



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Grand Rapids Community College Grand Rapids, MI

Personal Assessment of the College Environment (PACE)

by

Jingjing Zhang & Alessandra Dinin

The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

November 2013



National Initiative for Leadership and Institutional Effectiveness

Audrey Jaeger, PhD, Co-executive Director
Paul Umbach, PhD, Co-executive Director
Dawn Crotty, Executive Assistant
Jingjing Zhang, Co-director of Research
Alessandra Dinin, Co-director of Research
Antonio Bush, Researcher
Kiley Moorefield, Researcher

Phone: 919-515-8567
919-515-6289
Fax: 919-515-6305
Web: <http://ced.ncsu.edu/ahe/nilie>

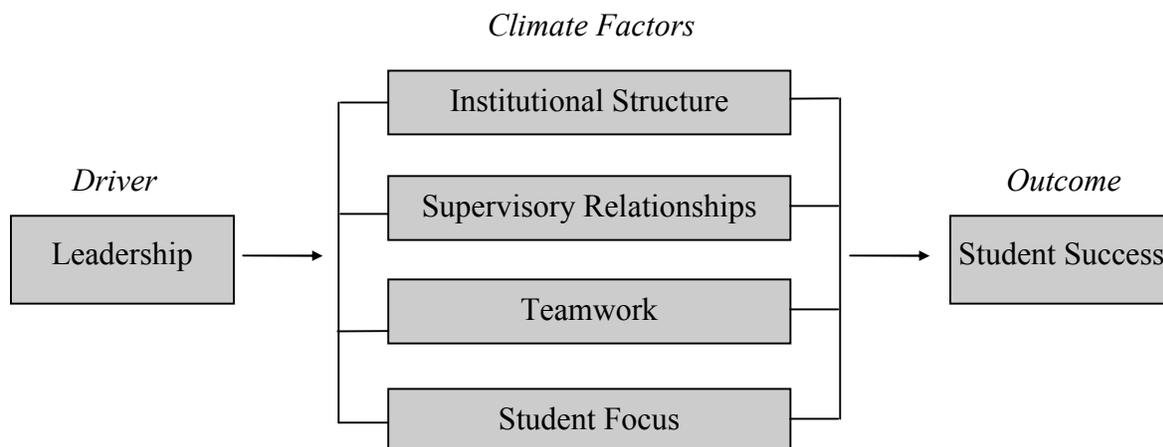
College of Education
North Carolina State University
300 Poe Hall, Box 7801
Raleigh, NC 27695-7801

EXECUTIVE SUMMARY

In November 2013, the Personal Assessment of the College Environment (PACE) survey was administered to 666 employees at Grand Rapids Community College (GRCC). Of those 666 employees, 378 (56.8%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist GRCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of GRCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

Figure 1. The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Grand Rapids Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at GRCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at GRCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Six fell within the Competitive range (rated between 2 and 3). Forty-two fell within the Consultative range (rated between 3 and 4), and eight composite ratings fell within the Collaborative range (rated between 4 and 5).

At GRCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.63 mean score or mid Consultative system. The Student Focus category received the highest mean score (3.95), whereas the Institutional Structure category received the lowest mean score (3.18). When respondents were classified according to Personnel Classification at GRCC, the composite ratings were as follows: Administrative (3.93), Administrative Support (3.60), Faculty (3.55), and Technical/Campus Operations (3.56).

Of the 46 standard PACE questions, the top mean scores have been identified at Grand Rapids Community College.

- The extent to which I feel my job is relevant to this institution's mission, 4.33 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.21 (#2)
- The extent to which students receive an excellent education at this institution, 4.18 (#31)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which professional development and training opportunities are available, 4.10 (#46)
- The extent to which this institution prepares students for a career, 4.07 (#35)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.00 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.97 (#9)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.92 (#23)
- The extent to which students are satisfied with their educational experience at this institution, 3.88 (#42)

Of the 46 standard PACE questions, the bottom mean scores have been identified as areas in need of improvement at Grand Rapids Community College.

- The extent to which a spirit of cooperation exists at this institution, 2.77 (#25)
- The extent to which decisions are made at the appropriate level at this institution, 2.84 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.92 (#15)
- The extent to which this institution is appropriately organized, 2.94 (#32)
- The extent to which open and ethical communication is practiced at this institution, 2.96 (#16)
- The extent to which information is shared within this institution, 2.98 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.05 (#38)
- The extent to which this institution has been successful in positively motivating my performance, 3.12 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.18 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.29 (#11)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of GRCC. The responses provide insight and anecdotal evidence that support the survey questions.

TABLE OF CONTENTS

Executive Summary	1
Table of Contents	4
List of Tables	5
List of Figures	6
Leadership Research	7
Method	11
Population	11
Instrumentation	11
Reliability and Validity	12
Data Analysis	13
Respondent Characteristics	13
Comparative Analysis: Overall	17
Comparative Analysis: Personnel Classification	23
Comparative Analysis: Demographic Classifications	32
Comparative Analysis: Norm Base	34
Qualitative Analysis	38
Conclusion	53
References	55

LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. Response by Self-Selected Personnel Classification.....	13
Table 4. Proportion of Responses Across Demographic Classifications.....	15
Table 5. Grand Rapids Community College Climate as Rated by All Employees.....	17
Table 6. Comparative Mean Response: Institutional Structure.....	19
Table 7. Comparative Mean Responses: Supervisory Relationships.....	20
Table 8. Comparative Mean Responses: Teamwork.....	21
Table 9. Comparative Mean Responses: Student Focus.....	21
Table 10. Comparative Mean Responses: Customized.....	22
Table 11. Mean Climate Scores as Rated by Personnel Classifications.....	24
Table 12. Priorities for Change: Administrative.....	30
Table 13. Priorities for Change: Administrative Support.....	30
Table 14. Priorities for Change: Faculty.....	31
Table 15. Priorities for Change: Technical/Campus Operations.....	31
Table 16. Mean Climate Factor Scores as Rated by Demographic Classification.....	32
Table 17. GRCC Climate Compared to the 2011 Administration of the PACE Survey and the NILIE Norm Base.....	34
Table 18. Institutional Structure Mean Scores Compared to the Norm Base.....	35
Table 19. Supervisory Relationships Mean Scores Compared to the Norm Base.....	36
Table 20. Teamwork Mean Scores Compared to the Norm Base.....	37
Table 21. Student Focus Mean Scores Compared to the Norm Base.....	37
Table 22. Most Favorable Comments.....	39
Table 23. Least Favorable Comments.....	45

LIST OF FIGURES

Figure 1. The PACE Model	1
Figure 2. Proportion of Total Responses by Personnel Classification.....	14
Figure 3. GRCC Climate as Rated by All Employees	18
Figure 4. Mean Climate Scores as Rated by Personnel Classification	23
Figure 5. Mean Scores of the Institutional Structure Climate Factor	25
Figure 6. Mean Scores of the Supervisory Relationships Climate Factor	26
Figure 7. Mean Scores of the Teamwork Climate Factor	27
Figure 8. Mean Scores of the Student Focus Climate Factor	28
Figure 9. Mean Scores of the Customized Climate Factor	29
Figure 10. GRCC Climate Compared with the 2011 Administration of the PACE Survey and the NILIE PACE Norm Base	34
Figure 11. GRCC Comment Response Rate.....	38

LEADERSHIP RESEARCH

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as “the shared values and beliefs of members about the activities of the organization and interpersonal relationships” (p. 108). Schein (2004) observes that culture “points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual” (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization’s culture, emerging from the assumptions made about the underlying value system and finding expression through members’ attitudes and actions (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert’s work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert’s climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

Table 1. NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Grand Rapids Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Grand Rapids Community College.

METHOD

Population

In November 2013, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Grand Rapids Community College. Of the 666 employees administered the instrument, 378 (56.8%) completed and returned the instrument for analysis. Of those 378 employees, 226 (59.8%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist GRCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Human Resources Office of GRCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of GRCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Grand Rapids Community College was also included in the administration of the instrument. A total of 56 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from a low of “1” to a high of “5.” The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of GRCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2011 to July 2013 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2011 to July 2013 (n=27,873)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	0.98

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness.

Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005). Factor analysis is a quantitative technique for determining the intercorrelations between the various items of an instrument. These intercorrelations confirm the underlying relationships between the variables and allow the researcher to determine that the instrument is functioning properly to assess the intended constructs. To ensure the continued validity of the PACE instrument, the instrument is routinely evaluated for both content and construct validity. The recent revision of the PACE instrument reflects the findings of Tiu and Caison.

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from GRCC's 2011 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

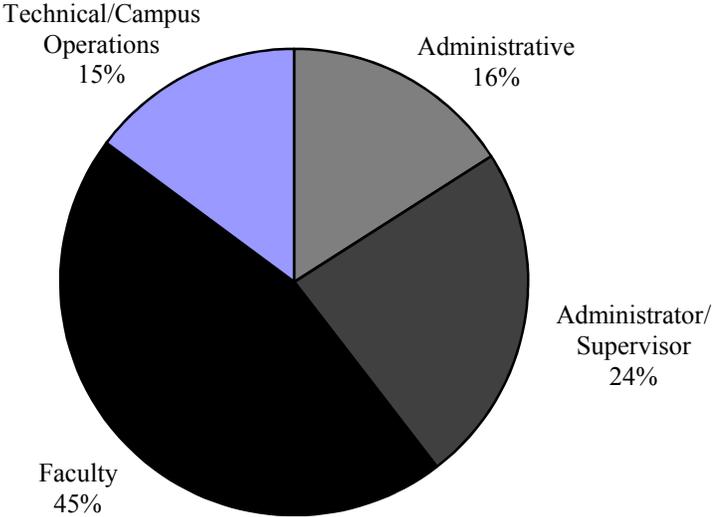
Respondent Characteristics

Of the 666 GRCC employees administered the survey, 378 (56.8%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	89	58	65.2%
Administrative Support	123	86	69.9%
Faculty	249	166	66.7%
Technical/ Campus Operations	205	54	26.3%
Did not respond		14	
Total	666	378	56.8%

Figure 2. Proportion of Total Responses by Personnel Classification



14 individuals did not respond to the Personnel Classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2011 # of Responses	2011 % of Responses	2013 # of Responses	2013 % of Responses
What is your personnel classification:				
Administrative	48	13.2%	58	15.3%
Administrative Support	79	21.7%	86	22.8%
Faculty	167	45.9%	166	43.9%
Technical/Campus Operations	68	18.7%	54	14.3%
Did not respond	2	0.6%	14	3.7%
For which division do you work:				
Academic and Student Affairs	196	53.9%	211	55.8%
Finance & Administration	50	13.7%	47	12.4%
Information Technology	29	8.0%	25	6.6%
President's Office (includes College Advancement, Communication, & General Counsel)	13	3.6%	12	3.2%
Did not respond	76	20.9%	83	22.0%
To which employee group do you belong:				
Meet and Confer	132	36.3%	141	37.3%
CEBA	24	6.6%	15	4.0%
ESP	62	17.0%	57	15.1%
Faculty/Job Training/Preschool	131	36.0%	138	36.5%
Campus Police	5	1.4%	5	1.3%
Executive	0	0.0%	1	0.3%
Did not respond	10	2.8%	21	5.6%
What is your length of employment:				
Less than 1 year	36	9.9%	9	2.4%
1-4 years	69	19.0%	57	15.1%
5-9 years	62	17.0%	83	22.0%
10-14 years	83	22.8%	88	23.3%
15 or more years	108	29.7%	118	31.2%
Did not respond	6	1.7%	23	6.1%

* The frequencies are rounded to the nearest tenth.

Table 4. Continued

Demographic Variable	2011 # of Responses	2011 % of Responses	2013 # of Responses	2013 % of Responses
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	24	6.6%	20	5.3%
American Indian or Alaska Native, not Hispanic or Latino	1	0.3%	1	0.3%
Asian, not Hispanic or Latino	2	0.6%	3	0.8%
Black, not Hispanic or Latino	31	8.5%	27	7.1%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	0	0.0%
White, not Hispanic or Latino	275	75.6%	263	69.6%
Two or more races, not Hispanic or Latino	N/A	N/A	24	6.4%
Other (including Native Hawaiian or Other Pacific Islander and Two or more races, not Hispanic or Latino)	11	3.0%	N/A	N/A
Did not respond	20	5.5%	40	10.6%
What gender are you:				
Male	152	41.8%	142	37.6%
Female	199	54.7%	198	52.4%
Did not respond	13	3.6%	38	10.1%

* The frequencies are rounded to the nearest tenth.

N/A Options not included in 2011/2013 survey administration

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at GRCC to fall toward the middle range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0). As previously stated, the Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Thus, the Collaborative system is a system to be sought through planning and organizational learning.

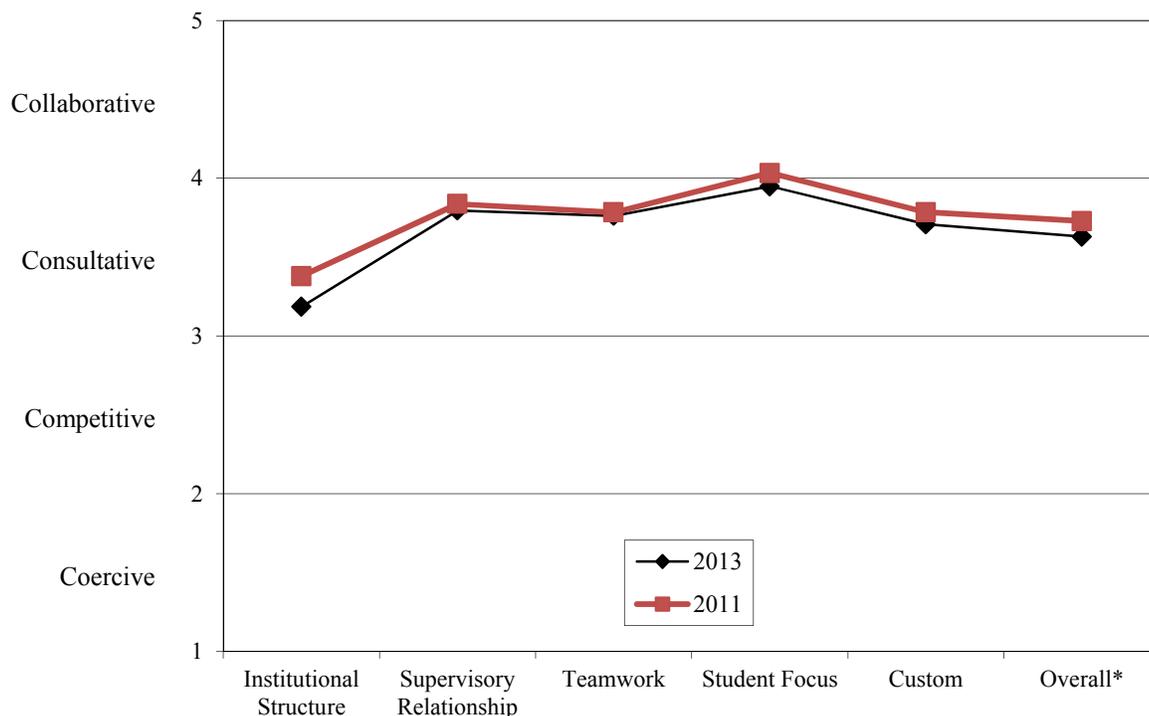
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.95), which represented a high range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.18) within the low area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area (See also Figure 3). When compared to the revised 2011 GRCC mean scores, the GRCC 2013 mean scores declined.

Table 5. Grand Rapids Community College Climate as Rated by All Employees

Factor	2011 GRCC	2013 GRCC
Institutional Structure	3.38	3.18
Supervisory Relationships	3.84	3.79
Teamwork	3.78	3.76
Student Focus	4.03	3.95
Custom	3.78	3.71
Overall*	3.73	3.63

* Overall does not include the customized section developed specifically for GRCC.

Figure 3. Grand Rapids Community College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Six items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and eight fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=42) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.63 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at GRCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

* Overall does not include the customized section developed specifically for GRCC.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		2011 Mean (SD)	2013 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.60 (0.97)	3.53 (0.97)
4	The extent to which decisions are made at the appropriate level at this institution	3.10 (1.16)	2.84 (1.17)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.87 (0.98)	3.76 (1.02)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.53 (1.13)	3.33 (1.22)*
10	The extent to which information is shared within the institution	3.19 (1.13)	2.98 (1.14)*
11	The extent to which institutional teams use problem-solving techniques	3.35 (0.94)	3.29 (0.90)
15	The extent to which I am able to appropriately influence the direction of this institution	3.02 (1.14)	2.92 (1.12)
16	The extent to which open and ethical communication is practiced at this institution	3.22 (1.14)	2.96 (1.15)*
22	The extent to which this institution has been successful in positively motivating my performance	3.42 (1.12)	3.12 (1.20)*
25	The extent to which a spirit of cooperation exists at this institution	3.15 (1.15)	2.77 (1.17)*
29	The extent to which institution-wide policies guide my work	3.64 (0.89)	3.54 (0.95)
32	The extent to which this institution is appropriately organized	3.16 (1.09)	2.94 (1.13)*
38	The extent to which I have the opportunity for advancement within this institution	3.30 (1.18)	3.05 (1.21)*
41	The extent to which I receive adequate information regarding important activities at this institution	3.69 (0.96)	3.51 (1.01)*
44	The extent to which my work is guided by clearly defined administrative processes	3.38 (1.08)	3.18 (1.14)*
Mean Total		3.38 (0.79)	3.18 (0.81)*

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2011 Mean (SD)	2013 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.20 (0.96)	4.21 (1.09)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.07 (1.10)	3.97 (1.23)
12	The extent to which positive work expectations are communicated to me	3.69 (0.99)	3.64 (1.07)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.66 (0.92)	3.54 (0.96)
20	The extent to which I receive timely feedback for my work	3.71 (0.97)	3.70 (1.05)
21	The extent to which I receive appropriate feedback for my work	3.75 (0.95)	3.75 (0.99)
26	The extent to which my supervisor actively seeks my ideas	3.76 (1.15)	3.83 (1.15)
27	The extent to which my supervisor seriously considers my ideas	3.82 (1.14)	3.86 (1.18)
30	The extent to which work outcomes are clarified for me	3.69 (0.92)	3.62 (1.00)
34	The extent to which my supervisor helps me to improve my work	3.77 (1.08)	3.75 (1.16)
39	The extent to which I am given the opportunity to be creative in my work	4.00 (0.97)	3.84 (1.05)*
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.59 (1.01)	3.49 (1.05)
46	The extent to which professional development and training opportunities are available	4.11 (0.90)	4.10 (0.90)
Mean Total		3.84 (0.79)	3.79 (0.84)

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2011 Mean (SD)	2013 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.73 (1.16)	3.76 (1.16)
14 The extent to which my primary work team uses problem-solving techniques	3.80 (0.98)	3.85 (1.02)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.83 (1.02)	3.73 (1.07)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.75 (1.08)	3.68 (1.12)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.78 (0.95)	3.83 (0.98)
43 The extent to which a spirit of cooperation exists in my department	3.79 (1.14)	3.69 (1.21)
Mean Total	3.78 (0.90)	3.76 (0.94)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2011 Mean (SD)	2013 Mean (SD)
7 The extent to which student needs are central to what we do	3.75 (1.06)	3.62 (1.14)
8 The extent to which I feel my job is relevant to this institution's mission	4.34 (0.80)	4.33 (0.84)
17 The extent to which faculty meet the needs of students	3.99 (0.79)	3.84 (0.94)*
18 The extent to which student ethnic and cultural diversity are important at this institution	4.08 (0.90)	4.00 (0.90)
19 The extent to which students' competencies are enhanced	3.90 (0.78)	3.87 (0.80)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.99 (0.87)	3.92 (0.88)
28 The extent to which classified personnel meet the needs of the students	3.76 (0.81)	3.70 (0.86)
31 The extent to which students receive an excellent education at this institution	4.30 (0.68)	4.18 (0.73)*
35 The extent to which this institution prepares students for a career	4.12 (0.73)	4.07 (0.78)
37 The extent to which this institution prepares students for further learning	4.17 (0.70)	4.12 (0.74)
40 The extent to which students are assisted with their personal development	3.89 (0.78)	3.84 (0.84)
42 The extent to which students are satisfied with their educational experience at this institution	4.02 (0.63)	3.88 (0.69)*
Mean Total	4.03 (0.52)	3.95 (0.58)*
Overall	3.73 (0.64)	3.63 (0.67)*

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

Table 10. Comparative Mean Responses: Customized

Customized	2011 Mean (SD)	2013 Mean (SD)
47 The extent to which I am empowered to pursue my ideas without formal permission	3.59 (1.07)	3.47 (1.09)
48 The extent to which I take on new and challenging projects as part of my job	3.96 (0.87)	3.98 (0.92)
49 The extent to which I have tried new things that did not work out, but I still plan to try again	3.97 (0.77)	3.86 (0.85)
50 The extent to which I work with others outside of GRCC to solve problems related to my work	3.91 (0.86)	3.84 (0.86)
51 The extent to which I am supported to explore my natural curiosity as part of my daily work	3.71 (1.01)	3.60 (1.01)
52 The extent to which I feel respected when I share an unpopular belief or opinion	3.29 (1.11)	3.07 (1.16)*
53 The extent to which I have participated on a cross-functional team while at GRCC	4.01 (0.87)	4.02 (0.88)
54 The extent to which I have implemented ideas that were shared with me by students	4.03 (0.75)	3.96 (0.86)
55 The extent to which I have the opportunity to hear many points of view before making a decision	3.77 (0.91)	3.70 (0.94)
56 The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job	3.81 (1.04)	3.70 (1.04)
Mean Total	3.78 (0.70)	3.71 (0.74)

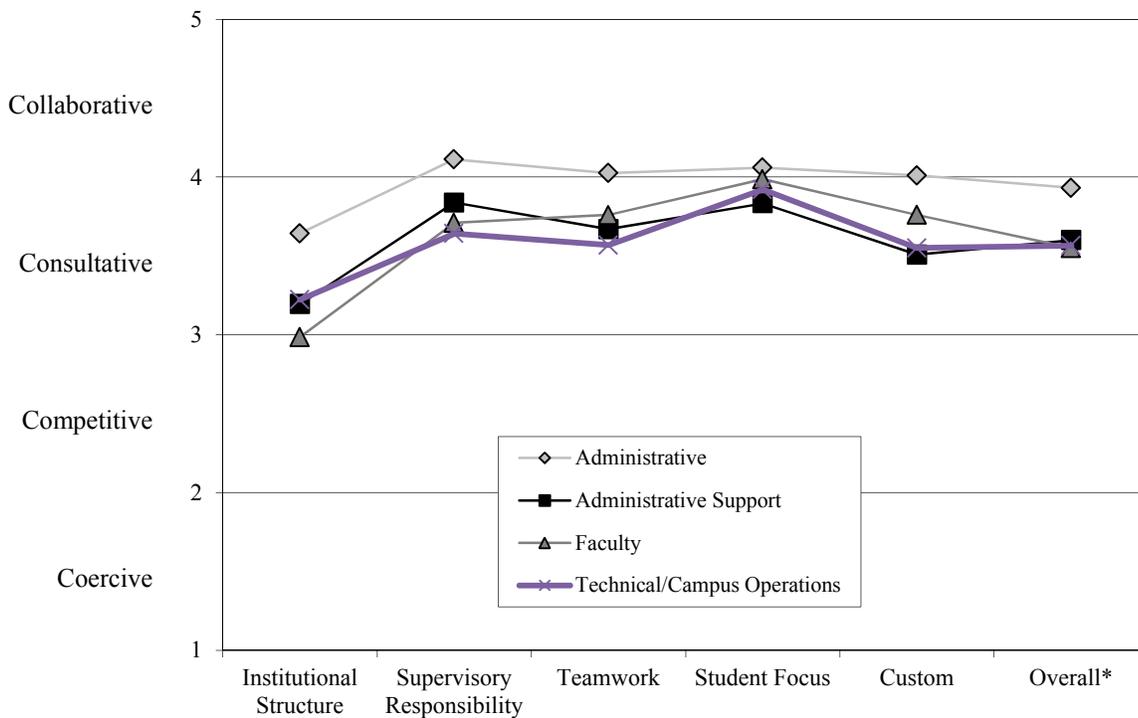
* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, Administrative employees rated the four normative factors most favorable (3.93), whereas Faculty rated the four normative factors least favorable (3.55) (See also Table 11).

Figures 5 through 9 show the ratings of each employee group for each of the 56 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Grand Rapids Community College.



* The overall mean does not reflect the mean scores of the customized items developed specifically for GRCC.

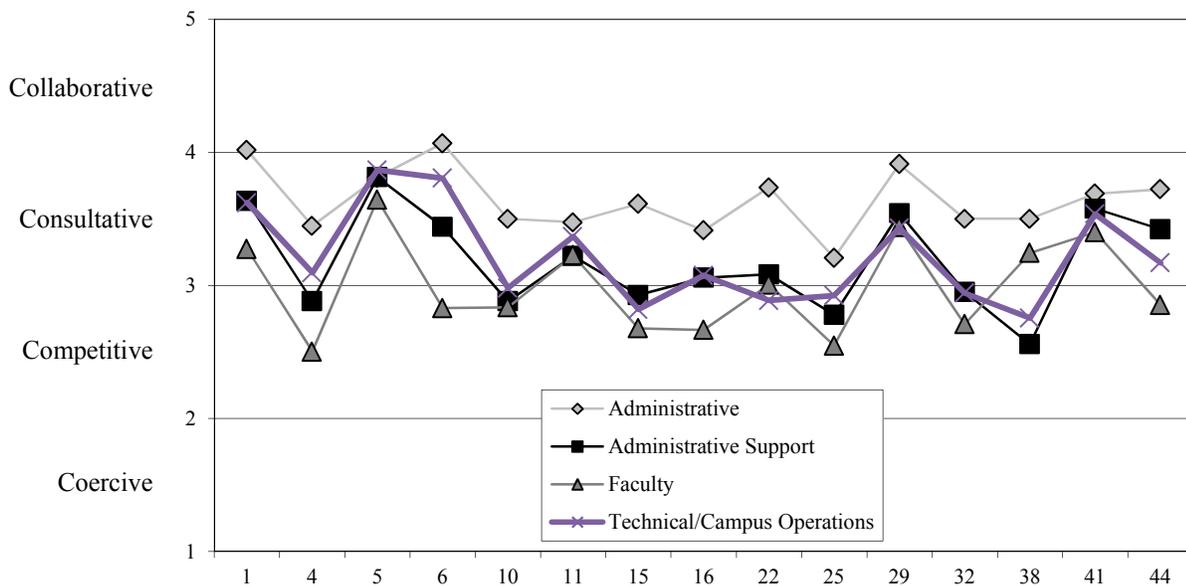
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrative						
2011	3.63	4.07	4.08	4.07	4.10	3.93
2013	3.64	4.11	4.03	4.06	4.01	3.93
Administrative Support						
2011	3.52	3.87	3.72	4.02	3.63	3.77
2013	3.19	3.84	3.67	3.83	3.51	3.60
Faculty						
2011	3.22	3.86	3.81	4.04	3.86	3.69
2013	2.98	3.71	3.76	3.99	3.76	3.55
Technical/ Campus Operations						
2011	3.42	3.56	3.55	4.00	3.53	3.62
2013	3.22	3.64	3.57	3.92	3.55	3.56

* The overall mean does not reflect the mean scores of the customized items developed specifically for GRCC.

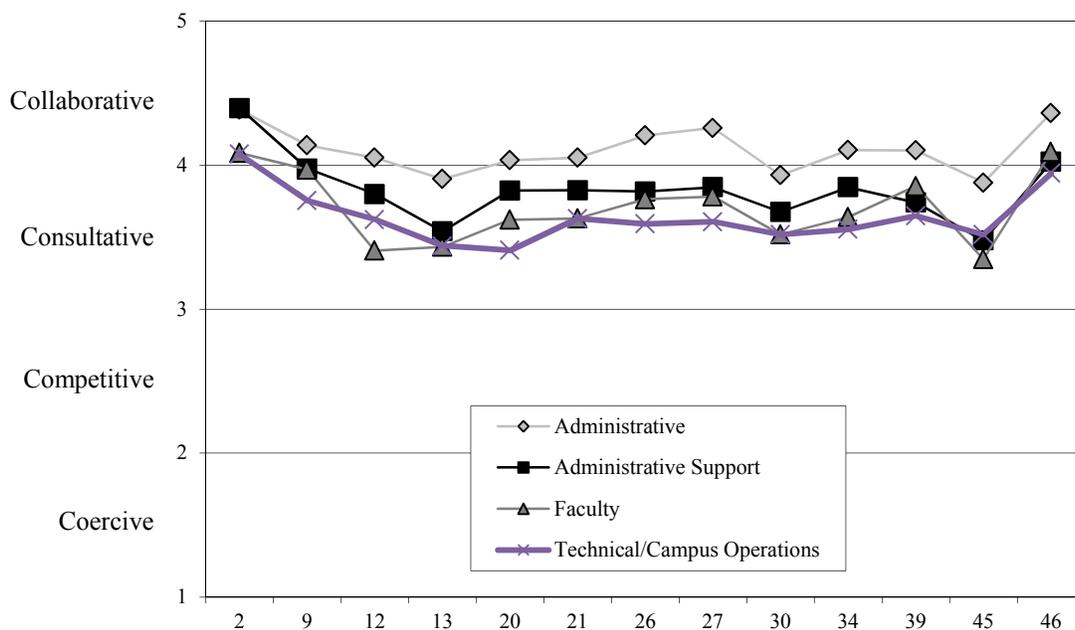
Institutional Structure		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
1	The extent to which the actions of this institution reflect its mission	4.02	3.64	3.27	3.62
4	The extent to which decisions are made at the appropriate level at this institution	3.45	2.88	2.50	3.09
5	The extent to which the institution effectively promotes diversity in the workplace	3.81	3.81	3.65	3.87
6	The extent to which administrative leadership is focused on meeting the needs of students	4.07	3.44	2.83	3.81
10	The extent to which information is shared within this institution	3.50	2.88	2.84	2.98
11	The extent to which institutional teams use problem-solving techniques	3.47	3.22	3.23	3.37
15	The extent to which I am able to appropriately influence the direction of this institution	3.61	2.93	2.68	2.82
16	The extent to which open and ethical communication is practiced at this institution	3.41	3.06	2.67	3.08
22	The extent to which this institution has been successful in positively motivating my performance	3.74	3.08	3.01	2.89
25	The extent to which a spirit of cooperation exists at this institution	3.21	2.78	2.55	2.92
29	The extent to which institution-wide policies guide my work	3.91	3.54	3.44	3.43
32	The extent to which this institution is appropriately organized	3.50	2.95	2.71	2.94
38	The extent to which I have the opportunity for advancement within this institution	3.50	2.56	3.24	2.75
41	The extent to which I receive adequate information regarding important activities at this institution	3.69	3.58	3.40	3.54
44	The extent to which my work is guided by clearly defined administrative processes	3.72	3.42	2.85	3.17

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



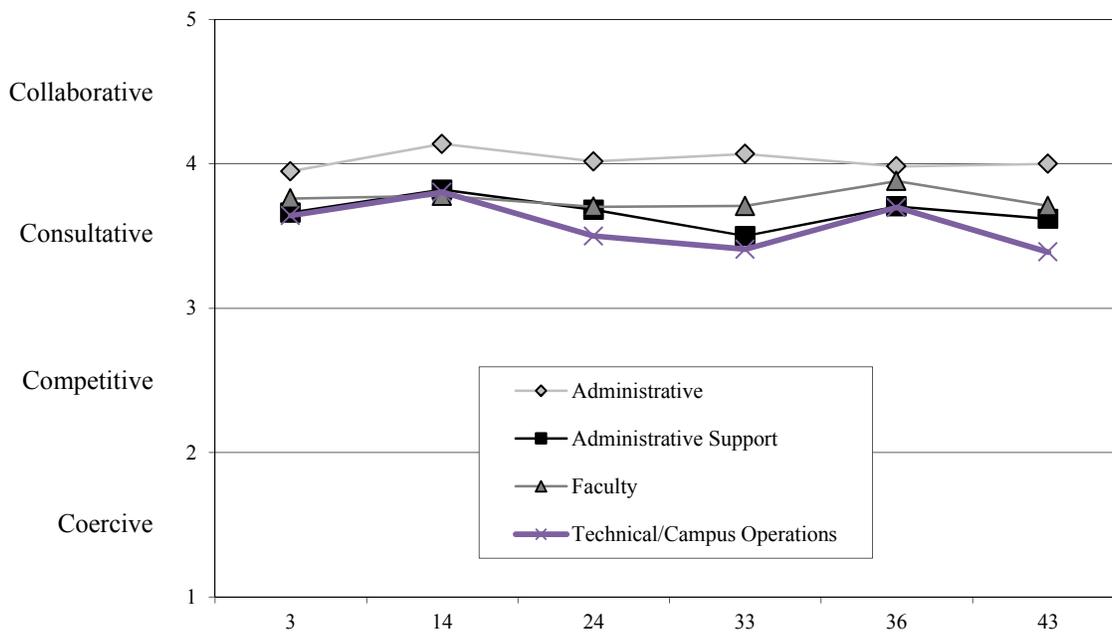
Supervisory Relationships		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.39	4.40	4.09	4.08
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.14	3.98	3.97	3.75
12	The extent to which positive work expectations are communicated to me	4.05	3.80	3.41	3.62
13	The extent to which unacceptable behaviors are identified and communicated to me	3.90	3.54	3.43	3.44
20	The extent to which I receive timely feedback for my work	4.03	3.82	3.62	3.41
21	The extent to which I receive appropriate feedback for my work	4.05	3.83	3.63	3.63
26	The extent to which my supervisor actively seeks my ideas	4.21	3.82	3.76	3.59
27	The extent to which my supervisor seriously considers my ideas	4.26	3.85	3.78	3.61
30	The extent to which work outcomes are clarified for me	3.93	3.67	3.52	3.52
34	The extent to which my supervisor helps me to improve my work	4.11	3.85	3.64	3.56
39	The extent to which I am given the opportunity to be creative in my work	4.10	3.74	3.85	3.65
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.88	3.48	3.35	3.52
46	The extent to which professional development and training opportunities are available	4.36	4.02	4.09	3.94

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



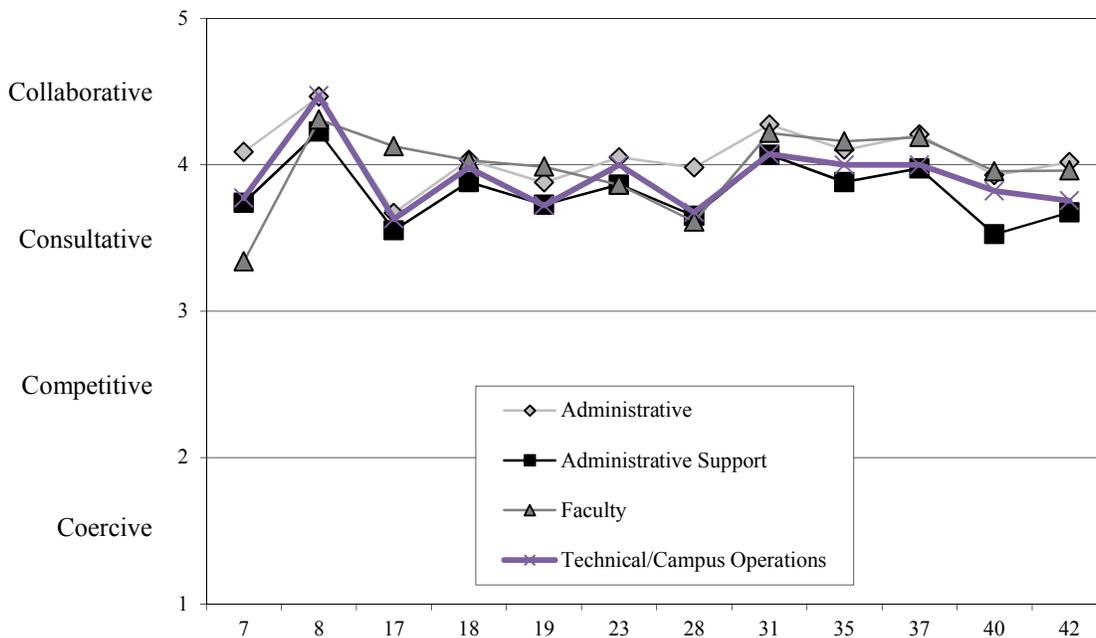
Teamwork		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	3.95	3.66	3.76	3.64
14	The extent to which my primary work team uses problem-solving techniques	4.14	3.82	3.78	3.80
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.02	3.68	3.70	3.50
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.07	3.50	3.71	3.41
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.98	3.71	3.88	3.70
43	The extent to which a spirit of cooperation exists in my department	4.00	3.62	3.71	3.39

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



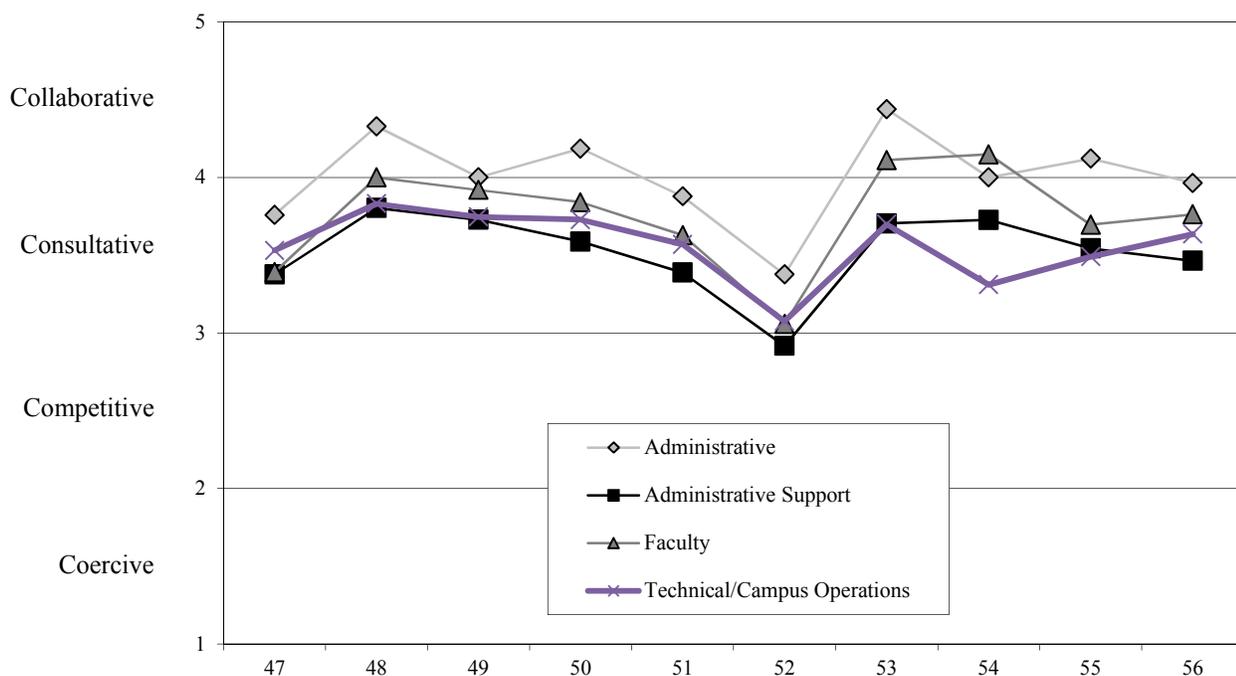
Student Focus	Administrative	Administrative Support	Faculty	Technical/Campus Operations
7 The extent to which student needs are central to what we do	4.09	3.74	3.34	3.77
8 The extent to which I feel my job is relevant to this institution's mission	4.47	4.23	4.31	4.47
17 The extent to which faculty meet the needs of the students	3.67	3.55	4.13	3.63
18 The extent to which student ethnic and cultural diversity are important at this institution	4.03	3.88	4.03	3.98
19 The extent to which students' competencies are enhanced	3.88	3.73	3.99	3.72
23 The extent to which non-teaching professional personnel meet the needs of the students	4.05	3.87	3.86	4.00
28 The extent to which classified personnel meet the needs of the students	3.98	3.65	3.61	3.68
31 The extent to which students receive an excellent education at this institution	4.28	4.07	4.22	4.07
35 The extent to which this institution prepares students for a career	4.10	3.88	4.16	4.00
37 The extent to which this institution prepares students for further learning	4.21	3.98	4.19	4.00
40 The extent to which students are assisted with their personal development	3.93	3.53	3.96	3.82
42 The extent to which students are satisfied with their educational experience at this institution	4.02	3.68	3.96	3.76

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



Customized		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
47	The extent to which I am empowered to pursue my ideas without formal permission	3.76	3.38	3.39	3.53
48	The extent to which I take on new and challenging projects as part of my job	4.33	3.80	4.00	3.83
49	The extent to which I have tried new things that did not work out, but I still plan to try again	4.00	3.73	3.92	3.74
50	The extent to which I work with others outside of GRCC to solve problems related to my work	4.19	3.59	3.84	3.73
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.88	3.39	3.63	3.57
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.38	2.92	3.06	3.08
53	The extent to which I have participated on a cross-functional team while at GRCC	4.44	3.70	4.11	3.70
54	The extent to which I have implemented ideas that were shared with me by students	4.00	3.73	4.15	3.31
55	The extent to which I have the opportunity to hear many points of view before making a decision	4.12	3.54	3.70	3.49
56	The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job	3.96	3.46	3.76	3.63

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



Tables 12 through 15 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Grand Rapids Community College.

Table 12. Priorities for Change: Administrative

Area to Change		Mean
25	The extent to which a spirit of cooperation exists at this institution	3.21
16	The extent to which open and ethical communication is practiced at this institution	3.41
4	The extent to which decisions are made at the appropriate level at this institution	3.45
11	The extent to which institutional teams use problem-solving techniques	3.47
10	The extent to which information is shared within this institution	3.50
32	The extent to which this institution is appropriately organized	3.50
38	The extent to which I have the opportunity for advancement within this institution	3.50
15	The extent to which I am able to appropriately influence the direction of this institution	3.61
17	The extent to which faculty meet the needs of the students	3.67
41	The extent to which I receive adequate information regarding important activities at this institution	3.69
Area to Change—Customized		Mean
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.38
47	The extent to which I am empowered to pursue my ideas without formal permission	3.76
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.88

Table 13. Priorities for Change: Administrative Support

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.56
25	The extent to which a spirit of cooperation exists at this institution	2.78
10	The extent to which information is shared within this institution	2.88
4	The extent to which decisions are made at the appropriate level at this institution	2.88
15	The extent to which I am able to appropriately influence the direction of this institution	2.93
32	The extent to which this institution is appropriately organized	2.95
16	The extent to which open and ethical communication is practiced at this institution	3.06
22	The extent to which this institution has been successful in positively motivating my performance	3.08
11	The extent to which institutional teams use problem-solving techniques	3.22
44	The extent to which my work is guided by clearly defined administrative processes	3.42
Area to Change—Customized		Mean
52	The extent to which I feel respected when I share an unpopular belief or opinion	2.92
47	The extent to which I am empowered to pursue my ideas without formal permission	3.38
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.39

Table 14. Priorities for Change: Faculty

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.50
25	The extent to which a spirit of cooperation exists at this institution	2.55
16	The extent to which open and ethical communication is practiced at this institution	2.67
15	The extent to which I am able to appropriately influence the direction of this institution	2.68
32	The extent to which this institution is appropriately organized	2.71
6	The extent to which administrative leadership is focused on meeting the needs of students	2.83
10	The extent to which information is shared within this institution	2.84
44	The extent to which my work is guided by clearly defined administrative processes	2.85
22	The extent to which this institution has been successful in positively motivating my performance	3.01
11	The extent to which institutional teams use problem-solving techniques	3.23
Area to Change—Customized		Mean
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.06
47	The extent to which I am empowered to pursue my ideas without formal permission	3.39
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.63

Table 15. Priorities for Change: Technical/Campus Operations

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.75
15	The extent to which I am able to appropriately influence the direction of this institution	2.82
22	The extent to which this institution has been successful in positively motivating my performance	2.89
25	The extent to which a spirit of cooperation exists at this institution	2.92
32	The extent to which this institution is appropriately organized	2.94
10	The extent to which information is shared within this institution	2.98
16	The extent to which open and ethical communication is practiced at this institution	3.08
4	The extent to which decisions are made at the appropriate level at this institution	3.09
44	The extent to which my work is guided by clearly defined administrative processes	3.17
11	The extent to which institutional teams use problem-solving techniques	3.37
Area to Change—Customized		Mean
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.08
54	The extent to which I have implemented ideas that were shared with me by students	3.31
55	The extent to which I have the opportunity to hear many points of view before making a decision	3.49

Comparative Analysis: Demographic Classifications

As depicted in Table 16, employees work at Finance & Administration Division rated the climate highest within its demographic group (3.77). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (4.22). Employees work at Academic and Student Affairs Division rated the climate lowest within its demographic group (3.60), while respondents with 10-14 years of employment rated the climate with a composite rating of 3.47.

Table 16. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrative	3.64	4.11	4.03	4.06	4.01	3.93
Administrative Support	3.19	3.84	3.67	3.83	3.51	3.60
Faculty	2.98	3.71	3.76	3.99	3.76	3.55
Technical/Campus Operations	3.22	3.64	3.57	3.92	3.55	3.56
For which division do you work:						
Academic and Student Affairs	3.10	3.77	3.75	3.95	3.74	3.60
Finance & Administration	3.49	3.89	3.82	4.00	3.64	3.77
Information Technology	3.25	3.90	3.85	3.79	3.77	3.65
President's Office (includes College Advancement, Communication, & General Counsel)	3.24	3.98	4.03	3.76	3.72	3.68
To which employee group do you belong:						
Meet and Confer and Executive	3.44	4.00	3.87	3.94	3.83	3.78
CEBA	3.10	3.08	3.17	3.91	3.07	3.31
ESP	3.20	3.87	3.71	3.86	3.52	3.62
Faculty/Job Training/Preschool	2.90	3.65	3.73	3.99	3.74	3.50
Campus Police	3.14	3.63	3.73	3.95	3.53	3.57

* The overall mean does not reflect the mean scores of the customized items developed specifically for Grand Rapids Community College.

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your length of employment:						
Less than 1 year	4.02	4.30	4.39	4.27	4.04	4.22
1-4 years	3.53	4.10	3.88	4.09	3.88	3.88
5-9 years	3.05	3.75	3.69	3.85	3.63	3.54
10-14 years	2.97	3.61	3.65	3.85	3.60	3.47
15 or more years	3.20	3.81	3.79	4.01	3.76	3.65
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	2.96	3.19	3.24	3.69	3.06	3.25
Black, not Hispanic or Latino	3.60	4.07	3.92	4.12	3.82	3.91
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
White, not Hispanic or Latino	3.23	3.88	3.82	4.00	3.82	3.69
Other (Including American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	2.78	3.49	3.56	3.76	3.36	3.34
What gender are you:						
Male	3.14	3.75	3.75	3.94	3.67	3.60
Female	3.25	3.88	3.82	3.98	3.79	3.69

* The overall mean does not reflect the mean scores of the customized items developed specifically for Grand Rapids Community College.

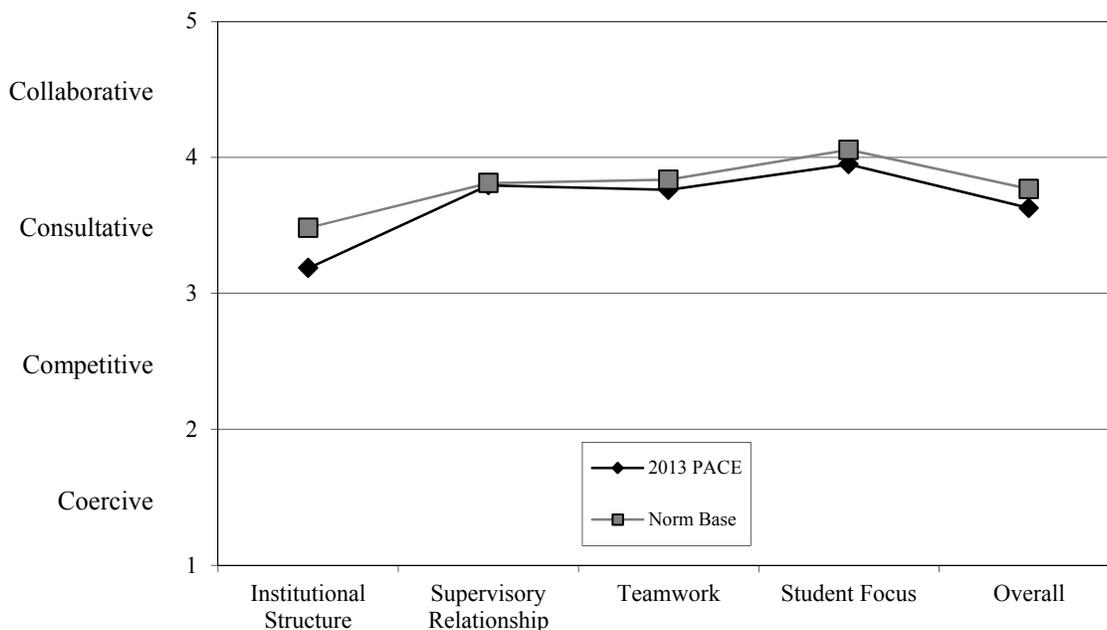
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how GRCC compares with the NILIE PACE Norm Base, which includes approximately 69 different climate studies conducted at two-year institutions since 2010. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for GRCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at GRCC compares with the 2011 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Grand Rapids Community College Climate compared with the NILIE PACE Norm Base

	GRCC 2011	GRCC 2013	Norm Base*
Institutional Structure	3.38	3.18	3.48
Supervisory Relationships	3.84	3.79	3.81
Teamwork	3.78	3.76	3.83
Student Focus	4.03	3.95	4.06
Overall	3.73	3.63	3.77

Figure 10. Grand Rapids Community College Climate Compared with the NILIE PACE Norm Base



* Normative data are not available for the customized climate factor developed specifically for GRCC.

Tables 18-21 shows how GRCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 18. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure		GRCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.53*	3.87
4	The extent to which decisions are made at the appropriate level at this institution	2.84*	3.30
5	The extent to which the institution effectively promotes diversity in the workplace	3.76*	3.90
6	The extent to which administrative leadership is focused on meeting the needs of students	3.33*	3.74
10	The extent to which information is shared within the institution	2.98*	3.22
11	The extent to which institutional teams use problem-solving techniques	3.29*	3.44
15	The extent to which I am able to appropriately influence the direction of this institution	2.92*	3.14
16	The extent to which open and ethical communication is practiced at this institution	2.96*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.12*	3.46
25	The extent to which a spirit of cooperation exists at this institution	2.77*	3.39
29	The extent to which institution-wide policies guide my work	3.54*	3.73
32	The extent to which this institution is appropriately organized	2.94*	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.05	3.11
41	The extent to which I receive adequate information regarding important activities at this institution	3.51*	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.18*	3.49
Mean Total		3.18*	3.48

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 19. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

	Supervisory Relationships	GRCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.21	4.18
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.97	4.05
12	The extent to which positive work expectations are communicated to me	3.64	3.72
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54*	3.67
20	The extent to which I receive timely feedback for my work	3.70	3.66
21	The extent to which I receive appropriate feedback for my work	3.75	3.71
26	The extent to which my supervisor actively seeks my ideas	3.83	3.74
27	The extent to which my supervisor seriously considers my ideas	3.86	3.82
30	The extent to which work outcomes are clarified for me	3.62	3.67
34	The extent to which my supervisor helps me to improve my work	3.75	3.74
39	The extent to which I am given the opportunity to be creative in my work	3.84*	4.03
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.49*	3.67
46	The extent to which professional development and training opportunities are available	4.10*	3.81
	Mean Total	3.79	3.81

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 20. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork	GRCC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	3.76*	3.91
14 The extent to which my primary work team uses problem-solving techniques	3.85	3.85
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.73	3.79
33 The extent to which my work team provides an environment for free and open expression	3.68*	3.81
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.83	3.84
43 The extent to which a spirit of cooperation exists in my department	3.69*	3.82
Mean Total	3.76	3.83

Table 21. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	GRCC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.62*	3.94
8 The extent to which I feel my job is relevant to this institution's mission	4.33*	4.45
17 The extent to which faculty meet the needs of students	3.84*	4.00
18 The extent to which student ethnic and cultural diversity are important at this institution	4.00*	4.11
19 The extent to which students' competencies are enhanced	3.87*	3.96
23 The extent to which non-teaching professional personnel meet the needs of the students	3.92	3.93
28 The extent to which classified personnel meet the needs of the students	3.70*	3.87
31 The extent to which students receive an excellent education at this institution	4.18	4.17
35 The extent to which this institution prepares students for a career	4.07*	4.16
37 The extent to which this institution prepares students for further learning	4.12	4.16
40 The extent to which students are assisted with their personal development	3.84*	3.94
42 The extent to which students are satisfied with their educational experience	3.88	3.94
Mean Total	3.95*	4.06
Overall Total	3.63*	3.77

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

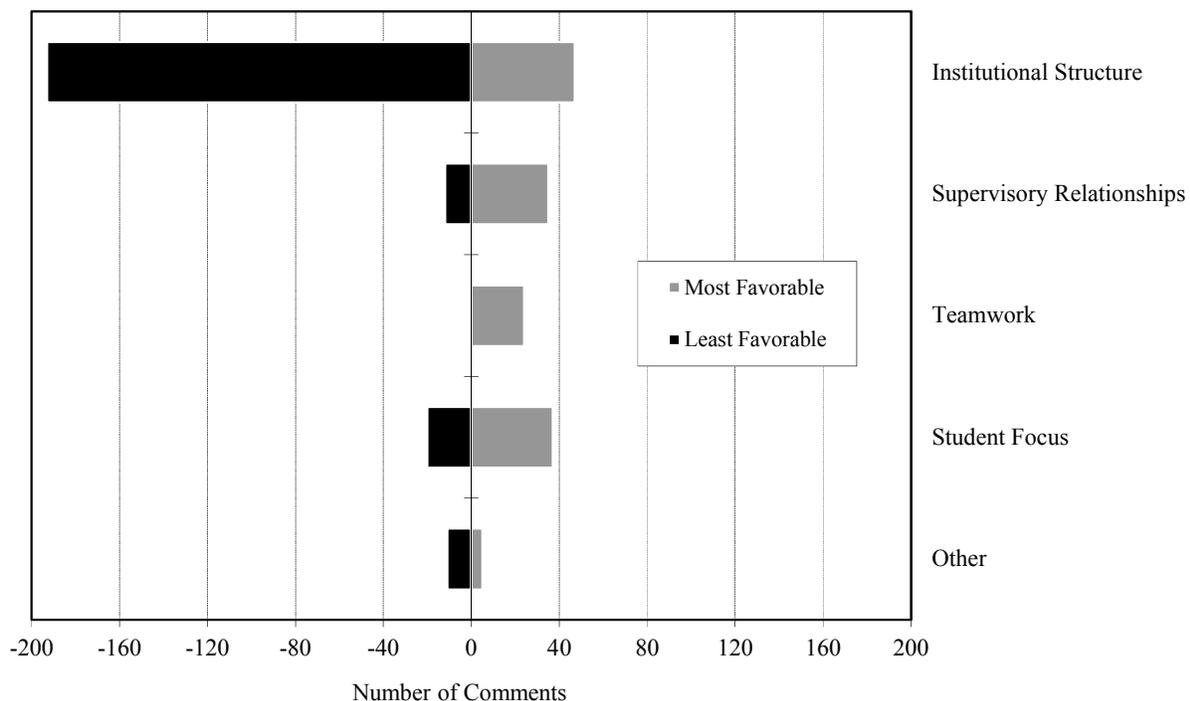
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 378 Grand Rapids Community College employees who completed the PACE survey, 59.8% (226 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the GRCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by GRCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Grand Rapids Community College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 22. Most Favorable Responses—Sample Comments and Actual Number of Responses at Grand Rapids Community College

Factor	Themes
Institutional Structure (n=47)	<p><i>I have the ability to work with other faculty in cross-functional committees and teams.</i></p> <p><i>As an institution we are becoming more and more one unit instead of individual silos.</i></p> <p><i>Communication between administration and the remainder of the college is improving.</i></p> <p><i>The most favorable part is getting together as faculty for specific events. This way I get to see other faculty and staff across the college than just the ones in my department.</i></p> <p><i>I believe our leadership has done a good job making some very tough and unpopular decisions. We are in tough times and yet I feel secure and well taken care of (as an employee). I believe our leaders truly care about what's best for students and staff.</i></p> <p><i>I do think we are moving in the right direction in a number of areas. This institution is made up of a group of people who, by and large, deeply care about student learning and success. We are slowly cleaning up processes that don't work and laying the foundation for effective organizational functioning in the future.</i></p> <p><i>I enjoy the interactions I have with other departments on campus and appreciate the opportunity to serve on teams of people from across campus and to get together socially.</i></p> <p><i>I feel empowered to make decisions. I like that people ask me for my input and I feel very valued.</i></p> <p><i>I feel that my faculty role is valued, and there are many support systems in place for faculty development. Further, concerns that are voiced are listened to.</i></p> <p><i>The administration is working hard to institute a system of evaluation that holds faculty accountable for their work. I applaud this evaluation system and I hope that it becomes even more comprehensive.</i></p> <p><i>Overall, I have personally felt supported in the work that I do, contributions that I have made, and respect for the expertise that I bring to my position.</i></p> <p><i>The college is doing and always has done an excellent job at promoting diversity, offering training sessions, as well as providing speakers and events to encourage diversity.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>The level of autonomy working with community members is for the most part very favorable. We are able to create programs and partnerships that serve GRCC and also meet our external stakeholder needs.</i></p> <p><i>There appears to be a high level of respect at this institution for diversity of ideas.</i></p> <p><i>We are a collaborative environment where I feel respected as an individual.</i></p> <p><i>People are very willing to help each other and to work together toward common goals. AGC provides an effective forum for developing academic policy and it is a very collaborative group.</i></p> <p><i>I am excited about the emphasis the college is now placing on the completion agenda. Efforts to identify and provide interventions to students who are struggling are what a community college should be all about. The implementation of MyDegreeWorks, success workshops for students on academic probation, mandatory orientation and CLS 100 classes are recent examples of how the college is working hard to assist students in completing their degree or program.</i></p> <p><i>The department, school, and inter-campus teams I participate on are very valuable to me. I learn so much about other areas and feel I am contributing to the betterment of the campus.</i></p>
Supervisory Relationship (n=35)	<p><i>GRCC has supported every professional development opportunity that I have pursued. I feel supported by my department head and deans in every endeavor that I pursue.</i></p> <p><i>GRCC provides many opportunities for professional development and this is appreciated.</i></p> <p><i>The most favorable part is having the opportunity to work on new projects and always being supported by my direct supervisor.</i></p> <p><i>I am free to implement certain techniques in my classroom.</i></p> <p><i>I appreciate the support I get from my supervisor to experiment with new things and ways of accomplishing my work.</i></p> <p><i>I enjoy working for my supervisor. S/He treats me with respect and allows me the freedom to do my work without hovering over my shoulder to see how I do it.</i></p> <p><i>I feel like I have considerable flexibility in my teaching.</i></p> <p><i>I appreciate so much the leadership that my supervisor provides.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I feel this institution has given me exemplary opportunities to further my education. My supervisor (current and past) has always encouraged me in both personal and professional goals.</i></p> <p><i>I have been able to explore and try new methods of doing my job and helping others with projects as part of my work at the college. This has made for a very enriching work environment.</i></p> <p><i>I like the fact that I am encouraged to give my opinion and explain before decisions are made by my supervisor.</i></p> <p><i>I like the independence that our boss offers us when plowing through tasks.</i></p> <p><i>My boss is a great person who has student interest in mind while trying to develop new ideas and programs that are needed. S/He supports his/her staff in their work, encourages staff to keep doing better, compliments when s/he's very proud, and is not afraid to use constructive criticism when s/he is disappointed.</i></p> <p><i>My department head and manager are very easy to work for. They allow us to have control over our projects and encourage creative thinking. They are always positive even if we mess something up.</i></p> <p><i>My director is very responsive to me and my ideas and allows me the ability to try new ideas. I also feel free to ask my director for assistance and/or guidance.</i></p> <p><i>My direct supervisor is very supportive and encouraging. S/he performs her job with passion and an openness to everyone's opinion.</i></p> <p><i>There are many opportunities to grow professional skills and senior management is very supportive of taking advantage of those opportunities.</i></p>
Teamwork (n=24)	<p><i>The most favorable area is the vibrant and productive working relationships in our department to focus on student success.</i></p> <p><i>I have a great team to work with. I always enjoy coming to work.</i></p> <p><i>I appreciate the opportunity for my voice to be heard within my department.</i></p> <p><i>I enjoy the open quorum very much. I feel that within my department, at least, it's very easy to work with others.</i></p> <p><i>I feel fortunate to work within a very successful program at the college. Our team is very professional and promotes an excellent work environment.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I feel that I work within a great department. I have just enough colleagues who have tremendous amounts of expertise in areas that I lack, yet our department is small enough that it is very easy to make important decisions and change our methods to more positive activities.</i></p> <p><i>I have an awesome team to work with in my program. We work well together and complement each others' strengths and weaknesses.</i></p> <p><i>The small work group of those who teach the same courses that I do is very functional. We have great communication and problem solving skills. We work well as a team but face many roadblocks from the administration above us.</i></p> <p><i>I truly enjoy my department and feel we are all willing to work together to get things done.</i></p> <p><i>I work with a number of excellent people. GRCC is a special place and the individuals here have created that atmosphere. We have a tremendous opportunity to do really great things for our students and the community. There are, amazingly enough, people here who actually do what they think is best and are willing to buck the system. It gives me great satisfaction to be able to share my ideas with my department chairman and assistant dean and feel supported even when I know my ideas are not necessarily in line with the status quo. I am grateful to be a part of this institution and have the opportunity to help students grow and reach their goals.</i></p> <p><i>I work with a team who, for the most part, are very talented and interested in the success of the students.</i></p> <p><i>My department is fantastic and many of my direct supervisors are very helpful and a pleasure to work with.</i></p> <p><i>My individual department does a great job in communicating with one another.</i></p> <p><i>My office is a pretty awesome place to work. We have a team that works well together, is open to helping staff/students, and promotes creativity and taking initiative. We have a lot of passionate people here.</i></p> <p><i>Our specific department works very well together; there is a high level of support and respect.</i></p> <p><i>The climate in my individual academic department is very positive and supportive. I feel appreciated and respected and I enjoy coming to work.</i></p>

Table 22. Continued

Factor	Themes
Student Focus (n=37)	<p><i>I believe that the student is truly the center of all decisions made here at GRCC. We strive for diversity in our workforce in order to better serve our diverse student population.</i></p> <p><i>I have excellent rapport with my students and a positive learning environment in my classroom. This semester, in two of my classes, not a single student dropped.</i></p> <p><i>I know that we have some excellent faculty employing innovative and classic techniques to provide a quality education to the students. We also can prepare students well for the workforce and for continuing education, as long as the instructors are chosen carefully.</i></p> <p><i>I love working with the diverse student body and helping them to succeed.</i></p> <p><i>I think students get a great value in the form of low tuition for the education and convenience attending GRCC.</i></p> <p><i>Our students are provided with the resources and help that they need to be successful.</i></p> <p><i>People remain teaching because they are passionate about what they do and their purpose in helping the diverse student population of GRCC, achieve goals that might otherwise be impossible. They are individuals who continually strive to meet the needs of all students.</i></p> <p><i>My department, despite challenges, is still committed to providing the best possible support to our students. The students bring me back to work every day.</i></p> <p><i>Small class size allows for individual help.</i></p> <p><i>I have noticed that the staff and faculty really care about the students success and wellbeing.</i></p> <p><i>We do a good job at providing a good education to all students. We do a good job at supporting the developmental process for those students who did not get the appropriate pre-college education learning that is required to be successful in college.</i></p> <p><i>The faculty and staff at this college have a very high commitment to doing our very best for our students.</i></p> <p><i>The increased emphasis on student success is great.</i></p> <p><i>The Diversity Center is awesome, useful, and helpful.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Most faculty work hard with students and genuinely care about student success, as do a lot of the staff.</i></p> <p><i>The transparent desire to create a learning environment conducive to student retention, persistence, and success via graduation and/or transfer to a four year school are GRCC's most favorable attributes. Student Center's innovations and practices like the College Success program, Honors College, My Degree Path, and increased study environments are successful because they increase focus on the whole student.</i></p> <p><i>There are a lot of changes that have happened to support student success with new redesigned spaces and changes to degrees and class offerings.</i></p> <p><i>Working with and expanding the minds and career opportunities for students is the most favorable aspect of the job.</i></p>
Other (n=5)	<p><u>Compensation & Benefits</u></p> <p><i>The benefits are still better than those offered by other organizations.</i></p> <p><i>I appreciate my job as a faculty member which still offers very good wages, benefits, and autonomy.</i></p>

Table 23. Least Favorable Responses—Sample Comments and Actual Number of Responses at Grand Rapids Community College

Factor	Themes
Institutional Structure (n=193)	<p data-bbox="380 254 1442 331"><i>Administration needs to control tuition as this is a barrier for many prospective students.</i></p> <p data-bbox="380 359 1442 436"><i>GRCC is top-heavy in administration and many decisions are made from top-down management style.</i></p> <p data-bbox="380 464 1442 541"><i>Academic decision-making is being taken from faculty and put in the hands of non-teaching administrators.</i></p> <p data-bbox="380 569 1442 688"><i>Decisions are no longer collaborative. We are told what has been decided and stakeholders are no longer involved in the process of decision-making. Students and employees will continue to be hurt by the implementation of bad policies.</i></p> <p data-bbox="380 716 1442 863"><i>As it has been since I was hired, communication is a real issue. Respect between faculty and administration is seriously impaired when communications are not consistent with actions. Choosing to have over 60% of courses be taught by adjunct is not supporting best practices.</i></p> <p data-bbox="380 890 1442 968"><i>College leadership does not seek and/or accept faculty input when making decisions that affect the college as a whole.</i></p> <p data-bbox="380 995 1442 1073"><i>Communication (between administration and faculty/staff) has been poorer in recent years than previously. Decisions made seem less collaborative.</i></p> <p data-bbox="380 1100 1442 1247"><i>Communication or cooperation between departments or within larger departments can be a challenge when working within a short timeframe to accomplish a goal. While emergencies are inevitable, service departments need adequate time to process requests in a quality manner.</i></p> <p data-bbox="380 1274 1442 1352"><i>GRCC should promote from within and groom internal employees when vacancies occur.</i></p> <p data-bbox="380 1379 1442 1457"><i>I do not feel that senior leadership cares about or values the work that staff does or the students and their concerns.</i></p> <p data-bbox="380 1484 1442 1667"><i>Leadership has become centered at the presidential level without much input from faculty and staff. There is not an appropriate venue for frank and honest discussions about leadership across the college. Greater emphasis could be placed on the teaching and learning work of faculty so that it is celebrated by the executive leadership collectively.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>My issue tends to be with the lack of interest in what is best for the college. Too often people's personal agendas or their desires for what they want get in the way of doing what is best for the college. Way too much money and time is wasted over politics at this institution.</i></p> <p><i>My voice is not heard in this top down leadership. My work group expresses classroom needs that are disregarded by administrators. There has been no positive feedback for the hours I have put into the FPE. I feel like faculty and students are a low priority at this institution. With the new FPE, much of my time is spent on administrative work. I have very little time left to develop new teaching strategies. I feel like this school has lost its way.</i></p> <p><i>Our department is not allowed to govern itself as much as it should be able to. We have an ever-growing supply of dean, associate deans, and other administrators who have far too much control over how our department operates. These people most likely have good intentions, but are unqualified to make the kinds of decisions they continue to make. They also seem to be completely unaware of this fact.</i></p> <p><i>Our efforts at diversity and inclusion training are not given enough support from the top level leadership. For people to attend and take it seriously, they have to know it's a priority.</i></p> <p><i>My colleagues within my department and the college are a group of wonderful, talented and hardworking individuals that I respect. Unfortunately, I do not feel the same about administration from department head on up. There is a lack of support for the initiatives faculty try to make. The associate deans do not make our jobs any easier as instructors or advisors to our students. We are commuting all over the place at the college which makes it difficult to work with students. When trying to streamline things, we get an across the board no answer and we no longer have anything to do directly with the deans.</i></p> <p><i>Poor morale and apathy is having a negative impact on everyone. It feels as if decisions are made based on money now, not what is best for the quality of education for students. From the Dean's office on up has a take it or leave it approach to their policies which are often too rigid.</i></p> <p><i>Several of the board members hold views that are not aligned with the mission of the college and are not supportive of GRCC LBGT students.</i></p> <p><i>There is tension between administration and faculty surrounding issues of contract, access to board of trustees, perceived lack of transparency.</i></p> <p><i>The administration above my department chair has become uncommunicative unless it is a forum of some kind in which they wish us to participate. They are ineffective with regard to matters that effect faculty and students on a daily basis.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is a divide between departments, administrators and faculty. It appears each area has its own empire building technique. A common ground for all parties needs to be addressed. For example, some areas can skirt college policies or build their internal departmental policies where they pick and choose who they apply to.</i></p> <p><i>The area I find least favorable is the negative and contentious climate created by some Board of Trustee members working continually against our institution's core values of diversity and respect for all students. They relentlessly impose their biased and hateful opinions in direct opposition to the values of our open-access educational institution. These opinions negatively influence the climate of GRCC.</i></p> <p><i>The college does not provide an opportunity for appropriate discussion before making decisions that affect employees in major ways. This was evident in recent changes to both the hiring and employee compensation policies. The change to a merit based evaluation system for increases in compensation, the policy to limit compensation to current employees who are promoted into higher paying jobs while offering higher pay for the same job to individuals hired from outside the organization, and the restructuring to the pay-scale to hire employees into new positions at the bottom of the pay-scale for those positions all were developed and implemented without any input from at will employees.</i></p> <p><i>The college's internal policy for hiring internal candidates is terrible. There is no incentive for seeking advancement within the college when you can only receive a 10% increase annually. Candidates can take multiple years to reach their designated minimum, while an external candidate would make it day one. And seemingly, it is only applied to selected individuals while others in higher positions seem to evade this rule. It's an unfair practice and discourages self-motivated individuals from pursuing advancement here at the college.</i></p> <p><i>The culture is antagonistic and uncooperative in its approach to full-time faculty. The corporate nature of the decision-making does not allow for flexibility, and decisions are made without input from faculty. It's an old-fashioned top-down management and communication style. The morale at this institution is extremely low.</i></p> <p><i>Decisions are made top down. AGC makes decisions that sound good with no consideration as to implementation (policy only).</i></p> <p><i>The college places a higher premium on creating more growth and opportunity for administrative staff than faculty.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is no chance of advancement at the College unless you come in at the administrative level.</i></p> <p><i>College culture has changed in the last couple of years. More and more decisions are made without staff involvement and input.</i></p> <p><i>I hear a lot about diversity; however, I do not see any effort from the college to give opportunities to Latinos to become college leaders. How many Latino GRCC staff are represented at college leadership? How many Latino staff have been promoted to a leadership position in the last 3 years?</i></p> <p><i>After years of successful course development and teaching in our department the administration is trying to micro-manage this process and they are failing miserably at it. The same thing is happening with new program development.</i></p> <p><i>Limitations in racial, ethnic, cultural, and gender representation in GRCC administrative, facilities, and faculty workforce are the most troubling areas of the college's work environment. The process for faculty invited to serve administrative roles, in a temporary or permanent capacity is not transparent and has resulted in adding mostly Caucasians to the administrative ranks. It has become regular practice for administrators to extend temporary appointments in such a manner that they are essentially permanent positions. Extensions come at the discretion of administrators with no transparent evaluation. Our facilities area is segregated along racial and gender line, with race being the dominant divider between those working as custodians and maintenance. Custodians tend to be Latino and African-American with a fair male/female ration. However, maintenance employees (carpenters, painters, HVAC, Plumbers) tend to be Caucasian-American and mostly male. Faculty areas have a limited number of men of color employed in full-time tenure track positions. Even when considering the high demand for such employees, GRCC's efforts to cultivate and attract potential candidates are unclear.</i></p> <p><i>Morale among faculty and staff at the college is the lowest it has ever been since I began working here. The working relationship between faculty and administration has deteriorated. This administration is far too micro-managing and always operates from a top-down management style that is both ineffective and unwelcome. It's very sad but true that there is no shared governance at this institution any longer.</i></p> <p><i>Of all the projects that I have worked on while at GRCC, those projects that have had a positive impact on students, staff, and faculty, don't even fall within my current job description. My skills and abilities are frequently requested to address issues that fall outside of my position and pay-range. Unfortunately, even though I enjoy doing this extra work, I will never advance or be promoted to a position that adequately reflects my contributions to GRCC.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Duties have expanded to the point where we regularly find ourselves just barely keeping up with essentials.</i></p> <p><i>Staff are expected to take on too much at once with zero support. I cannot even count how many hours I have had to spend outside of work to get the job done, and I do not get any support from my supervisor or from upper administration as to what their priorities are. There are far too many administrators and not near enough support. We are continuously told we will not hire new staff and to not even ask for it, but without clerical support I am spending way too much time on tasks that are not as important as the leadership work I should be doing. Several of my colleagues feel this way - everyone I talk to is overwhelmed, burnt out, and unsure how they will continue to manage their work load at this rate. We keep adding Associate Deans, but no new directors or Meet and Confer staff to support the work. And, then, no new ESP staff to help with the work. This is by far the leanest institution I have worked for and we need to seriously consider the work load of the faculty and staff. More support is necessary in order to provide top quality service to our students. Without it, we are barely scratching the surface of what we should/could be doing to ensure student success.</i></p> <p><i>The general climate at the College right now is not particularly good. It feels like collaboration in problem-solving and decision-making has been weak and that communication is often poor around important developments. It also seems like there are often either no true processes or poorly developed processes governing many of the important areas of our work. The divide between employee groups feels very wide at this point, and I think we need to work very hard on bringing groups together and on collaborating in a genuine way to solve problems. I also think we need to make sure that people don't feel like they are in the dark about things. The rumor mill here will run rampant if left unchecked (and it has on a number of occasions). We all just need to learn to be collegial again.</i></p> <p><i>The institution now requires us to spend even more time writing about our work. Please give us time to do our jobs and serve the students. Consolidate some of the many required reports.</i></p> <p><i>Top heavy administration with too much impact on academics is strangling the college. Every administrator feels their project/process/new idea is the highest priority and far too much unnecessary work is being done to satisfy the justification for so many administrators.</i></p> <p><i>We are not allowing enough time for ideas to be discussed, conflicts to be resolved, or input gathered before critical decisions. Consequently, we waste time doing rework or picking up the pieces when problems, which could have been foreseen, occur. Collaboration done earlier in the planning and decision-making process would save time and relationships later.</i></p>

Table 23. Continued

Factor	Themes
Supervisory Relationship (n=12)	<p><i>I feel that I need additional training and information to perform my job more efficiently.</i></p> <p><i>I wish my supervisor would work closer to my positions. I wish my supervisor would make requests of me.</i></p> <p><i>My supervisor encourages me and my work and supports our team to a degree, but tends to point out mistakes in a public forum rather than in private. S/He also doesn't really take the opinions and thoughts of the team to heart. A lot of times I find myself doing things that would fall under his/her job description as a program director or faculty.</i></p> <p><i>I would have liked to participate in more on campus training offerings; however, my schedule is set up a month ahead of time and notice was too late to fit my schedule.</i></p> <p><i>I wish we were encouraged to try new things and not be afraid of failure. If we never fail we never grow. Sometimes when you speak up in meetings you receive such negative feedback that you wonder why you bothered. It silences discussion.</i></p> <p><i>I think professional development for staff could be better.</i></p> <p><i>I have never experienced a more dysfunctional work environment. One thing that sticks out to me is that bad behavior is not addressed. Supervisors avoid bad behavior and allow it to continue, no matter who is affected by it. In fact, it seems that those people tend to keep their jobs over others or even get promoted. It's like the bigger the bully you are, the more power you are awarded.</i></p>
Teamwork (n=1)	<p><i>It is very difficult to work cooperatively within my department. Too many individuals are strongly anti-administration.</i></p>
Student Focus (n= 20)	<p><i>Basically this is a great place to work, but I feel we've lost our way. We say students are our focus, but we are not serving the students like in the past. We are extremely busy in student services and we cannot get any help. We need more faculty and staff. Our physical space needs to be looked at so it becomes more efficient. We just don't seem to be willing to work on our space in order to help students.</i></p> <p><i>Many faculty do not meet with students the required number of minutes, and do not do new preps for classes that they have been teaching for many years.</i></p> <p><i>There are too many early deadlines that do not serve students well.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>The perceptions of student needs are very misled and out of touch with the reality of the student population being served.</i></p> <p><i>With education being our main business, I feel that many (not all) of the faculty focus on what is best for them and not the student. They make it hard to work with them to improve the product and the reasons seem to be that it will cause more work for them.</i></p> <p><i>I am quite concerned that it seems that support services (such as tutoring for higher level courses) for our college-level students is evaporating, while all of the focus for services seems to be on the developmental students. If our goal is to graduate and transfer students, then we should be providing more for the students who can actually accomplish that.</i></p> <p><i>I know that there are instructors at the College who are poor teachers. They take too large of a course load (anything over 20 credits is ridiculous, and even 20 is a stretch). They give multiple choice exams when there are only twenty some students in their classes, and they teach by sitting behind a desk and showing power point slides. These instructors are not preparing students for much of anything.</i></p> <p><i>There are faculty who perform very poorly and do not meet the students' needs, yet are allowed to continue their poor performance. The overload cap is too high, which does not consider student outcomes. Those who take these excessive loads cannot meet the students' needs. So I feel there is very little administrative policy or direction in this area.</i></p> <p><i>Critical areas are understaffed in student services and numbers served are all that matter.</i></p> <p><i>Teaching and support initiatives target retention of low achieving or honor's students, but leaves out the middle performers (no balance). We need to strengthen relationships with area employers and emphasize career development and career readiness for our students including the value of a strong, liberal arts foundation.</i></p> <p><i>The recent focus on faculty evaluation (spending a great deal of time recording and turning into data what we do in the classroom) has actually reduced my creative, on-the-fly approaches to day-to-day flexibility in each classroom - each community.</i></p>

Table 23. Continued

Factor	Themes
Other (n=11)	<p><u>Compensation & Benefits</u></p> <p><i>Healthcare for ESP is expensive and the administrative level should be more exploratory in finding affordable health care for all employees. Our ESP union President should be made to reveal all healthcare options on a yearly basis by administration and present them to the ESP Board and Members without prejudice.</i></p> <p><i>There is a dire need to offer an early retirement package to entice many faculty who are at that age to retire. Change is very difficult for aging faculty and yet it is very necessary as we move forward in education.</i></p> <p><u>Technology</u></p> <p><i>There are constant problems with computer technology that negatively affect my work.</i></p> <p><i>The intra-structure for technology is seriously lacking in regards to faculty and student support. The continual problems that exist are not fixed but band aided, and new pressures and expansions are forced upon us (ADA issues since Fall 2013).</i></p>

CONCLUSION

One of the primary purposes of the PACE instrument is to provide insight that will assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, the mean scores for each of the items were arranged in ascending order, from the lowest to the highest values. The distance between each item mean and the ideal situation, represented by a score of 4.50 on any item, can be identified as a measure of the extent to which individuals and groups can be motivated through leadership to improve the climate within the institution. Thus, the gap between the scores on what is and what could be for each item is the zone of possible change within the institution. Those items with the highest values are viewed as areas of satisfaction or excellence within the climate. Conversely, those items with the lowest values are the areas of least satisfaction or in need of improvement.

Overall, the following have been identified as the top performance areas at Grand Rapids Community College. Seven of these items represent the Student Focus climate factor (items #8, #18, #23, #31, #35, #37, and #42) and three represent the Supervisory Relationships climate factor (items #2, #9, and #46).

- The extent to which I feel my job is relevant to this institution's mission, 4.33 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.21 (#2)
- The extent to which students receive an excellent education at this institution, 4.18 (#31)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which professional development and training opportunities are available, 4.10 (#46)
- The extent to which this institution prepares students for a career, 4.07 (#35)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.00 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.97 (#9)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.92 (#23)
- The extent to which students are satisfied with their educational experience at this institution, 3.88 (#42)

Overall, the following have been identified as the top performance areas within the Customized climate factor at Grand Rapids Community College.

- The extent to which I have participated on a cross-functional team while at GRCC, 4.02 (#53)
- The extent to which I take on new and challenging projects as part of my job, 3.98 (#48)
- The extent to which I have implemented ideas that were shared with me by students, 3.96 (#54)

Overall, the following have been identified as areas in need of improvement at Grand Rapids Community College. All of these items represent the Institutional Structure climate factor.

- The extent to which a spirit of cooperation exists at this institution, 2.77 (#25)
- The extent to which decisions are made at the appropriate level at this institution, 2.84 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.92 (#15)
- The extent to which this institution is appropriately organized, 2.94 (#32)
- The extent to which open and ethical communication is practiced at this institution, 2.96 (#16)
- The extent to which information is shared within this institution, 2.98 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.05 (#38)
- The extent to which this institution has been successful in positively motivating my performance, 3.12 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.18 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.29 (#11)

Overall, the following have been identified as the areas in need of improvement within the Customized climate factor at Grand Rapids Community College.

- The extent to which I feel respected when I share an unpopular belief or opinion, 3.07 (#52)
- The extent to which I am empowered to pursue my ideas without formal permission, 3.47 (#47)
- The extent to which I am supported to explore my natural curiosity as part of my daily work, 3.60 (#51)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in meeting the needs of the students. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the way decisions are made at the institution.

REFERENCES

- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Babbie, E. R. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth Publishing.
- Baker, G. A., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- Bolman, L.G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Caison, A. (2005). *PACE survey instrument exploratory factor analysis*. Report, NILIE, Raleigh, North Carolina.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D., McKee, A. & Boyatzis, R. E. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard University Press.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lipman-Blumen, J. (1996). *Connective leadership: Managing in a changing world*. Oxford, UK: Oxford University Press.
- Northouse, P.G. (2004). *Leadership: Theory and practice* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Tiu, S. (2001). *Institutional effectiveness in higher education: Factor analysis of the personal assessment of college environment survey instrument*. Unpublished doctoral dissertation, North Carolina State University, Raleigh.
- Yukl, G. S. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.