The results found no significant difference in the mean scores of the preferred *Clan* culture for part-time faculty ($M = 35.99$, $SD = 11.392$) nor full-time faculty ($M = 39.17$, $SD = 9.878$); $t(40) = -1.172$, $p = .248$, (95% *CI*, -10.550 to 2.805) at UCC. Moreover, the results

showed a significant difference in the mean scores of the preferred *Adhocracy* culture for part-time faculty ($M = 23.19$, $SD = 4.780$) and full-time faculty ($M = 24.63$, $SD = 6.719$); $t(40) = -.765$, $p = .449$, (95% *CI*, -5.271 to 2.377) at UCC. Finally, there was no significant difference in the mean scores for the importance of the preferred *Hierarchy* culture for part-time faculty ($M = 19.51$, $SD = 7.557$) nor full-time faculty ($M = 18.63$, $SD = 6.463$); $t(40) = .403$, $p = .689$, (95% *CI*, -3.521 to 5.274) at UCC. The Null hypothesis was rejected.

These results suggest that the preferred *Market* culture has more of an effect on part-time faculty than full-time faculty at UCC. Namely, UCC part-time faculty perceive the preferred culture for their institution as a *Market*.

Conversely, the preferred *Clan*, *Adhocracy*, and *Hierarchy* cultures have no effect on part-time nor full-time faculty at UCC. Table 8 presents the findings.

Table 8.

Independent Samples t-Tests for Equality of Means Using UCC Faculty Employment Status

Variables	Employment Status	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
UCC Current						
Clan	Part-time	25.39	8.287	-1.028	40	.310
	Full-time	28.17	8.780			
Adhocracy	Part-time	24.46	6.621	.131	40	.896
	Full-time	24.20	6.098			
Market	Part-time	23.28	5.617	-.026	40	.980
	Full-time	23.33	6.301			
Hierarchy	Part-time	24.90	7.682	.202	40	.841
	Full-time	24.30	10.521			
UCC Preferred						
Clan	Part-time	35.29	11.392	-1.172	40	.248

	Full-time	39.17	9.878			
Adhocracy	Part-time	23.19	4.780	-.765	40	.449
	Full-time	24.63	6.719			
Market	Part-time	22.01	6.834	2.346	40	.024
	Full-time	17.50	5.585			
Hierarchy	Part-time	19.51	7.557	.403	40	.689
	Full-time	18.63	6.463			

UCC Part-Time and Full-Time Faculty OCAI Chart Profile Results. Figure 7 provides a visualization of the differences and equivalencies in the mean scores in Table 7 among UCC part-time and full-time faculty on the current and preferred culture types. The independent samples *t*-test found that part-time and full-time faculty at UCC differed in their perception of the *Clan* culture. Conversely, part-time and full-time faculty at SCC were the same in their perceptions of the preferred four culture types.

UCC Part-Time Faculty. The largest difference within the UCC part-time faculty culture was a six-point decrease between the current and preferred *Hierarchy* and a 10-point increase in the preferred *Clan* culture over the current. UCC part-time faculty would prefer to have less bureaucracy (current *Hierarchy* culture) and more empowerment (preferred *Clan* culture). However, there were a slight decrease found within the *Market* (1-points) culture and *Adhocracy* (1-points) cultures for UCC faculty. Here, part-time UCC faculty members would prefer somewhat a slight decrease in the *Market* and *Adhocracy* cultures.

UCC Full-Time Faculty. The largest difference within the UCC full-time faculty culture was a 6-point decrease between the current and preferred *Market* and *Hierarchy* and a 11-point increase in the preferred *Clan* culture over the current. UCC full-time faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and bureaucracy (current *Hierarchy* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). There was a minuscule .43-point gap found within the *Adhocracy* culture for UCC full-time faculty. Here, UCC full-time faculty members would prefer a relatively slight increase in the *Adhocracy* culture.

Like the overall assessment of the two institutions, part-time and full-time faculty at UCC would prefer a culture that is more focused on participation and teamwork, where their contributions are highly valued and there is a shared mission and vision of their institution. A visualization of this is shown in Figure 6.

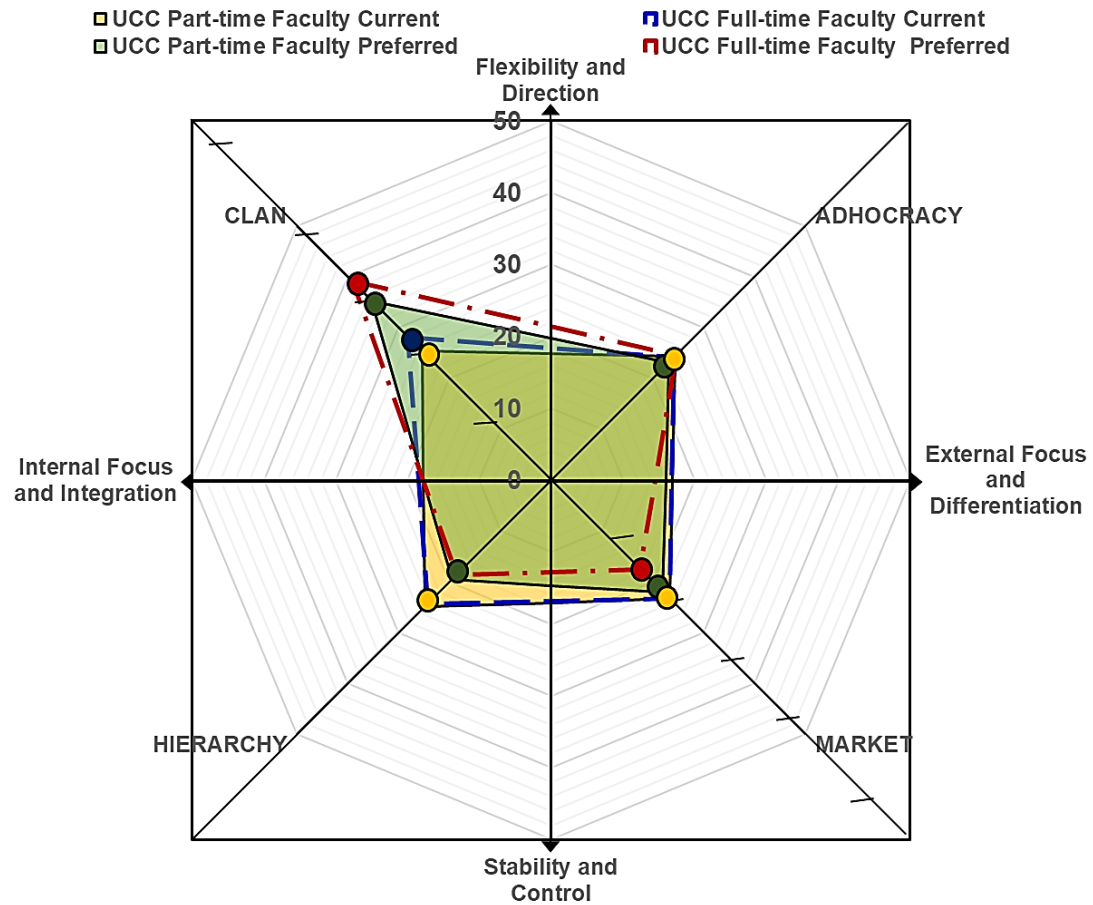


Figure 6. Current and Preferred Culture Comparison of UCC Part-Time and Full-Time Faculty

Perceived (Current and Preferred) Organizational Culture of SCC Part-Time and Full-Time Faculty

RQ3. What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at SCC?

Independent samples *t*-tests were performed separately to determine if part-time faculty perceived (current and preferred) organizational culture types differently than full-time faculty at SCC.

Current Organizational Culture. The results indicated a significant difference in the mean scores of the current *Clan* culture for part-time faculty ($M = 28.24$, $SD = 15.531$) and full-time faculty ($M = 17.71$, $SD = 15.113$); $t(59) = 2.657$, $p < .01$, (95% CI , $-.0133$ to 9.694) at SCC. There was no significant difference found in the mean scores of the current *Adhocracy* culture for part-time faculty ($M = 18.00$, $SD = 8.404$) nor full-time faculty ($M = 18.69$, $SD = 8.706$); $t(59) = -.310$, $p = .758$, (95% CI , $-.0133$ to 9.694) at SCC. There was no significant difference in the mean scores of the current *Market* culture for part-time faculty ($M = 23.52$, $SD = 15.508$) nor full-time faculty ($M = 30.91$, $SD = 15.072$); $t(59) = -1.870$, $p = .066$, (95% CI , $-.0133$ to 9.694) at SCC. Moreover, the results showed no significant difference in the mean scores for the importance of the current *Hierarchy* culture for part-time faculty ($M = 29.15$, $SD = 14.896$) nor full-time faculty ($M = 30.52$, $SD = 11.720$); $t(40) = .202$, $p = .688$, (95% CI , -9.783 to -1.007) at UCC. The Null hypothesis was retained.

These results suggest that current *Clan* culture has more of an effect on part-time faculty than full-time faculty at SCC. Namely, SCC part-time faculty perceive their institution current culture as a *Clan*. Conversely, *Adhocracy*, *Market*, and *Hierarchy* culture have no effect on part-time nor full-time faculty at SCC.

Preferred Organizational Culture. The results indicated no significant difference in the mean scores of the preferred *Clan* culture for part-time faculty ($M = 41.93$, $SD = 15.405$) nor full-time faculty ($M = 46.69.69$, $SD = 15.040$); $t(57) = -1.188$, $p = .240$, (95% CI , 3.02614 to 8.7953) at SCC. The results found no

significant difference in the mean scores of the preferred *Adhocracy* culture for part-time faculty ($M = 23.41$, $SD = 10.480$) nor full-time faculty ($M = 24.90$, $SD = 11.764$); $t(58) = -.508$, $p = .613$, (95% CI , $-.0133$ to 9.694) at SCC. Moreover, the results showed no significant difference in the mean scores of the preferred *Market* culture for part-time faculty ($M = 11.59$, $SD = 7.323$) nor full-time faculty ($M = 11.73$, $SD = 7.834$); $t(57) = -.073$, $p = .942$, (95% CI , -9.783 to -1.007) at SCC. Finally, there was no significant difference in the mean scores for the importance of the preferred *Hierarchy* culture for part-time faculty ($M = 19.67$, $SD = 10.026$) nor full-time faculty ($M = 18.73$, $SD = 8.439$); $t(57) = .390$, $p = .698$, (95% CI , $-.0133$ to 9.694) at SCC. The Null hypothesis was rejected.

These results suggest that preferred *Clan*, *Adhocracy*, *Market*, and *Hierarchy* cultures have no effect on part-time nor full-time faculty at SCC. Table 9 presents the findings.

Table 9.

Independent Samples t-Tests for Equality of Means Using SCC Faculty Employment Status

Variables	Employment Status	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
SCC Current						
	Part-time	28.24	15.531	2.657	59	.010

Clan	Full-time	17.71	15.113			
Adhocracy	Part-time	18.00	8.404	-.310	59	.758
	Full-time	18.69	8.706			
Market	Part-time	23.52	15.508	-1.870	59	.066
	Full-time	30.91	15.072			
Hierarchy	Part-time	29.15	14.896	-.403	59	.688
	Full-time	30.52	11.720			
SCC Preferred						
Clan	Part-time	41.93	15.405	-1.188	57	.240
	Full-time	46.69	15.040			
Adhocracy	Part-time	23.41	10.480	-.508	58	.613
	Full-time	24.90	11.764			
Market	Part-time	11.59	7.323	-.073	57	.942
	Full-time	11.73	7.834			
Hierarchy	Part-time	19.67	10.026	.390	57	.698
	Full-time	18.73	8.439			

SCC Part-Time and Full-Time Faculty OCAI Profile Results. Figure 10 provides a visualization of the differences and equivalencies in the mean scores in Table 6 among faculty at UCC part-time and full-time faculty on the current and preferred culture types. The independent samples *t*-test found that part-time and full-time faculty at SCC differed in their perceptions of the current *Clan* culture. However, part-time and full-time faculty at SCC were the same in their perceptions of the current type and the four preferred culture types.

SCC Part-Time Faculty. The largest difference within the SCC part-time faculty culture was a 12-point decrease between the current and preferred

Market culture and a 14-point increase in the preferred *Clan* culture over the current culture. Fundamentally, SCC part-time faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). However, there was also a large decrease found within the Hierarchy (10-points) culture and an increase within the *Adhocracy* (5-points) culture for SCC part-time faculty. Here, SCC part-time faculty members would prefer to see a relatively large decrease in the Hierarchy culture and an increase in the *Adhocracy* culture.

SCC Full-Time Faculty. The largest difference within the SCC full-time faculty culture was a 19-point decrease between the current and preferred *Market* and a 29-point increase in the preferred *Clan* over the current. Essentially, SCC full-time faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). There was a 12-point gap found within the *Hierarchy* culture, while there was a 6-point increase within the *Adhocracy* culture for SCC full-time faculty. Here, full-time faculty members at SCC would prefer to see a relatively large decrease in the Hierarchy culture and an increase in the *Adhocracy* culture.

Like the overall assessment of the two institutions, part-time and full-time faculty at SCC would prefer a culture that is more focused on participation and teamwork, where their contributions are highly valued and there is a shared mission and vision of their institution (Figure 7).

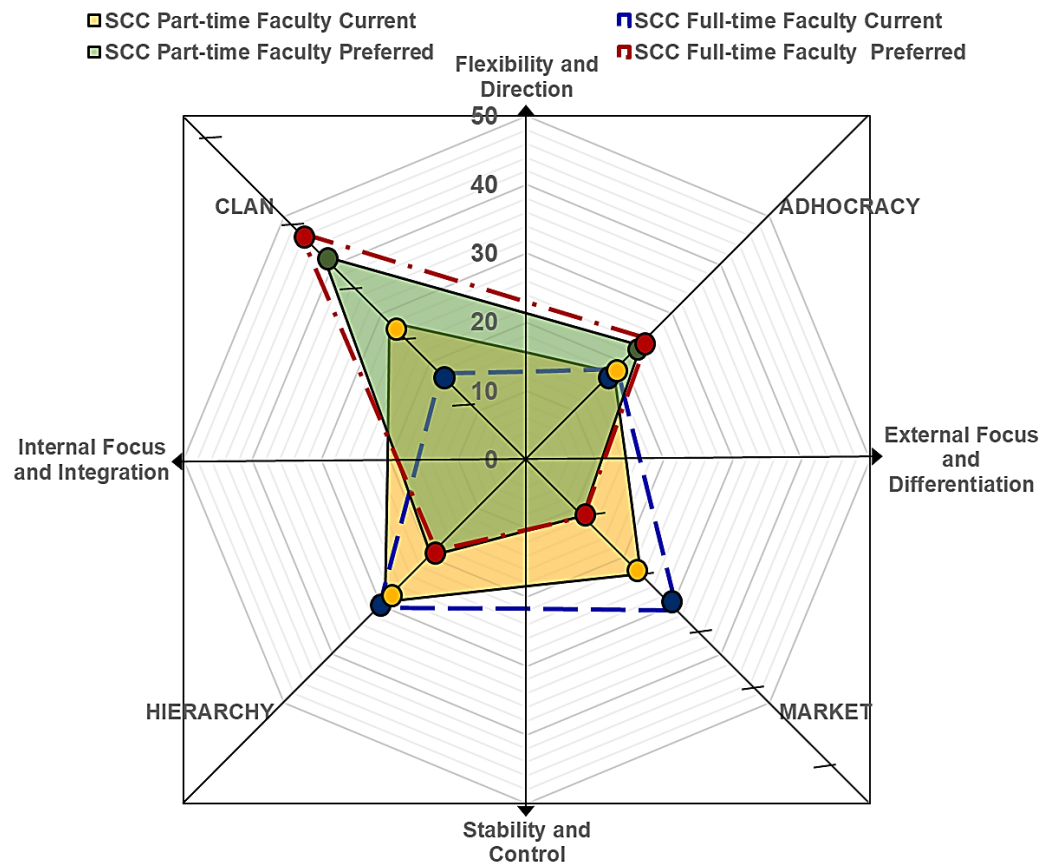


Figure 7. Current and Preferred Culture Comparison of SCC Part-time and Full-Time Faculty

Faculty Employment Status as a Predictor of Overall Current and Preferred Organizational Culture at UCC and SCC

RQ4. Does faculty employment status (full or part-time) predict the overall current and preferred organizational culture (as defined in the OCAI) in terms of their perceptions at UCC and SCC?

Multivariate linear regressions were conducted separately to assess whether faculty employment status (part-time, full-time) predicts the overall

current and preferred culture at UCC and SCC. In this analysis, the reference category was the full-time faculty.

UCC Faculty. No significance was found for the *Current* $F(1, 40) = 1.488$, $p = .230$) and *Preferred* $F(1, 40) = .093$, $p = .762$ with the predictor variable, faculty employment status for UCC. Thus, the Null hypothesis in this instance was retained.

SCC Faculty. No significance was found for the *Current* $F(1, 40) = .360$, $p = .551$) and *Preferred* $F(1, 40) = 1.342$, $p = .251$ with the predictor variable, faculty employment status for SCC. Thus, the Null hypothesis was retained.

Due to the nonsignificant results for UCC and SCC, no tables were produced.

Summary

The findings of the analyses (independent samples t -tests and multivariate regressions) summarized in this chapter answered the four research questions delineated in this study. Descriptive statistics were used to analyze faculty characteristics at UCC and SCC. Independent samples t -tests for all groups in order to determine significant differences between current and preferred means. Multivariate regressions were calculated to assess whether faculty employment status predicts the overall current and preferred organizational culture at UCC and SCC.

For research question one, independent sample t -tests results indicated that differences exist in the perceptions of faculty for the current *Adhocracy*,

Market, and *Hierarchy* cultures and the preferred *Clan* and *Market* cultures at UCC and SCC.

The results on the current culture types suggested that *Adhocracy* and *Market* cultures have more of an effect on UCC faculty than SCC faculty except for the *Hierarchy* culture that has more of an effect on SCC faculty than UCC faculty. Namely, UCC faculty perceive the current culture at their institution as *Adhocracy* and *Market*, while SCC faculty view the current culture at their institution as *Hierarchy*. The results on the preferred culture types suggested that the preferred *Clan* culture has more of an effect on SCC faculty than UCC faculty except for the preferred *Market* culture that has more of an effect on UCC faculty than SCC faculty. Namely, SCC faculty perceive the preferred culture of their institution as *Clan*, while UCC faculty view the preferred culture for their institution as *Market*.

In addition, the results from the visual diagram of the mean scores of the organizational cultures for faculty at UCC indicated that UCC faculty would prefer less bureaucracy (current *Hierarchy* culture) and more empowerment (preferred *Clan* culture). The results for faculty at SCC showed that SCC faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). Overall, faculty at UCC and SCC would prefer a culture that is more focused on participation and teamwork and faculty development,

where their contributions are highly valued and where there is a shared mission and vision of their institution.

For research question two, independent samples *t*-test results found that differences exist in the perceptions of part-time and full-time faculty at UCC with the preferred *Market* culture, while their perceptions were the same in terms of the four current and three preferred cultures. The results suggested that preferred *Market* culture has more of an effect on UCC part-time faculty than full-time faculty. Namely, UCC part-time faculty perceived their institution preferred culture as a *Market*.

In addition, the results from the visual diagram of the mean scores of the organizational cultures for part-time and full-time faculty at UCC indicated that both UCC part-time and full-time faculty would prefer more empowerment through teamwork and faculty development (preferred *Clan* culture). However, UCC part-time faculty would prefer less bureaucracy (*Hierarchy* culture), while UCC faculty would prefer a less competitive, focused on winning, and punishing environment (current *Market* culture) and bureaucracy (current *Hierarchy* culture). Like the overall assessment of the two institutions, part-time and full-time faculty at UCC would prefer a culture that is more focused on participation and teamwork and faculty development, where their contributions are highly valued and where there is a shared mission and vision of their institution.

For research question three, independent samples *t*-test results found that differences exist in the perceptions of part-time and full-time faculty at SCC with

the current *Clan* culture, while their perceptions were the same in terms of the three current and four preferred cultures. The results suggested that current *Clan* culture has more of an effect on SCC part-time faculty than full-time faculty. Namely, SCC part-time faculty perceived their institution preferred culture as a *Clan*.

In addition, the results from the visual diagram of the mean scores of the organizational cultures for part-time and full-time faculty at SCC indicated that both SCC part-time and full-time faculty would prefer a less bureaucracy (*Hierarchy* culture), while SCC faculty would prefer to have a less competitive, focused on winning, and punishing environment (current *Market* culture) and bureaucracy (current *Hierarchy* culture) and a more empowerment through teamwork and faculty development (preferred *Clan* culture). Like UCC, part-time and full-time faculty at SCC would prefer a culture that is more focused on participation and teamwork and faculty development, where their contributions are highly valued and where there is a shared mission and vision of their institution.

For research question four, Multivariate regression results found neither UCC nor SCC faculty employment status (part-time, full-time) was a predictor of the overall current and preferred organizational cultures. Chapter 5 will discuss findings as they relate to the literature, the limitations of the study, and recommendations for best practice and future research.

Chapter 5: Discussion, Conclusion, and Recommendations

The purpose of this quantitative study was to identify perceptions of organizational culture from full-time and part-time faculty within two community college organizations in order to determine areas to target for culture change. The study was conducted using the Organizational Culture Assessment Instrument (OCAI) with approximately 500 full-time and part-time faculty invited to participate in the survey. The study focused on six characteristics of culture: dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphases, and criteria of success. The primary goal was to increase the understanding of organizational culture at community colleges within a specific region; thereby adding to the body of knowledge related to organizational development and community college leadership.

Two institutions were selected for this study. Both are in different geographical areas. The Urban Community College (UCC) was established more than 50 years ago and is in an urban community within the Northeastern United States. The institution serves over 40,000 students with over 100 fields of study through its academic, continuing education, workforce development, and personal enrichment programs. The open admissions policy allows access for a variety of learners. The dominant demographic within this institution is African American females between the ages of 18-24. In 2018, the institution employed almost 300 faculty, and staff.

The Suburban Community College (SCC) is in a suburban area of the Northeastern United States. Founded almost 80 years ago, the institution has

multiple campuses and provides open access to over 60,000 students. The institution is one of the most culturally diverse community colleges in the Mid-Atlantic region. Students from over 100 countries enroll in courses yearly. Over 200 faculty and staff are employed at SCC. Notable programs include nursing, allied health, science, and biotechnology.

Demographic Characteristics Overview

The sample for this study was primarily faculty (103) employed at UCC (42, 41%) and SCC (61, 59%). The majority of faculty at both institutions were full-time (UCC, 60%; SCC, 57%). Fifty-eight percent of the faculty at UCC were between the ages of 51 and 60, while 30% of the faculty at SCC were 51 and older. Finally, a good portion of faculty had six to 15 years (UCC, 42%; SCC, 44%) of employment at both institutions.

Discussion

This section provides a discussion of the findings based on four research questions related to the perceived and preferred perceptions of organizational culture. The results are interpreted relative to the conceptual framework of the study and literature on organizational culture. As presented in the literature review (chapter 2), the Competing Values Framework (1983) describes organizational culture into four types: Clan, Adhocracy, Market, and Adhocracy.

Perceived (Current and Preferred) Organizational Culture of UCC and SCC faculty

RQ1: What is the perceived (current and preferred) organizational culture of faculty at UCC and SCC?

The findings for this research question revealed a significant difference in the perceptions of the current culture and the preferred culture of the institutions. The results on the current culture types suggested that *Adhocracy* and *Market* cultures have more of an effect on UCC faculty than SCC faculty with the exception of the *Hierarchy* culture that has more of an effect on SCC faculty than UCC faculty. Namely, UCC faculty perceive their institution's current culture as *Adhocracy* and *Market*, while SCC faculty viewed their institution's current culture as *Hierarchy*. The results on the preferred culture types suggested that the preferred *Clan* culture has more of an effect on SCC faculty than UCC faculty with the exception of the preferred *Market* culture that has more of an effect on UCC faculty than SCC faculty.

SCC faculty perceive their institution's preferred culture as of *Clan*, while UCC faculty view their institution's preferred culture as *Market*. In addition, the results from the visual diagram of the mean scores of the organizational cultures for faculty at UCC indicated that faculty at UCC and SCC would prefer a culture that is more focused on participation and teamwork and faculty development, where their contributions are highly valued and where there is a shared mission and vision of their institution.

Cameron and Quinn (1999) define the dimensions of culture as the following:

- Clan: collaborative culture with a focus on mentoring and nurturing;
- Adhocracy: dynamic and entrepreneurial culture with a focus on risk-taking and innovation;
- Market: results-oriented culture with a focus on competition and achievement; and
- Hierarchy: structured and controlled culture with a focus on efficiency and stability.

The culture of an institution is thought to mediate how institutions deal with external forces and internal pressures (Chaffee & Tierney, 1988). According to Cameron and Quinn (2006), in order to initiate culture change, an organization must first reach consensus on the current and preferred culture types, determine what changes need to be made, and identify stories to characterize the shifts in culture. Both institutions differed in the current perception and the preferred culture type. The findings from this research question extend previous research regarding the influence of organizational culture on institutional performance. Research studies on culture and institutional performance generally conclude that the hierarchy cultural type is associated with lower performing institutions (Hays, 2012). Researchers recommend that institutions adjust their hierarchy cultural types to include more of the values and behaviors of the adhocracy and clan cultural types (Cameron, 2014).

Perceived (Current and Preferred) Organizational Culture of UCC Full-time and Part-time faculty

RQ2: What is the perceived (current and preferred) organizational culture of part-time and full-time faculty at UCC?

The findings from this research question revealed that differences exist in the perceptions of part-time and full-time faculty at UCC with the preferred *Market* culture, while their perceptions were the same in terms of the four current and three preferred cultures. The results suggested that the preferred *Market* culture has more of an effect on UCC part-time faculty than full-time faculty. Namely, UCC part-time faculty's preferred culture type was *Market*.

According to Cameron and Quinn (2006), the market culture emphasizes stability, control, and predictability. It is characterized by an emphasis on external positioning and achievement-oriented activities. It is externally focused. Dale's (2012) study yielded similar results among part-time faculty. Since the market culture type is considered competitive, Dale (2012) suggested that part-time faculty, in a sense, may be "competing" for tenure, decision-making, or other organizational factors. As noted by Jolley (2014), part-time faculty may have a different perspective of institutional culture than full-time faculty.

The results from the visual diagram of the mean scores of the organizational cultures for part-time and full-time faculty at UCC indicated that, like the overall assessment of the two institutions, part-time and full-time faculty at UCC would prefer a culture that is more focused on

participation and teamwork and faculty development, where their contributions are highly valued and where there is a shared mission and vision of their institution.

Perceived (Current and Preferred) Organizational Culture of SCC Full-time and Part-Time Faculty

RQ3: What is the perceived (current and preferred) organizational culture of full-time and part-time faculty at SCC?

The findings related to this research question revealed that differences exist in the perceptions of part-time and full-time faculty at SCC with the current *Clan* culture, while their perceptions were the same in terms of the three current and four preferred cultures. The results suggested that current *Clan* culture has more of an effect on SCC part-time faculty than full-time faculty. Namely, SCC part-time faculty perceived their institution preferred culture as a *Clan*. Levin (2009) characterized the clan culture as the following:

The organizational commitment amongst employees is high. The organization places an emphasis on participation, consensus, and teamwork. People share a lot of themselves and the organization is a friendly place to work. The leaders of the organization are considered mentors. Tradition and loyalty are the glue that holds the organization together. Success is defined by concern for people. (p.12)

The results from the visual diagram of the mean scores of the organizational cultures for part-time and full-time faculty at SCC indicated that part-time and full-time faculty at SCC, like UCC, would prefer a culture that is

more focused on participation and teamwork and faculty development, where their contributions are highly valued and where there is a shared mission and vision of their institution. Several studies have highlighted faculty preference for an organizational culture that values shared responsibility and teamwork (Dale, 2012). The findings of this research question confirm the notion that faculty typically prefer a culture that encourages teamwork. As evidenced by the data from SCC, part-time and full-time faculty preferred the same culture type (*Clan*).

Faculty Employment Status as a predictor of overall (Current and Preferred) organizational culture at UCC and SCC

RQ4: Does faculty employment status (full-time or part-time) predict the overall current and preferred organizational culture (as defined in the OCAI) at UCC and SCC?

The findings for this research question yielded no significance for the current or preferred employment status for UCC and SCC. Faculty employment status was not a predictor of the overall current and preferred organizational cultures. Table 10 summarizes the results for four research questions.

Table 10.

Summary of Results

IV	Clan		Adhocracy		Market		Hierarchy		Current	Preferred
	Curr	Pref	Curr	Pref	Curr	Pref	Curr	Pref		
UCC Faculty	ND	D, L	D, H	ND	D, L	D, H	D, L	ND		
SCC Faculty	ND	D, H	D, L	ND	D, H	D, L	D, H	ND		
UCC	ND	ND	ND	ND	ND	D	ND	ND		

Part-time Faculty						H			NP	NP
Full-time Faculty						L			NP	NP
SCC	D	ND	ND	ND	ND	ND	ND	ND		
Part-time Faculty	H								NP	NP
Full-time Faculty	L								NP	NP

Note: D – (Differences) H – (Higher level) P – (Predictor) S – (Supported by Research)
 ND – (No Difference) L – (Lower level) NP – (Not a Predictor) NS – (Not Supported by Research)

Conclusion

Cameron and Quinn (2006) noted that the first step in initiating a change in organizational culture is to reach consensus on the current and preferred culture, identify stories to characterize the shifts in culture, and determine whether changes need to be made. Each of these steps will be discussed by analyzing current and preferred culture types, and a comparison of type through analysis of differences and congruence. The study findings are significant to understanding the organizational culture within higher education institutions. The results of the study reflect the views of full-time and part-time faculty within two community colleges in the Mid-Atlantic region.

Survey data indicated that both institutions, UCC and SCC, preferred the Clan and Adhocracy culture types. The Clan culture type is often referred to as the Collaborative Quadrant on the competing values framework (CVF, 1983). Research findings in the area of organizational culture show how a clan culture

contributes to a positive organizational performance (Han, 2012). In this culture type, managers behave democratically and encourage employees to establish a culture of excellence in the organization (Miguel, 2015). According to Pinho et. al (2014), employee performance is improved through responsibility, ownership, and commitment.

The institutions included in this study could potentially benefit from knowing the preferred culture type of full-time and part-time faculty. As evidenced in the literature, the Clan culture type is the only culture type likely to lead to positive performance. Leaders who wish to improve the culture within the organization may benefit from the analysis of the current culture and the preferred organizational culture of its employees. The study results may provide leaders with more foundational knowledge in order to evaluate their existing organizational culture effectiveness. Leaders may use the following questions as a basis for improvement:

- What factors contribute to the current culture of the organization?
- What strategies can be implemented in order to change the current culture?

Recommendations

Below are recommendations for future research:

- The scope of the study was specific to examine the perceptions of organizational culture at two institutions using a quantitative approach. Future studies can examine the perceptions of organizational culture at more than one institution using a mixed

method design. Focus groups and participant interviews may provide a more defined perspective of organizational cultures.

- Additionally, the study focused on the perceptions of full-time and part-time faculty only. For future research, it is recommended to examine the perceptions of various stakeholders within the institution (e.g. senior leadership, and staff).
- The geographic location of the study was limited to one region on the east coast of the United States. For future studies, it is recommended to test institutions in various locations across the United States in order to explore organizational cultures across the country.

This researcher addressed faculty perceptions of organizational culture in the community college. Most of the findings are consistent with the literature. However, a few of the findings (especially those dealing with faculty type as a predictor of organizational culture) need to be explored further in an in-depth study. Further research is needed on faculty perceptions of organizational culture. Hopefully, others will continue this quest, and further explore this topic.

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Appendix A: Organizational Culture Assessment Instrument (OCAI)

What is your gender?

_____ Male _____ Female _____ Prefer not to say

Please indicate your age group:

_____ 30-40
 _____ 41-50
 _____ 51-60
 _____ 61-70
 _____ 71-80
 _____ 81-90

Please indicate the total number of years you have been at your current institution:

_____ Years at Institution

Instructions for completing the Organizational Culture Assessment Instrument (OCAI)

The purpose of the OCAI is to assess six key dimensions of organizational culture. In completing the instrument, you will be providing a picture of how your community college operates and the values that characterize it. No right or wrong answers exist for these questions just as there is no right or wrong culture. Every organization will most likely produce a different set of responses. Therefore, be as accurate as you can in responding to the questions so that your resulting cultural diagnosis will be as precise as possible.

The OCAI consists of six statements. Each statement has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in statement one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and 5 points to D. Just be sure your total equals 100 points for each statement.

Please note that first pass through of the six statements are labeled "Now". This refers to the culture, as it exists today. After you complete the "Now", you will find the questions repeated under a heading of "Preferred". Your answers to these

questions should be based on how you would like your college or university to look five years from now.

(Adapted from Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organizational culture (3rd ed.). New York: Jossey-Bass.)

Dominant Characteristics (Now)

Culture Statement	Score
The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	
The organization is a very dynamic, entrepreneurial place. People are willing to stick their necks out and take risks.	
The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
The organization is a very controlled and structured place. Formal procedures generally govern what people do.	

Total= 100 points

Organizational Leadership (Now)

The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
The leadership in the organization is generally considered to exemplify	

entrepreneurship, innovating, or risk taking.	
The leadership in the organization is generally considered to exemplify a no nonsense, aggressive, results-oriented focus.	
The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	

Total= 100 points

Management of Employees (Now)

The management style in the organization is characterized by teamwork, consensus, and participation.	
The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	
The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	
The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	

Total= 100 points

Organization Glue (Now)

The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	

Total= 100 points

Strategic Emphases (Now)

The organization emphasizes human development. High trust, openness, and participation persist.	
The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
The organization emphasizes competitive actions and achievement. Hitting stretch targets	

and winning in the marketplace are dominant.	
The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	

Total = 100 points

Criteria of Success (Now)

The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	

Total = 100 points

Now that you have rated the culture of your college as it exists today, how would you like your college to look five years from now?

Dominant Characteristics (Preferred)

Culture Statement	Score
The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	
The organization is a very dynamic, entrepreneurial place. People are willing to stick their necks out and take risks.	
The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
The organization is a very controlled and structured place. Formal procedures generally govern what people do.	

Total= 100 points

Organizational Leadership (Preferred)

The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	
The leadership in the organization is generally considered to exemplify a no nonsense, aggressive, results-oriented focus.	

The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency	
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Total= 100 points

Management of Employees (Preferred)

The management style in the organization is characterized by teamwork, consensus, and participation.	
The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	
The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	
The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	

Total= 100 points

Organization Glue (Preferred)

The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
The glue that holds the organization together is commitment to	

innovation and development. There is an emphasis on being on the cutting edge.	
The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	

Total= 100 points

Strategic Emphases (Preferred)

The organization emphasizes human development. High trust, openness, and participation persist.	
The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	

Total = 100 points

Criteria of Success (Preferred)

The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	

Total = 100 points

Appendix B: Consent Form

Examining Perceptions of Organizational Culture at Two Community Colleges in the Mid- Atlantic Region

Introduction and Purpose

The intent of this quantitative study is to examine full and part-time faculty perceptions of organizational culture within a community college in order to determine areas for culture change. Using the Organizational Culture Assessment Instrument (OCAI), full-time and part-time faculty will be invited to participate in the survey to determine their perceptions of the current organizational culture and their preferred organizational culture, based on six characteristics of culture (i.e. dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphases, and criteria of success). The goal of this study is to increase the understanding of organizational culture at a community college and to identify those areas where changing the culture, may in fact, contribute to decision-making; thereby adding to the body of knowledge related to organizational development and community college leadership.

Procedures

Each participant will receive the survey tool electronically via google forms. The survey tool contains a set of generalized statements. Participants will have four alternatives and will score each alternative depending on the extent to which each alternative is similar to the organization. The survey will be submitted back to the researcher electronically. The survey will take approximately 10 minutes to complete and is due within two weeks.

Potential Risk or Discomfort

There are minimal risks involved in this research project. If a participant becomes uncomfortable with participating in the survey, they may discontinue participation at any time.

Confidentiality Information

Data will be stored at Morgan State University. Additionally, the researcher will store the data for seven years in accordance with the current policies at Morgan State University.

Voluntary Participation

Participation in this research is voluntary. Declining to participate will in no way impact your relationship with Jamelah Murrell, Primary Investigator, or your institution. If you decide to participate in the study, you have the right to drop out at any time.

Consent Statement

I understand the procedures described above. My questions have been answered to my satisfaction and I have been given a copy of this consent. I agree to participate in this study.

Print Name	Date
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Participant's Signature

This project complies with the requirements for research involving human subjects by the Planning, Institutional Effectiveness, and Research office at your institution. If you have any questions or concerns about being a participant in this project, feel free to contact the Primary Investigator, Jamelah Murrell by phone or email, or contact your institution's review board chair.

Appendix C: Supplemental Current and Preferred Comparison Charts

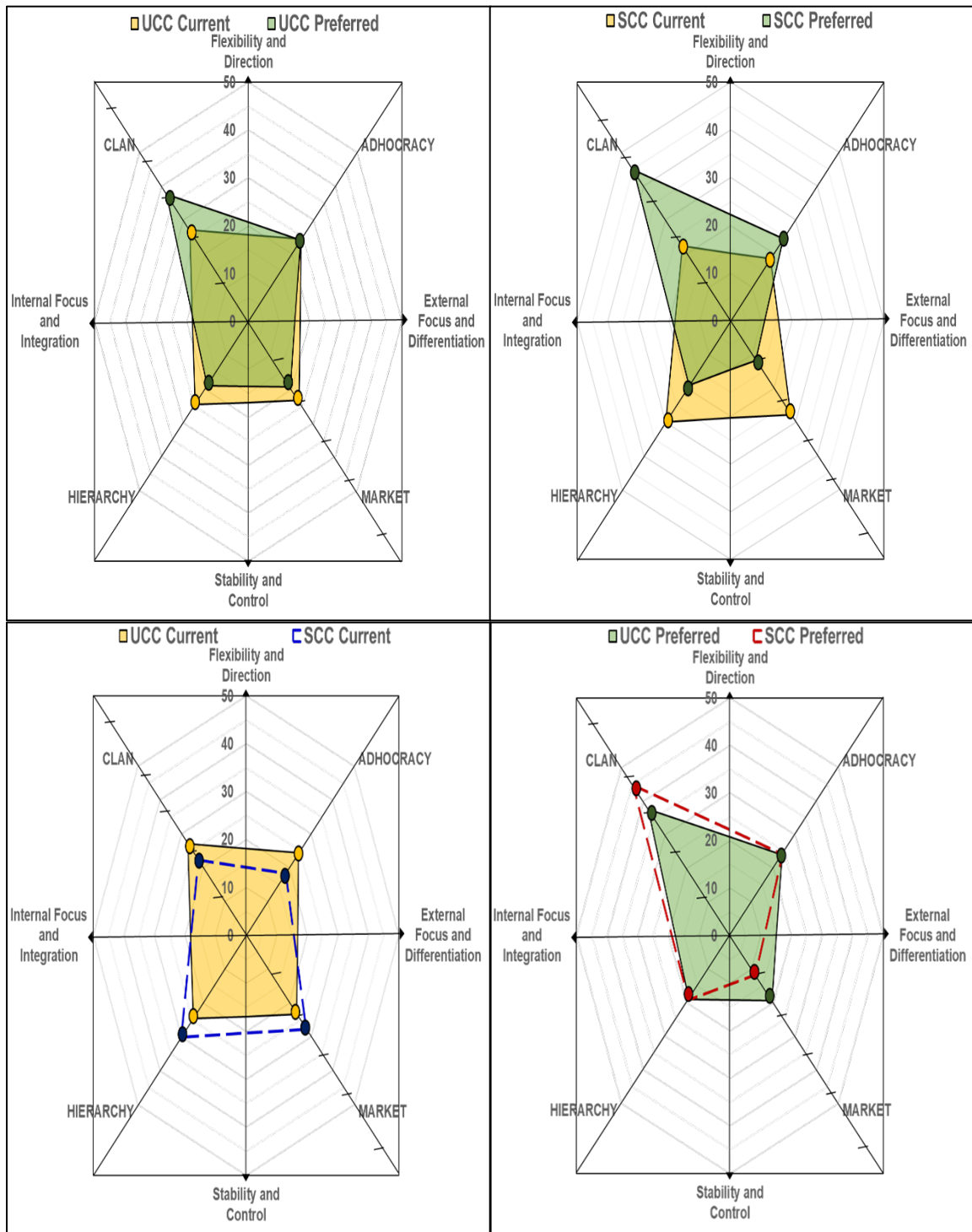


Figure 8. UCC and SCC Faculty's Current and Preferred Culture Comparisons for RQ1

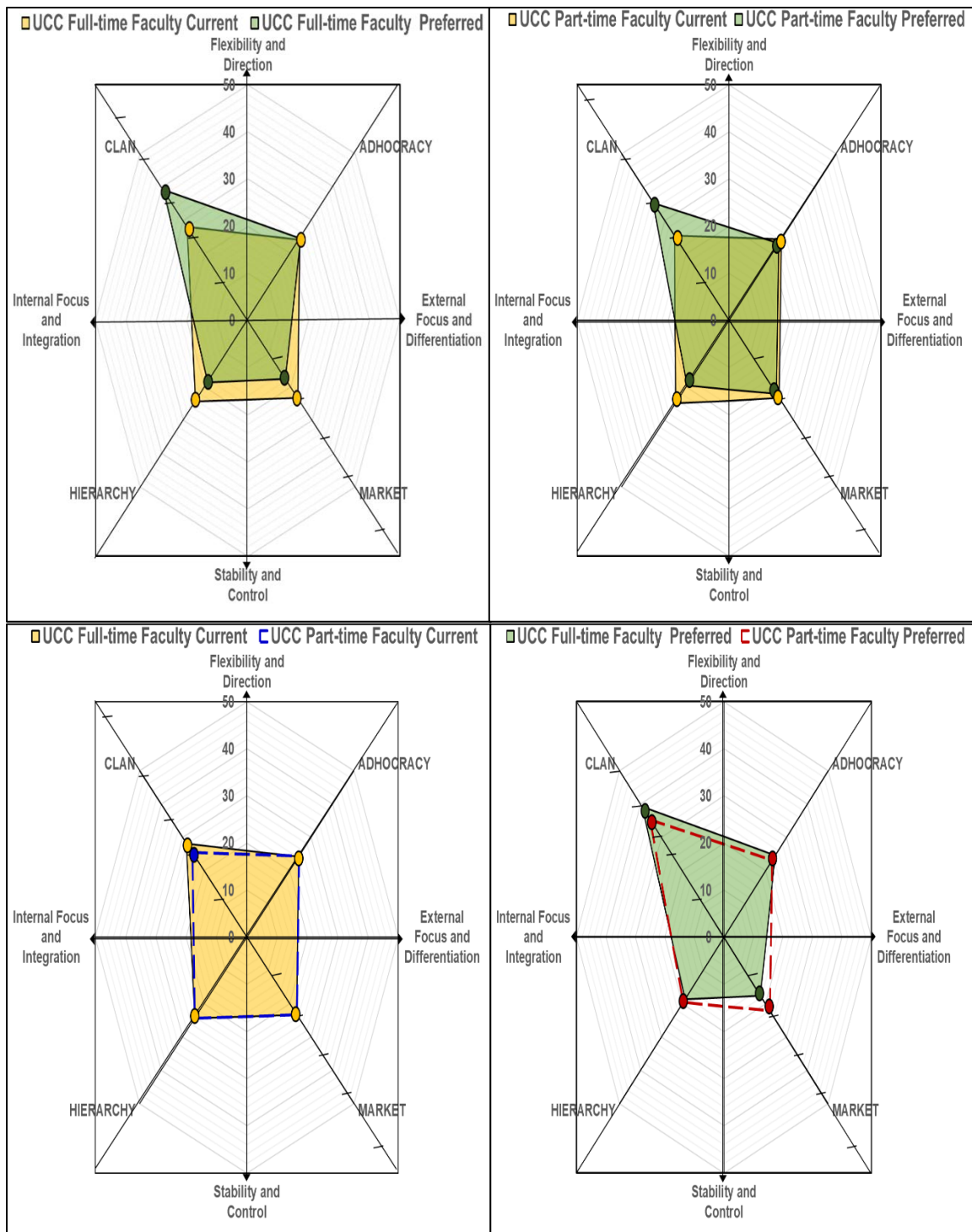


Figure 9. UCC Part-Time and Full-Time Faculty's Current and Preferred Culture Comparisons for RQ

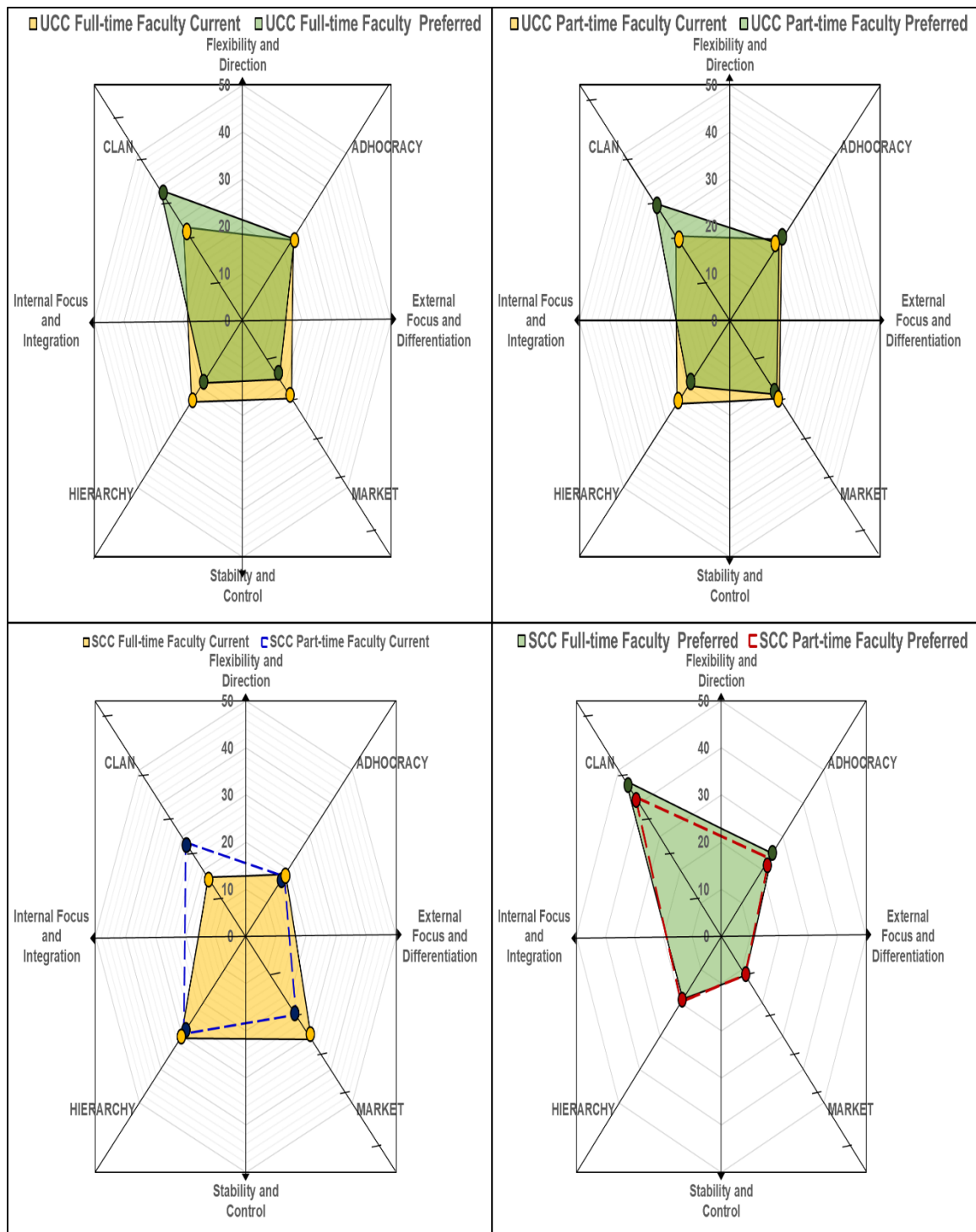


Figure 10. Part-time and Full-Time Faculty's Current and Preferred Culture

Comparison of SCC for RQ3