<u>A COMPARATIVE STUDY OF ATTITUDES, PERCEPTIONS, AND
SATISFACTION OF FACULTY AT NORTHERN VIRGINIA COMMUNITY
COLLEGE (NVCC) AND GEORGE MASON UNIVERSITY (GMU)</u>

by

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A Comparative Study of Attitudes, Perceptions, and Satisfaction
of Faculty at Northern Virginia Community College (NVCC) and
George Mason University (GMU)

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Doctor of Arts at George Mason University

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DEDICATION

I dedicate this to all faculty at Northern Virginia Community College (NVCC), George Mason University (GMU), and all faculty in academia. I also dedicate this dissertation to my late parents Rosetta and George Carter, whom I wish were among the living to share in my achievements. Thanks, Mom and Dad.

ACKNOWLEDGEMENTS

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ABSTRACT

A COMPARATIVE STUDY OF ATTITUDES, PERCEPTIONS, AND
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Historically, workplace morale improvement has been an elusive target for
company executives and higher management. Faculty, support staff, and other
associated personnel at public colleges/universities, as in other workplaces, need
to know that their work is recognized as significant. For the most part faculty want
to believe they have excellent relationships with their students and that there is
mutual respect between themselves (faculty) and their students. Also, faculty
need to feel comfortable in knowing they can voice their concerns and opinions
without fear of being punished.

This study is different from previous similar surveys in that a comparison
survey was conducted among 149 community college and research
college/university employees at two public institutions in Northern Virginia:
George Mason University (GMU), in Fairfax, Virginia, and Northern Virginia

Community College (NVCC), in Fairfax, Virginia, in order to ascertain difference in attitudes, perceptions, and satisfaction between faculty members at NVCC or GMU.

The results of those surveys were sorted based on place of employment, and data was generated and processed to accurately quantify any potentially significant differences between responses from the institutions' personnel. Despite a lack of significant difference in attitudes, perceptions, and satisfaction between respondents from the two institutions to the GMU/NVCC survey, the data revealed that NVCC faculty were less likely than GMU faculty to report satisfaction with their institution's procedures for recognizing and rewarding achievements, and that NVCC faculty reported feeling they were given fewer opportunities for career advancement than GMU faculty. Discussions of these findings included whether college size could factor into the difference in responses, as well as whether public perception of the institution's prestige could play a role, such as 2-year community colleges versus 4-year colleges or universities.

The possibility exists that faculty at 2-year community colleges, which are smaller both in the number of academic disciplines offered and the number and size of buildings and departments, might have more time to interact with students in regard to providing guidance, and to become more involved with the overall environment of the college, compared to faculty members at 4-year colleges or universities that are larger.

CHAPTER 1. INTRODUCTION

This study examined the attitudes, perceptions, and satisfaction of faculty at Northern Virginia Community College (NVCC) and George Mason University (GMU). It entailed a qualitative and quantitative survey of faculty teaching at these 2-year and 4-year institutions to ascertain the attitudes of faculty regarding faculty–student interaction, faculty satisfaction, and their perceptions of their overall view of their life and role as faculty in institutions of higher learning. The approach included assessment and observation of faculty at GMU and NVCC.

Background

Misconceptions

There are many misconceptions regarding the perceptions of and overall satisfaction among the faculty members of both 2-year community colleges and 4-year colleges or universities. The faculty members at 4-year colleges or universities are perceived by students as likely to be more satisfied with their positions than their counterparts at 2-year community colleges. This is based on a belief that faculty members at 4-year colleges or universities are more qualified to teach because of their education and experience as opposed to the faculty members employed at 2-year community colleges.

This belief was personally observed by me as a result of a sociology course I taught at two institutions: CRJ 4044 Social Deviance and Crime at Bluefield College in 2007 and SOC 111 Introduction to Sociology at Anne Arundel Community College (AACC) in 2008. The students were assigned a project to conduct a survey on the advantages and disadvantages of attending a 2-year community college, as opposed to a 4-year college or university. That project's questions and answers that are related to this current study's survey and the aforementioned belief pertaining to faculty members at 4-year colleges or universities are detailed in Appendix A.

Some typical responses were "I would take classes only at a 4-year college or university," and "the primary reason for attending a 4-year college or university as opposed to a 2-year community college was that the prestige of the faculty members at a 4-year college or university is higher." Additionally, "a 2-year community college provides less of an education than at a 4-year college or university," and "faculty members at 4-year colleges or universities are smarter than those at 2-year community colleges." Further, "I really did not think of attending a 2-year community college, my intention was always to attend a 4-year college or university." And

> if I had children I would definitely recommend that they attend a 4-year college or university; 2-year community colleges are for people who are unable to afford 4-year colleges or universities and are mostly geared towards providing vocational education and degrees.

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Indeed, a positive response to attending a 2-year community college as opposed to a 4-year college or university was that "attending a 2-year community college is less expensive than attending a 4-year college or university."

Most participants in my assigned course project at Bluefield 90% and AACC 95% related that indeed they would prefer to attend a 4-year college or university, as opposed to a 2-year community college, for the above-mentioned reasons. Further, there was the view that 4-year colleges or universities are seen as able to provide a higher level of academic instruction. Moreover, for that same reason, there seems to be a belief among students that faculty members at 4-year colleges or universities are perceived as more likely to have greater job satisfaction than their counterparts at 2-year community colleges.

Statement of the Problem

This study primarily focused on evaluating faculty member attitudes, perceptions, and satisfaction at GMU and NVCC to determine if there is a different level of attitudes, perceptions, and satisfaction between the two academic institutions. The morale of faculty members and their perceptions of the satisfaction of their students at GMU and NVCC were examined together with perceived opportunities for faculty members' career advancement. Although the GMU/NVCC survey did not measure student satisfaction directly, faculty members were queried as to whether they felt students were satisfied to the degree that, if asked, students would be willing to assist faculty in an academic endeavor.

Communication

For effective communication between faculty members, students, and college administration, it is paramount that all three entities strive to be successful in maintaining a cohesive climate on campus. This research therefore addressed this issue.

The researcher personally heard from students at NVCC (fall 2010, spring 2011) and GMU (fall 2009) who voiced concerns that they were reluctant to approach some faculty members to ask questions about such things as guidance on homework or about their current grade. Students had also related that they had encountered faculty members who appeared to have been too busy and felt intimidated, which in turn was a "turn-off" and they were reluctant to pose any questions to them for fear of being embarrassed. Some of those same students from NVCC and GMU opined that some faculty presented themselves as "holier than thou" and appeared to choose the authoritative manner of dealing with students, as opposed to a democratic or laissez-faire approach.

Regardless of the institution, good professors are very important, especially faculty members who can encourage academic excellence and provide organized and clearly delineated lectures and assignments. Thus, communication was included in this study.

Teaching Climate: Faculty Members' Ability to Work With Students

This study also looked at student satisfaction, and faculty members' ability to work with them. In addition it also focused on the existence of respect between

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faculty members and students, how this respect can be created, the ability of faculty members to provide suggestions and recommendations to administrators, and the ability for faculty members to be given enough leeway in the classroom to experiment with new, additional teaching techniques or methods.

Indeed, good teachers not only learn from, but learn about their students in and out of the classroom. It is hoped this study will be used to afford opportunities for faculty members to address concerns for career advancement opportunities, and to ensure that full-time and part-time faculty at NVCC and GMU are treated with the same level of respect. Further, this research looked at whether the library facilities at these two institutions of higher learning provided a good learning and research environment for faculty and students.

Purpose of the Study

This study's goal was to provide significant insights into the level of satisfaction, attitudes, perceptions, and interaction between faculty, colleagues, and students at one university and one community college. Consequently, it included additional insights from survey respondents to further determine the effectiveness of intervention strategies for individuals as well as groups. For these reasons, the study sought to serve as an avenue for faculty members and students to voice their satisfaction and dissatisfaction, and may be used as a guide for future studies. Several facets of the study are described in detail below.

Morale Issues

The study may also prove to be significant in that it addressed overall communication and morale issues between students and faculty members, interaction with administrative staff, and resources such as laboratory and technical support for faculty members and students at GMU and NVCC.

Professional Behavior

Another facet of the study entailed assessing the professional behavior of faculty members to students, and to other colleagues, and identifying innovative and creative approaches to student learning. It is hoped the findings from this assessment may enable faculty members to become more focused on student-related issues, and permit students to have a voice in other social and academic areas so as to maximize their educational goals. Student engagement is a valuable tool in the teaching and learning styles of both faculty and students; the possibility of creating an amicable and favorable teaching and learning environment could be extremely beneficial.

Providing professional service is an important part of any business or organization, and colleges are not exempt from this requirement. With that in mind, the study reviewed the type of services the college administration and staff of NVCC and GMU provided to students and faculty. Both entities (the administration and staff) are important for an overall positive academic climate.

In turn, faculty must not view academic student service as being unrelated to their position as educators. Academic service to students (such as advising

and counseling) is a contentious topic on many college or university campuses; however, this does not suggest that faculty members believe that the student is always right, or that education is a product intended for consumption (Nowik, 2012). Contrary to what some in higher education believe, attending to students' needs does not erode the process of higher learning; I believe it enhances it. The collaboration of educator and students, who each bring varied insights and experience to the educational process, is unique to this type of learning environment. While much of students' experience takes place in areas outside of the classroom, faculty can provide good academic service through a variety of mechanisms, most of which are simple and fairly intuitive (Nowik, 2012).

Faculty Scholastic Experience

Other issues, such as the value NVCC and GMU place on the scholastic experience of their faculty, was also addressed, together with the degree to which a high and common standard exists to which faculty members are held. For example, there is growing concern that faculty members are not trying hard enough to motivate students who show little interest in schoolwork (CCCSE, 2005a).

Faculty and Student Engagement

This study also highlighted the degree to which faculty and student engagement is crucial, and how faculty should become more aware about their teaching practices, that is, how they spend their professional time both in and out of the classroom, and their perceptions regarding students' educational

experiences (CCCSE, 2005a). Approximately 75% of full-time faculty members, and 9% of part-time faculty members, consider student engagement such as academic advising to be part of their teaching role (CCCSE, 2005a). Further, 80% of part-time faculty members and 47% of full-time faculty members spend 0 hours per week working with students on activities other than coursework. Conversely, only 12% of part-time faculty members and 23% of full-time faculty members often incorporate academic advising into their courses (CCCSE, 2005a).

Opportunities for engagement occur primarily in the classroom; therefore, as will be explained in Chapter 4, Findings, faculty members are not that enthusiastic about spending additional time with students outside of the classroom. Therefore one aspect of this study's survey was to ascertain what, if anything, can be done to motivate and encourage more faculty members to provide that much-needed "after hours" interaction that would be beneficial to students at their respective colleges or universities, thus creating a more positive attitude, better perceptions, and greater satisfaction between faculty members and students.

Research Question

The research question guiding this study was: What are the different attitudes, perceptions, and levels of satisfaction between faculty at Northern Virginia Community College (NVCC) and George Mason University (GMU)? The researcher referenced other surveys that were conducted by and at NVCC and

GMU, and these surveys had no response differentiation between part-time and full-time faculty members. Therefore, this study's survey instrument did not ask questions that would differentiate whether responses were from full-time or part-time faculty.

Significance of the Study

Issues of morale and employees' sense of significance in the workplace plague thousands of organizations and companies, yet few have found specific, effective ways to solve them. These issues can lead to countless hours of decreased productivity and employees leaving the workplace. This, in turn, causes a requirement for more hours spent on human resources to find new employees and train them. Improvements in workplace satisfaction could curtail these negative outcomes and save businesses such as colleges, universities time, money, and employee problems—in short, decrease financial burdens.

Comparison of Colleges' and Universities' Workplace Morale

Comparison of two academic workplaces regarding how their employees regard their worksites provided the opportunity to measure workplace morale. In this study, these places of employment were both college or university campuses; the employees were faculty members, staff, and students; and the two locations were in close proximity to each other. It was hoped such measurements would be useful in determining whether ancillary data, such as size, budget, and reputation, would affect the outcome. It was important to know

if there were any differences in academics, curricula, structure, faculty member and student interaction, and attitudes, considering their geographical closeness.

Studying these issues could assist in improving the environment on many colleges and universities. The importance and luxury of conducting a survey of institutions in close proximity to each other is the accessibility to available respondents and expediency in collecting the data.

The goal of this dissertation, then, was to determine if there is a difference in workplace satisfaction between faculty members at different colleges that are geographically close to each other, and if so, speculate on why this is the case. This study's employee satisfaction questionnaire queried faculty members from two public institutions in the Washington, DC, to determine if public perception, institution size, and/or prestige could factor into the findings, and to generate suggestions for improvement at both institutions of higher learning.

Factoring in the Size of the College/University

It was initially thought that the size of the institution could be a factor when comparing responses; traditionally, 2-year community colleges are smaller than 4-year colleges or universities, thus having a smaller faculty and student body. It was hoped that suggestions from this dissertation could lead both institutions to implement changes which could realize cost savings and increased productivity from their faculty members and staff. Both institutions could move into a position of competitiveness with other 2- and 4-year colleges or universities with respect

to the key indicators of faculty and student success, and develop strategic partnerships to create gateways of opportunity.

Organization of the Study

The study is organized into five chapters. Chapter 1 provided the introduction, rationale, and context for studying the level of satisfaction, attitudes, and perceptions of faculty members at a 2-year community college and a 4-year university. Chapter 2 covers the methodology and procedures for conducting the research. Chapter 3 provides a detailed review of the relevant literature on the subject, presents findings of correlated research, and expands the study's theoretical base. Chapter 4 details the research findings from this study and clarifies findings from previous research on the subject. It also discusses what measures can be implemented to improve faculty member job satisfaction, and improve the following: interaction with other colleagues in the workplace, the work environment, opportunities for career advancement, professional development, and leadership. Chapter 5, the final chapter, offers conclusion and recommendations including suggestions to improve both institutions of higher learning.

CHAPTER 2. METHODS AND PROCEDURES

Instrument Selection

In conducting sociological research, there are a number of different methods through which to derive outcomes. Gathering data from two colleges or university faculties could be done strictly by media research, a passive approach in which the researcher finds articles, websites, earlier studies and more. Or it could be done by a survey that actively queries the personnel of interest. This latter methodology has a number of benefits that make it favorable. It is proactive in that data collection is in real-time and therefore the researcher receives a data set pertinent to our current time of economic downturn, international conflicts, etc. Book or media research could be years out of date. Also, querying the faculty allows the researcher to see the context in which these staff members work—the current environment and culture of each campus—creating another layer of data that can be analyzed for its effect on the faculty. Book research removes this type of supplemental, value-added data. Therefore, the researcher elected to create and administer a faculty survey.

Site Selection

Next, universities were selected at which the questionnaire could be distributed. Based on the researcher's location, two institutions of higher learning

in the Washington, DC, metropolitan area were selected. These two institutions are Northern Virginia Community College (NVCC) and George Mason University (GMU), both headquartered in the Commonwealth of Virginia.

Begun in 1964, Northern Virginia Community College (NVCC) is a public, 2-year community college. Per the NVCC website (Northern Virginia Community College [NVCC], n.d.), it is the largest educational institution in Virginia and the second largest community college in the United States with more than 75,000 students and 2,600 faculty and staff members. NVCC is also one of the most internationally diverse 2-year community colleges in the United States, with a student body consisting of individuals from more than 180 countries. NVCC offers more than 160 degrees at the associate's level and certificate programs.

Founded in 1957 as a branch of the University of Virginia, George Mason University (GMU) is a public, 4-year university that became an independent unit in 1972. It has a population of 32,067 students and faculty and staff members, and offers 186 degree programs (George Mason University, [GMU], n.d.). It is located in Northern Virginia approximately 15 miles west of Washington, DC.

Once the method of data collection and the two universities were determined, a questionnaire was developed and the potential survey participants were selected.

Developing the Survey Instrument

Having survey participants answer a numeric survey yields its own advantages for this type of research and development. It is the optimal method to

collect a large amount of results in the timeframe allotted for the researcher to complete the survey. It meets with the requirement for standardized methodology to make the results independent of any biases on the part of the person(s) collecting the data. It provides written documentation of the process, and it allows generation of statistics through which conclusions, discussions, and suggested future operations can be derived. The survey was objectively created by selecting questions relating to satisfaction and e-mailed to participants at both colleges. All participants were randomly selected regardless of job type, ethnic background, or any other characteristics that might skew the data collection. There was no verbal, telephonic, or face-to-face contact, and no personal written correspondence with the respondents. Approval to conduct the survey was received from GMU's Office of Research Subject Protections (Appendix B). All participants completed informed consent forms explaining the study, its procedures, steps to protect their confidentiality, and the voluntary nature of their participation (Appendices C and D).

The Survey Instrument

In the spring of 2009 electronic surveys were sent via e-mail to all NVCC and GMU faculty members for a total of 600 possible respondents. Another follow-up e-mail was sent in the summer of 2009 with subsequent e-mails in fall 2009, spring 2010, summer 2010, and fall 2010. The questionnaire was comprised of 35 statements, with which the survey participants could agree or disagree with varying levels of strength (see Appendix E). Using a 4-point Likert

scale, responses were scored in the following manner: "strongly agree" = 4 points, "agree" = 3 points, "disagree" = 2 points, "strongly disagree" = 1 point. Thus, higher numerical scores indicated more agreement with each statement. The responses of these 35 statements became this project's variable to determine workplace attitudes, perception, and satisfaction.

Participants

There were 149 respondents: 77 from NVCC and 72 from GMU. Although not every person answered all the survey items, results were sufficient to compare the responses of GMU faculty members to those of NVCC faculty members (see Appendix F).

Procedures

The questions posed in this research are used to ascertain characteristics identified have any bearing on faculty and student satisfaction, perception and attitude, and if so based on the results, what measures must be taken to provide an "ideal" academic institution of higher learning (if there is such a thing), where faculty and student can engage in meaningful interaction on and off campus.

Further, the collected information could enable NVCC and GMU to measure categories such as leadership that includes having knowledge of the college's mission, strategic planning that will affect the future for student and faculty, and what can be implemented to increase the level of progress for both institutions of higher learning. Although colleges or universities are mostly interested in academic achievements of their students, it can also allow for

focusing on the non-student individuals such as alumni members, business leaders, and the community as a whole. The survey can provide results on how much our student and faculty know of the administrative procedures of the college; how faculty is evaluated as it pertains to tenure at research colleges, and contract renewal at 2-year community colleges. The survey will serve as a measuring tool for documented improvement that can be validated.

Related Sources and Materials Used

In addition a survey conducted by GMU's Office of Institutional Research (OIA) in 2009 (GMU Office of Institutional Assessment, 2012), GMU's Effective Teaching Committee Survey on The Classroom Environment (ETCS) 2007-2008 (Effective Teaching Committee, 2009), the Quality of Work Life (QWL) Survey conducted by GMU in 2009 (Quality of Work Life Task Force [QWLTF], 2009), and NVCC's Office of Institutional Research (OIR) survey in 2010 (NVCC OIR, 2011) measuring faculty, staff and student's attitudes, perceptions and satisfaction, were compared. Indeed, there are varying differences and similarities in the responses from faculty members at NVCC and GMU that mirror this survey. In contrasting the above-mentioned surveys, it was thought that a climate of faculty and student commitment, and staff collaboration and recognition may be uncovered at both academic institutions.

Questions pertaining to student and faculty engagement and satisfaction, along with academic and student services were included. Often faculty members are faced with having to counsel or advise students, sometimes on personal

matters, without the luxury of having a private area or office to accommodate such communication. These and other concerns were raised to hopefully rectify this matter to the satisfaction of all concerned. The survey also served as a measuring tool to obtain feedback on whether faculty and students had a feeling of satisfaction and positive perspective toward the institution, and if students and faculty have excellent relationships and good attitudes toward each other.

Faculty and Student Interaction

Students need timely and constructive feedback from faculty members to feel a sense of accomplishment, to know that they are on the right track, and to know they are receiving stellar instructions from educated professionals at an accredited college or university. Therefore, by posing these questions to faculty members, the aforementioned concerns can be addressed to see if these needs are met. Faculty members need think of education beyond the classroom, and make ourselves available to students "after hours." This can be problematic for faculty members who believe they are not being financially compensated to "go the extra mile."

However, for those faculty members who are not overly concerned with receiving monetary compensation, the survey could prove to be a valuable, rewarding and appreciated service to the students, other faculty members and the college or university. By conducting such surveys educators can hopefully get an idea of what is needed to address these issues.

In short it is hoped the results will help NVCC and GMU assess their educational practices towards faculty, students, the satisfaction, attitudes and perceptions of the administrative staff to include library and public safety personnel, and to implement measures to improve in these challenging areas. Conducting this survey can address this and other issues such as the level of respect that faculty and students show towards each other, the overall attitude between faculty members and what can be done if anything towards improvement, providing there are concerns in these areas.

Overcoming hurdles by providing quality education and the necessary support to assist all students meet their educational goals is the driving force of 2-year community colleges such as NVCC and 4-year colleges or universities such as GMU. Indeed, it is the job of the colleges and universities, their mission, and it is achievable (CCCSE, 2005a).

CHAPTER 3. LITERATURE REVIEW

Overview

This literature review examined numerous articles and dissertations which focused on faculty satisfaction, perceptions and attitudes. In addition, surveys done by the American Community College System (ACCS), the American Sociological Association (ASA), the Collaborative on Academic Careers in Higher Education (COACHE), the Chronicle of Higher Education, the Community College Survey of Student Engagement (CCSSE), Education Resources Information Center (ERIC), Faculty Focus (FF), George Mason University (GMU) website, Hanover Research Academy Administration Practice (HRAAP), Higher Education Research Institute (HERI), Internet websites, Multimedia Educational Resources for Learning and Online Teaching (MERLOT), the National Center for Higher Education Management Systems (NCHEMS), Northern Virginia Community College (NVCC) website, scholarly papers, survey creation tools, and the Virginia Community College System (VCCS) were utilized.

This literature review differs from traditional sociological literature reviews because, along with summarizing a large number of surveys, salient findings of this dissertation are interspersed to allow the reader to better understand the relationship to dissertation findings and the literature.

This literature review compares and contrasts other faculty satisfaction, perception and attitude surveys of the same or contrasting topics, conducted by both 2-year community colleges and 4-year colleges or universities. There are several colleges or universities that have conducted surveys such as this current study's GMU/NVCC survey, that are in most cases identical or similar in nature, and have certain characteristics related to faculty and student satisfaction in this current study. This study is distinct, however, in that it compares results from a 2-year college and a 4-year university. Therefore the literature review consisted of surveys conducted by various 2-year community colleges, 4-year colleges or universities, government agencies, and private companies.

Related Studies and Surveys

A study at California State University, Long Beach (CSULB) conducted in 2009 surveyed 988 faculty members concerning the question of providing after-school assistance such as tutoring or mentoring to students. Percentages ranged from as low as 1.5% to as high as 18.5% in terms of both students and faculty being satisfied with the after-hours contact (CSULB, 2009).

Yale University conducted a survey between 2006 and 2007, consisting of 567 faculty members. The survey was comprehensive, including questions about overall satisfaction as an employee at Yale, with resources at Yale, with departmental climate, with the tenure process, with elements of work-life balance, and with departmental mentoring practices. Of the faculty, 76% responded to at least part of the survey; 70% responded to the last page of the

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survey (Yale University Provost's Office, 2008). Most faculty members were somewhat satisfied or very satisfied working at Yale, with only 15% of respondents expressing dissatisfaction or ambivalence or neutrality (Yale University Provost's Office, 2008). This can be compared to 60% of responses from faculty member participants at GMU and 65% from faculty member participants at NVCC pertaining to the same question.

When queried concerning opportunities for career advancement, more than twice as many junior women 60% (women who are non-tenured, with less than five years of faculty experience) at Yale opined they had experienced barriers (the type of barriers were not explained in the survey) for advancement, while only 26% of men related they had experienced the same type of barrier (Yale, 2006, 2007). This is in comparison to responses from 74% of GMU faculty participants and 85% of NVCC faculty participants.

Another survey conducted in 2001, 2002, and 2003 (2003 statistics will be used) by Texas Southern University Office of Institutional Effectiveness (TSU OIE, 2003), indicated that 93.9% of respondents agreed that their opinions were valuable to the college administration (TSU OIE, 2003) compared to responses from 81% of GMU participants and 91% of NVCC participants. Regarding library resources, the TSU OIE survey uncovered that 67% of respondents were satisfied with the library resources; while 53% of faculty respondents at GMU and 79% of faculty respondents at NVCC were satisfied with the library resources at their respective academic institutions.

The University of Colorado Boulder (UCB) conducted a survey in 2001 whereby faculty members were surveyed in several areas that included salary and collaboration with colleagues. Two-thirds or more reported dissatisfaction with salary and that there was insufficient merit pay and advancement. However, 60% of faculty at UCB agreed that they were satisfied with the opportunities afforded them to collaborate with other colleagues (UCB, 2001). Indeed 75% of faculty member respondents at GMU and 82% of faculty member respondents at NVCC shared the same opinion. Conversely, in 2006, Cornell University conducted a similar survey (Cornell University Institutional Research and Planning and the Provost's Advisory Committee on Faculty Work Life, 2006). One of the questions asked was if respondents were satisfied with being a faculty member at the University. About 44% of faculty responded they were "very satisfied" and 32% were "somewhat satisfied" (2006). In contrast 65% of faculty member participants at GMU responded they were satisfied, compared to 60% of faculty member participants at NVCC, a very narrow margin.

The Cornell University survey also focused on the opportunity for faculty to work, collaboratively with other university colleagues. The survey uncovered that 57% of women indicated dissatisfaction compared to 37% of men (2006). Although this current study's GMU/NVCC survey was unable to differentiate whether men or women were satisfied or dissatisfied, 75% of respondents at GMU reported satisfaction with opportunities to work and collaborate with other faculty members, compared with 82% of respondents at NVCC.

In reviewing still other surveys of faculty satisfaction, there were several negative responses from faculty in a survey conducted at Radford University in 2008 and 2009 (Radford University Faculty Senate [RUFS], 2009). This was the only survey where faculty members responded negatively about the institution and its administration. The comments were in response to questions about the upper administration, and with current policies at Radford University. The survey conducted in 2008 uncovered 16 negative responses compared to the 2009 survey that uncovered 63 negative responses (RUFS, 2009). One of the comments from faculty was there is an atmosphere of mistrust between faculty and the administration that will be difficult to overcome. Additionally, the administration is totalitarian and corrupt, the president and board of visitors are a disaster, and they have no sense whatsoever what a university does and are ruining RU day by day (RUFS, 2009).

Other negative comments were made pertaining to the image and/or state of the university in an environment that was considered to be toxic (RUFS, 2009). There are additional negative comments too numerous to cite. These negative comments are in complete contrast to GMU and NVCC faculty members who enjoy a more satisfied and favorably relationship with their respective administrators. Of the faculty member respondents at GMU, 65% felt that they were treated well and with respect, while of the faculty member respondents at NVCC 68% had a similar feeling of contentment. An area of concern in the RUFS survey was job satisfaction, a similar area in the GMU/NVCC survey. Of the

RUFS respondents, 41% stated they were satisfied with their job and 16% reported they would choose to work at Radford if they had to do it over again. This is a very low percentage compared to 59% of GMU faculty member respondents, and 65% of NVCC faculty member respondents who related that they looked forward to each working day, and would choose to be a faculty member at GMU and NVCC if they had to choose again.

Correlated Survey Articles

Across a wide variety of organizations, employee satisfaction (and dissatisfaction) has been linked to motivation, performance, absenteeism, and turnover (Terpstra & Honoree, 2004). Given this association with issues that are central to the functioning of any organization, it is vital that colleges and universities monitor the satisfaction levels of their employees. The Hanover Research Academy Administration Practice (HRAAP, 2012) examined available tools for measuring employee satisfaction at institutions of higher education. In particular they profiled surveys that were offered through Collaborative on Academic Careers in Higher Education (COACHE), HERI, NCHEMS, and the Noel-Levitz College Employee Satisfaction Survey (NLCESS).

The COACHE survey (2012) entitled "Faculty Job Satisfaction: Great Colleges to Work For" and published in the *Chronicle of Higher Education* includes 12 features of an excellent academic workplace and is divided into four main categories: leadership, careers, compensation, and the workplace (HRAAP, 2012). Unfortunately the results were not measured by percentage; instead the

responses to the questions were explained in a narrative manner. The following questions and answers are divided into their respective subcategories.

Leadership

Regarding "collaborative governance," faculty participants in the COACHE survey responded that they were appropriately involved in decisions related to academic programs. In this current study's GMU/NVCC survey 81% of GMU faculty respondents and 91% of NVCC faculty respondents believed they were involved in the aforementioned. Concerning having "confidence in senior leadership, and supervisor or department-chair relationships," faculty members in the COACHE survey responded that leaders have the necessary knowledge, skills, and experience for institutional success, and that their supervisor makes expectations clear and concise (COACHE, 2012). In this current study's GMU/NVCC survey 85% of faculty member respondents at GMU and 89% of faculty member respondents at NVCC felt that their supervisors possessed the necessary skills to be successful.

Compensation

In relation to "compensation and benefits, job satisfaction, and respect and appreciation," COACHE respondents agreed that the pay was fair, that benefits met the needs of employees, there was overall job satisfaction and employees are regularly recognized for their contributions (2012). This current study's GMU/NVCC survey uncovered that 71% of GMU faculty member

respondents and 84% of NVCC faculty member respondents felt that they were satisfied with their job and were rewarded and recognized for their contributions.

Careers

The following questions pertaining to "professional/career-development programs, and teaching environment" received responses such as employees are given the opportunity to develop skills and understand requirements to advance their careers, and that the institution recognizes innovative and high-quality faculty members (COACHE, 2012). Of faculty member respondents in the current study's GMU/NVCC survey, 74% at GMU and 85% at NVCC 85% stated they were often given opportunities for career advancement. Additionally, 72% of GMU faculty member respondents and 87% of NVCC faculty member respondents related that the institution recognizes innovative and high-quality faculty members.

The Workplace

As it pertains to "diversity, and facilities, workplace and security," COACHE respondents felt that the institution makes a concerted effort to create a welcoming and fair environment for all its employees, and that facilities meet needs, campus appearance is pleasing, and steps are taken to provide a secure environment (COACHE, 2012). In the current study's GMU/NVCC survey, 74% of faculty participants at GMU and 82% of faculty participants at NVCC responded that their respective institutions of higher learning place great emphasis on diversity, followed by 64% of GMU faculty member participants and 75% of

NVCC faculty member participants who responded that they are pleased with the facilities, workplace, and security.

Other Scholarship

A 2009 survey conducted by Jaschik disclosed significant shifts in categories related to social change. He found that compared to 3 years prior, 66.1% of faculty members were more likely to believe it is part of their job to "help students develop personal values," 71.8% to help "enhance students' self-understanding," 70.2% to "develop moral character," and 48.1% to "provide for students' emotional development" (Jaschik, 2009, p. 1).

Jaschik's (2009) survey also featured data on college/university faculty members' job satisfaction, which it generally found to be high. Fewer than 75% of those in the survey reported that they were satisfied with their careers. Of the men, 48.9% were more likely than women 41.9% to be satisfied by their careers. Interestingly, the same percentage of men and the same percentage of women were also more likely to be satisfied with their pay: 48.9% versus 41.9%. There were no questions in this current study's GMU/NVCC survey pertaining to pay. These observations and findings are similar to the current study's 49% of GMU faculty member respondents and 75% of NVCC faculty member respondents who believed they should devote themselves and be assessable to students' interaction.

The above information regarding interaction with students reveals the importance of faculty members and student interaction and the negative impact it

could have when students are unprepared or unmotivated. One would believe that being prepared and motivated should start way before students attend college. The added time and effort faculty must spend to focus on those types of students can decrease the level of faculty and student interaction. Barnes and Filer (2012) noted that faculty members across the nation are becoming increasingly challenged by students' lack of dispositions that enhance learning. Many faculty members assume students enter the college classroom with the disposition to be successful. The reality is most students enter the classroom lacking the disposition to be successful or to make the necessary improvements to positively impact their learning outcomes (Barnes & Filer, 2012).

Unfortunately, I find that many students miss class, arrive late, fail to read and study assignments, text message during lectures, and do not value the body of knowledge shared in class. Such behaviors are influenced by dispositions detrimental to not only their learning, but also to their profession. Barnes and Filer (2012) noted that faculty members must pay significant attention to those behaviors critical to the pursuit of excellence and to those behaviors that sabotage learning.

According to Park and Kerr (1990), research demonstrates that a lack of attendance was statistically significant in explaining why a student received a poor grade. I believe that learning is not a spectator sport. Students do not learn much just by sitting in class and listening to instructors, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are

learning, write about it, and relate it to past experiences. As Chickering and Zamson (1987) found, they must make what they learn part of themselves. There is the belief that if students attend classes more often, the possibility exists that they might be more familiar with the course curriculum, and will not feel as if they are a spectator in class. The general consensus among most faculty members is that regular class attendance helps students learn and retain the course content more effectively. Indeed, of this current study's respondents, 69% of GMU faculty members and 73% of NVCC faculty members believed that they were able to motivate students who lacked interest in schoolwork. This level of conscientiousness could be positive in motivating students to feel a sense of belonging, that can transcend to having a positive image of faculty members and the college or university, that the students might share with prospective applicants to GMU or NVCC.

Across a wide variety of organizations, employee satisfaction (and dissatisfaction) has been linked to motivation, performance, absenteeism, and turnover (Terpstra & Honoree, 2004). During the years 2007-2008, the Effective Teaching Committee (ETC, 2009) at GMU decided a survey of faculty was needed to provide a broad and deep understanding of the issues from the perspectives of those who routinely use the classrooms, meet with students, and plan their instructional environments. In the fall of 2008 the survey instrument "The Classroom Environment" was complete and faculty members were surveyed. A total of 174 individuals responded to the survey (ETC, 2009). There

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was no distinction between part-time or full-time faculty who responded to the survey. Following are a few of the survey questions.

1. Please rate your satisfaction with each of the following aspects of the classroom environment: supplies, stationary equipment, student seating, and flexibility of room furnishings, cleanliness, room temperature, and lighting control.

2. Overall, how satisfied are you with the general classroom environment of your assigned classrooms?

3. On the whole, how do you think the classroom environment at GMU affects your teaching?

4. Please provide comments or anecdotes about your experience with general classroom environment.

5. Please list three (or fewer) specific things that could be done to improve the general classroom environment at GMU.

6. Provide a summary of classroom technology and its effects on teaching.

7. What can be done to improve classroom technology?

8. Overall, how satisfied have you been with the support and resources you have received from academic support services?

The survey results revealed in general that most respondents were familiar with the wide variety of support offices. Out of 153 responses, 82% were aware of the following: Office of Disability Services, Career Services, Classroom

Technologies, Center for teaching Excellence, Counseling and Psychological Services, Writing Center, Academic Advising Center, and the Division of Instructional Technology. The Instructional Resource Center, Learning Center, and Freshman Center were less recognized, with ratings of 73%, 36%, and 29% respectively (ETC, 2009).

Overall, 65.7% were satisfied or very satisfied, 25% were neutral and 9% were dissatisfied with these support offices (ETC, 2009). One of the survey questions asked respondents to comment on the level of satisfaction with the general classroom environment of their assigned classroom, as it pertains to supplies, stationary equipment, student seating, and flexibility of room furnishings, cleanliness, temperature, and lighting control. Of the respondents 3.6% were very satisfied, 41.0% satisfied, 22.3% neither satisfied nor dissatisfied, 30.7% dissatisfied, and 2.4% very dissatisfied (ETC, 2009).

Of the respondents 47.6% indicated that the classroom environment impeded their teaching effectiveness. In the current study's GMU/NVCC survey, 64% of GMU faculty member respondents and 75% of NVCC faculty member respondents reported that they were satisfied with the tools and equipment provided.

Many of the faculty members who responded to the ETC survey stated that the classrooms were either too cold, or too hot, and that some classrooms had inflexible or poorly designed lighting. Faculty had a strong desire for a classroom design that made it possible to use a screen and white board at the

same time (ETC, 2009). Of the respondents 32% had other concerns such as unworkable technical equipment they wanted to use but was not available either in the classroom, or from classroom technologies and 61% regarding having to bring their personal computer % to use in the classroom. Other concerns of the respondents were that GMU needed more comfortable classroom structures, such as fewer glass windows and doors that lock (to name a few), more digital technology, the ability for faculty to control the temperature, and having the classroom clean at the end of the afternoon (ETC, 2009).

However, in contrast to the above concerns from faculty at GMU, most of the classrooms at NVCC, although not state of the art, do have several smart boards and for the most part technology that works; furthermore, faculty members have the ability to control the temperature in the classroom. (I have firsthand knowledge of this as a full-time faculty member at NVCC).

The Effects of Working Conditions

Studies of the effects of working conditions on faculty member attitudes have looked at numerous aspects of the 2-year community college and the 4-year research university environment. Consistently, these studies have shown that interaction with students, peers, and privacy within the classroom have been major sources of satisfaction (ERIC May, 2012). Historically, autonomy, freedom to choose textbooks, programs, media; opportunities to be creative; and the 2-year community college and 4-year college or university work environment in general, enhanced satisfaction (Friedlander, 1978). Indeed, intrinsic work

motivations, financial rewards, good supervision, and opportunities for skill enhancement are all positively correlated with job satisfaction (Filan, Okun, & Witter, 1986).

There were also less satisfying features of the workplace that have been identified such as: lack of time to adequately prepare for class or to keep and maintain current data from the field, to develop innovative teaching methods, or spend more time with individual students (Friedlander, 1978; Hutton & Jobe, 1985). Consequently, lack of recognition or support for professional growth through writing, advanced study, and recognition, lack of release time for professional development, and lack of support for instruction (e.g., the need for better support services, instructional media and materials) from the governing board and administrators were noted as factors in job satisfaction (Hutton & Jobe, 1985).

Facilities and Equipment

There was a concern that poor facilities and equipment, inadequate parking, and lack of building security (Diener, 1985; Hutton & Jobe, 1985) played an important role in attitudes of faculty. Having little voice in college or university decision making (Clagett, 1980; Cohen & Brawer, 1982), and routinization of teaching content, teaching schedule, instructional methods, professional roles, and interaction with students (Altshuler & Richter, 1985; Harnish & Creamer, 1985-1986) also played an important role in the attitudes, perceptions, and satisfaction of faculty members. Additionally, inflexible or heavy teaching

schedules, lack of recognition, low salaries, and high levels of bureaucracy and red tape (Diener, 1985); and having to work with unappreciative, unmotivated or underprepared students (Clagett, 1980; Cohen & Brawer, 1982; Friedlander, 1978) have been identified as less satisfying workplace features.

Cohen and Brawer (1982), Caldwell (1986), Harnish and Creamer (1985-1986) and Hill (1986) have focused their research on intrinsic variables affecting job satisfaction such as the effects of personality and personal characteristics, which included age; commitment to a 2-year community college career; job affect; and maintaining faculty vitality. Some of their findings indicated that faculty members in their 20s and 30s are less satisfied; those in their 40s have experienced stresses associated with middle-aged transitions, and those over 55 years of age have high levels of satisfaction (Cohen & Brawer, 1982).

Caldwell (1986) found that among faculty members who anticipated staying at a 2-year community college throughout their career, and either created a sense of career movement by purposefully seeking new activities and opportunities within the college, or enjoyed the predictable aspects of their work and looked for change outside of the college, had the highest levels of satisfaction. Harnish and Creamer (1985-1986) focused on the feelings or emotional responses of college and university faculty members toward the various aspects of their work, and found that job-involvement, attitude, perceptions, and patterns associated with faculty such as the nature of the job

itself, the level of faculty involvement with students, administration, and the entire collegiate, tended to rank highest in job satisfaction.

A brief summary of the GMU ETC (2009) survey indicated that respondents were most satisfied with the classroom cleanliness, temperature, and lighting; however, they were least satisfied with supplies, student seating, and the lack of flexibility in the room furnishings. In general 44% reported that they were satisfied or very satisfied with the classroom environment (ETC, 2009). Further, about 28% felt the classroom environment improved their teaching, whereas 47.6% felt it impeded their teaching. It follows that the aforementioned concerns have a direct impact on the atmosphere of faculty and student satisfaction, perceptions, and attitudes. If students are uncomfortable when studying and learning, and faculty are uncomfortable when teaching, it can easily transcend into a negative working, learning, and studying environment.

NVCC Manassas Campus Council (MCC) Survey

A relatively similar survey was conducted in April 2011 by the NVCC Manassas Campus Council (NVCC MCC, 2011), who administered a satisfaction survey to all college campus faculty and staff members. Respondents were asked to rate their satisfaction with various aspects of college campus life and workplace environment. The purpose of the survey was to investigate areas of concern and dissatisfaction to the college campus and take suggestions for methods of improvement of identified areas. One hundred and forty-six faculty and staff members responded to the NVCC MCC survey that included

administrative faculty, professional faculty, full-time teaching faculty, and adjunct teaching faculty (see Appendix G). Some of those responses are directly related to this current study's GMU/NVCC survey. The NVCC MCC survey showed that there is a growing need for 2-year community colleges and 4-year colleges or universities to be concerned with the importance of student and faculty satisfaction, resources, and morale and cleanliness of classrooms and the facility, indeed the entire campus environment.

Following are a few of the pertinent questions and responses extracted from the NVCC MCC (2011) survey that are directly related to the current study's GMU/NVCC survey.

1. How satisfied are you with the campus and college communications?

2. How can communication be improved at the college?

3. How satisfied or unsatisfied are you with aspects of the physical environment at the college?

4. How can the physical environment at the college be improved?

5. How satisfied or unsatisfied are you with items related to morale at the college?

6. What can be done to boost morale at the college?

7. How satisfied are you with the quality and availability of items of resources at the college?

8. What can be done to improve resources at the college?

9. What additional types of resources would you like to see at the college?

10. How satisfied or unsatisfied are you with the ability for students to work with other students on related issues?

11. What suggestions do you have regarding student-related issues and the college?

12. If you could choose one area to improve at the college, what would it be?

Following are some of the respondents' comments from the survey that are similar to those from the current study's GMU/NVCC survey.

1. "NVCC Manassas Campus is a great place to work. The atmosphere is friendly and professional, and the people I interact with most are very good at what they do. I enjoy working here immensely."

2. "The new copiers have made life much easier and less stressful. The classroom equipment is well-maintained. I appreciate having it available; I am an adjunct instructor at GMU and was forced to show a video on a VCR last week...Stone Age!)."

3. "The student support services do not seem to be available in a timely manner for students. They have to make an appointment. It seems that there is no consideration that the majority of students have jobs and other responsibilities. The needs of the students seem to take second place to support services, such as financial aid, tutoring, etc. These

services could be arranged or made available online to be more efficient."

4. "The student should always be our main focus, not a hindrance or bother. Faculty and support staff must remember they are here to serve the student's needs before their own and treat students with service courtesy."

5. "There is a need for more opportunities for students outside of class such as student clubs, internship and volunteer opportunities."

6. "I believe student engagement is a key issue. Students should feel good about the NVCC Manassas Campus."

7. "The students, their needs and well-being, are of primary importance. They are the future and hope of our country. We need adequate resources to fulfill our role in serving their needs. We also need to promote high morale and a peaceful, safe, and friendly campus so."

8. "Solving student issues is predicated on a high morale and positive campus environment."

9. "I cannot tell you how many times I have witnessed a student being turned away at the service desks here at NVCC Manassas. It is all I can do at times to play damage control rather than my job at hand."

10. "We have to keep foremost in our minds that we are here because of students. And, we (faculty alike) are each other's life-line as well as the students."

11. "NVCC as a whole needs to "vamp up" service skills. Some of the people working with students seem to dislike their jobs, and is evident when they are observed in dialogue with students. Just as NVCC Human Resources are making changes, personnel involved in providing service need to do the same. I think most people forget that one of our duties is to assist students."

12. "There should be more faculty get together and activities."

13. "Faculty schedules do not allow for collaboration. I often come in on off days to accommodate NVCC and students."

14. "There have been numerous comments from students about how "boring" the classrooms appear. Students report that posters, bulletin boards, etc. would help make the rooms feel more like a learning environment."

15. "Be open to suggestions from the younger crowd that is just beginning their careers at NVCC. There is a possibility they will be lost if we don't. Change is sometimes necessary."

Summary of the NVCC MCC Survey

Topics covered in the NVCC MCC (2011) survey included the following: Communication, Campus Environment, Morale, Resources, and Student Issues. These areas were broken down into subtopics, and for each subtopic, respondents rated their level of satisfaction or dissatisfaction, provided comments, and suggested improvements. Survey responses ranked the topics in

order of most important to least important, with Communication being most important; Student Issues was number two; Morale was number three, Campus Environment was number four and Resources was the least important (see Appendix H).

Top areas of concern from respondents included the greatest need for improvement in Leadership and Recognition, Offices and Meeting Spaces, Compliments, IT Services/E-mail Communications/Website Problems, and Appearance and Conditions of Physical Spaces: Classrooms, Hallways, and Offices, to name a few. Additional items consistent with this current study's GMU/NVCC survey were Student Support Needs; Professional Communication; Staff Conduct and Behavior; Student Conduct and Behavior; Safety, Security, and Police Presence; Campus Cleanliness; Customer Services; Collaboration; Student Spaces and Classrooms; Parking and Traffic Concerns; and Professional Development.

Communication. In the NVCC MCC survey 36.2% of respondents rated communication as most important, and 9.5% as least important. This is in comparison to 66% of GMU faculty member respondents in this current study's survey, and 76% of faculty member respondents at NVCC. Communication (or lack of thereof) is one of the failures that is often prevalent in any relationship, whether in a business environment, personal relationship, or in this case academics. To further illustrate the importance of communication, respondents were asked to rate the different types of communication utilized by the college.

NVCC campus personnel respondents 54.5% reported that e-mail notifications were satisfactory, and a 52.5% overall satisfactory rating was reported by NVCC personnel college-wide (NVCC MCC, 2011).

Campus environment. Responses pertaining to campus environment from personnel in the NVCC MCC received a 26.7% satisfaction rate from respondents. The GMU/NVCC survey conducted for this current study revealed that 53% of faculty member respondents at GMU and 61% of faculty member respondents at NVCC had a positive perception of the campus environment. A high level of satisfaction for campus environment is necessary as I believe this can play can play an important role in faculty and student satisfaction, and attitudes, and perceptions in regard to the retention of faculty and students.

Cleanliness of offices, classrooms, and campus safety. Of respondents to the NVCC MCC survey, 37.4% were satisfied with the aesthetic appearance of the classrooms, and 41.4% reported they were satisfied with the cleanliness of the classrooms (2011). Additionally, 54.1% rated office cleanliness as satisfactory, 54.6% opined they were satisfied with campus safety, and 40.8% rated workspace as adequate. Interestingly enough, in the current study's GMU/NVCC survey 77% of GMU respondents were satisfied with their workspace, compared to a low 1.0% of NVCC respondents who reported they were satisfied.

Regarding infrastructure to increase the satisfaction rate for workspace at NVCC, as of this writing the college was undergoing an "overhaul," a

beautification that included the addition of a new state-of-the-art building complete with suitable accommodations for food service and workspace. It was completed in March 2012, and some faculty and classes have already begun to make the transition to the new facility. Hopefully, these improvements will alleviate some if not most of the concerns about cleanliness, beautification, and the overall appearance of the inside and outside of NVCC.

Morale. In the NVCC MCC (2011) survey responses pertaining to morale were 25.2% (see Appendix I). If morale is low then there is a distinct possibility that students might receive mediocre instructions from what might appear to be a disenchanted and unsatisfied faculty staff, resulting in negative publicity toward the college. Based on this current study's GMU/NVCC survey, 70% of GMU faculty respondents believed that the overall attitudes were positive and 71% of NVCC faculty respondents felt the same.

Resources. NVCC MCC (2011) respondents had varying remarks as to what they valued as important to them in regards to resources. In the NVCC MCC survey a 36.7% satisfaction rating was related for opportunities to collaborate professionally with colleagues. This is in contrast to this current study's GMU/NVCC survey in which 75% of GMU faculty member respondents and 82% of NVCC faculty member respondents related that they had such opportunities. This is in comparison to NVCC MCC respondents, 46.4% of whom related there were opportunities for professional development, and 2.1% who stated they did not have that same opportunity (2011).

Library resources. In the NVCC MCC (2011) survey 50.5% of respondents reported satisfaction with library resources. This compares to this current study's GMU/NVCC survey, in which of GMU respondents 53% indicated that library resources were adequate, compared to a 79% response rate from NVCC respondents pertaining to the same question. Based on the percentages from the respondents of both surveys, one can conclude that there is overall satisfaction in the adequacy of library resources.

Student experience. The NVCC MCC survey also uncovered that 38.8% of respondents were concerned about support/activities for students (see Appendix J). In this current study's GMU/NVCC survey, of GMU faculty member respondents 49% indicated that they believed they should be accessible to students while of NVCC faculty member respondents 75% felt the need to be accessible. This in itself will most likely create positive responses as it relates to student support services.

Customer service. Based on the response rate of 44.9% from respondents to the NVCC MCC (2011) survey, customer-based service (the courteous service that is extended to persons such as alumni, the business community, other collegiate personnel, and the NVCC community conducting business with NVCC) appears to be satisfactory, but still low, especially compared to 3.1% of respondents who related that it was unsatisfactory. NVCC has contracted with a private company to conduct an overall survey addressing

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all aspects of customer service (on and off campus) to determine what is needed for improvement and recommend suggestions.

In 2008, the chair of the Customer Service Committee, at the direction of the Provost and in collaboration with members of the committee, conducted a survey to address the same issues (NVCC Customer Service Committee, 2008). What was uncovered under the auspices of the survey was a lack of understanding by some faculty members, when counseling or advising students, on what discipline of study to pursue. Also discovered was a presumed nonverbal uncaring attitude (intentional or unintentional) exhibited by personnel of both the Office of the Registrar and Admissions Office, the Parking Administration Office, and the appearance of a police department that is more concerned with issuing traffic or parking violation summons (which in some instances appeared unnecessary). Additional concern was for needed improvement in overall student services, and for a few faculty members (part-time and full-time) who appeared to have little or no time to engage students who needed a "helping hand." The private company is referencing that report as a guide for their survey (NVCC Customer Service Committee, 2008).

GMU Quality of Work Life (GMU QWL) Survey

In April 2009, The Quality of Work Life Task Force (QWLTF) conducted a survey of George Mason University employees to ascertain the workplace environment and life at GMU. A total of 5,518 employees were contacted across eight job categories on each of the three campuses plus the Loudon location

which resulted in 1,531 surveys being returned, yielding a response rate of 27.7% (QWLTF, 2009). The GMU QWL 2009 survey was the second time all GMU employees were invited to participate; surveys prior to 2006 only included a sample of employees. Thus, in terms of sheer number of responses, the total of those participating in the 2009 survey was well over three times larger than in 2000 and 2003 (QWLTF, 2009).

As mentioned previously, comments here are limited to only those items in direct correlation with this current study's GMU/NVCC survey. The following are some of the pertinent concerns of interest to respondents.

1. General Job Attitudes: Satisfaction, Organizational Support and Commitment.
2. Perceived Organizational Support.
3. Affective Organizational Commitment.
4. Satisfaction and Job Stress Items: Job Category Comparisons.
5. Campus Comparisons.
6. Ethnic and Gender Differences.
7. Perceived Impact of Various Developments at GMU.

Job satisfaction results. Overall job satisfaction appears to have stabilized at a level just short of three quarters at 73.8%. Of employees 24.7% indicated they were "very satisfied" and 49.1% were "satisfied" with their jobs (QWLTF, 2009). This current study's GMU/NVCC survey indicated 65% of GMU respondents and 60% of NVCC respondents were satisfied with their jobs, and

looked forward to each working day, and if they had the opportunity to choose again they would choose to be a faculty member at GMU and NVCC.

Similarly, the levels of Perceived Organizational Support, the degree to which employees felt the organization valued their contributions and cared for their well-being such as "the organization cares about my opinions," and Affective Organizational Commitment, the degree to which employees felt connected to the university was an important factor as stated by respondents (QWLTF, 2009) (see Appendix K).

Overall job satisfaction has been measured through such answers to the following questions: How do you view your job? Delighted? Satisfied? Equally satisfied and dissatisfied? Dissatisfied? Terrible? (Filan et al., 1986). Furthermore, In 5 years how attractive would you find it remaining in your present position? How attractive would you find a faculty position at another 2-year community college or a 4-year college or university? (Friedlander, 1978).

Ratings of global or general facets of working conditions such as relations with colleagues, students, and administrators have also been used to assess overall satisfaction (Friedlander, 1978). Studies that use such measures show that 2-year community college faculty is generally quite satisfied with their careers and plan to teach at a 2-year community college for some time to come. Bingham and Harvey (1984-1985) found that 2-year community college faculty members in Los Angeles County regarded their work as more satisfying and fulfilling than high school instructors or 4-year college or university faculty

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members. These factors will be discussed in their entirety in Chapter 4, Findings, and Chapter 5, Discussions and Recommendations.

Summary

This literature review consisted primarily of several corresponding surveys that were directly or indirectly related to this current study's GMU/NVCC survey. Most revealed concerns about faculty and student satisfaction, perceptions, and attitudes towards each other; recognition for scholarly achievements; and the overall institutional climate. In view of the questions and responses from respondents, institutions of higher learning seem to be very concerned about the perceptions of their faculty, what resources are made available to them, the level of trust between students, faculty and the administration, and the value placed on their academic achievements (QWLTF, 2009).

CHAPTER 4. FINDINGS

There were a number of similarities as well as several major differences in the responses to the GMU/NVCC survey of faculty members at GMU and NVCC. These differences are extracted from the responses to the 35 survey questions (Appendix E) and are compared and contrasted.

One hundred and forty-nine people completed the survey, 77 from NVCC and 72 from GMU, although not every person answered all the survey items. Responses on the survey were scored as Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. This means that high scores indicate more agreement with the statement. The percentages as reported by the respondents are shown in Appendix F.

Survey Responses and Findings

Behavior and Respect

In relation to behavior 52% of GMU faculty members compared to 72% of NVCC faculty members believed that their behavior establishes a high standard that their students are required to follow. Similarly, 65% of GMU faculty members compared to 68% of NVCC faculty members felt that they were treated well and with respect while being employed at their respective institutions of higher learning.

Sharing Opinions With Each Other and Feedback From Outside Entities

Regarding the question pertaining to other faculty members sharing opinions with each other, 60% of GMU respondents and 67% of NVCC respondents related they were satisfied. I believe this is a fair amount considering the complexity in teaching schedules, in that faculty may or may not come in contact with each other on a daily and/or weekly basis. Fifty percent of faculty members at GMU and 70% of faculty members at NVCC believed that the feedback they received concerning their work from outside entities were positive. The lower percent for GMU faculty could be attributed to their status in the community as a research institute, compared to NVCC which is geared more toward teaching and interacting in the community.

Faculty Members' Relationships and Attitudes Toward Each Other and Students

Forty-six percent of faculty at GMU and 69% of faculty at NVCC stated they have an excellent relationship and a good attitude toward each other; 49% of faculty members at GMU and 70% at NVCC reported that for the most part there is great respect between them and students they interact with on a regular basis. The satisfaction gap may be attributed to the fact that the number of students in a class at GMU is traditionally larger in size than at NVCC, allowing faculty the luxury of having extended interaction with students. Additionally, by definition, teaching is more important at a 2-year community college such as NVCC, as opposed to a 4-year college or university such as GMU. Regardless,

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the literature indicates that interacting with students can play an important part in students' academic prowess by recognizing their shortfalls and being able to motivate those who show less interest in schoolwork.

Faculty members should be concerned about having good relationships with students, who can serve as ambassadors for the college or university. If present, registered, or for that matter prior students are satisfied, they will most likely encourage more students to enroll, thus increasing the student population for their respective college or university.

Results from respondents at GMU and NVCC were disproportionate when queried if students would be willing to help them in a research project. Of GMU faculty members 49% opined that their students would be willing to assist and of NVCC faculty members 65% responded that their students would be willing to assist. Actually, these percentages are satisfactorily since many students are not all that willing to assist faculty, presumably unless it would be beneficial to them (students). The researcher has been fortunate to have had students at NVCC and Anne Arundel Community College (AACC) willingly volunteer to assist in different ventures without the expectation of "benefits."

Standards of Behavior On and Off Campus

One of the survey questions was whether or not GMU and NVCC faculty members believed they were held to a high and common standard, on and off campus, by students and the community. Fifty percent of GMU faculty and 64% of NVCC faculty believed that they were held to a high and common standard. It

is possible that if the frequency of recognizing and rewarding faculty members for their efforts on and off campus is increased, this percentage can be higher.

Tools and Equipment

Responding to questions pertaining to whether or not faculty members were provided with the necessary tools and equipment to be successful at their respective academic institutions, 64% of GMU faculty and 75% of NVCC faculty indicated that they were satisfied, an acceptable percentage from both entities. However, I am not sure if having the tools and equipment alone can make one successful, although having erasers, a functioning copy machine, and technology when needed (to mention a few), can relieve some frustration that would allow faculty to focus on their job of educating students.

Interaction With Colleagues

In a college or university environment or for that matter any business environment, colleagues should be provided with the opportunity to interact with other coworkers. Of GMU faculty members 69% reported that throughout the day they had opportunities to interact with other faculty members, compared to 86% of NVCC faculty members who related they had the same opportunity. Having the opportunity to interact with other faculty members can be beneficial to the students and the college or university; they can compare ideas about teaching and learning, student incivility, plus enjoy a cohesive working environment.

Scholarly Experience and Respect

When colleges and universities place values on the scholarly experience of faculty, such as postdoctoral studies, research, and professional presenting, faculty may believe that they might be encouraged to be more enthusiastic in pursuing higher academic honors. Of GMU respondents 72% reported that the college or university placed great value on their scholarly experience, compared to 87% of faculty at NVCC. Additionally, 72% of GMU faculty members, and 87% of NVCC faculty members, believed that they could voice their opinions at their respective colleges or universities without fear of being penalized.

Respect is something that most if not all persons expect, and in some instances demand, where they dine, reside, shop, and definitely where they are employed and interact with colleagues and supervisors. Study results indicated that for the most part, respect must be earned from both supervisors and employees alike. The same holds true for faculty members and students at institutions of higher learning.

Motivating Students

Sixty-nine percent of faculty members from GMU 69% and 73% of faculty members from NVCC believed that they were able to motivate students who lacked interest in schoolwork. This level of conscientiousness could be positive in motivating students to feel a sense of belonging, that can transcend to having a positive image of faculty members and the college or university, that the students might share with prospective applicants to GMU or NVCC.

Working Environment, Ability to Choose, Attitudes, and Job Satisfaction

In most working environments, employees would like to believe that they can approach fellow employees in their department to work with them on problems that might arise. Having such an atmosphere can be helpful in determining if one should continue to be with that particular organization. Sixty-four percent of GMU faculty members and 62% of NVCC faculty members reported that other personnel in their department were approachable and willing to work with them on problems that may arise; 65% of GMU faculty and 60% of NVCC faculty responded that if they were afforded an opportunity to choose again, they would still choose to be a faculty member at GMU and NVCC.

Of respondents at GMU, 70% reported that attitudes between faculty members were positive overall and geared towards improvement, and 71% of respondents at NVCC reported that attitudes were also positive overall. However, only 59% of GMU faculty compared to 67% of faculty at NVCC responded that they looked forward to each working day. All of the above responses create more of a positive than a negative learning and working environment for faculty and students. When the overall attitudes between faculty members in a given department are positive and geared toward improvement, and the working environment is acceptable, it can be less stressful and one will be motivated to be in the workplace, thus decreasing tardiness and employee absenteeism.

Leeway in the Classroom to Try New Methods, and Gender Disparity

Having the freedom to implement or introduce new teaching and learning methods in the classroom is a commodity not afforded to many faculty members. (This not an issue at GMU). Of faculty members at GMU, 40% believed that they were given sufficient leeway in the classroom to implement or introduce new teaching methods, while 52% of NVCC faculty members responded they were afforded that opportunity. As mentioned in Chapter 2, the difference in percentages between GMU and NVCC could be that by definition, 2-year community colleges such as NVCC are mostly geared toward teaching, as opposed to 4-year colleges or universities such as GMU that are more involved with research.

When queried about whether or not faculty members are treated fairly at GMU and NVCC, regardless of gender or race, 74% of GMU faculty and 82% of NVCC faculty responded there was no difference in treatment as it relates to gender and age.

Best Interest of Students, and Having a Positive Perspective

Regarding whether or not faculty are geared toward excellence and hold the students' best interest in high priority, and openly display that image, 74% of GMU faculty members and 88% of NVCC faculty members opined that they do hold the best interest of students in high priority. The researcher believes that the above percentages are acceptable levels of conscientiousness; however,

because of the impressionable role of faculty, a higher percentage can be achieved.

Fifty-three percent of GMU faculty members, and 61% of NVCC faculty members, responded that they believed that present and former students have a positive perspective of the institution.

Accessibility to Students Beyond Normal Working Hours

Responses pertaining to the question whether or not faculty believed that they should be accessible to students by being available to meet with them beyond normal working hours resulted in 49% of GMU faculty members and 75% of NVCC faculty members responding that they believed they should be accessible. Despite efforts to establish positive relationships among students and between teachers and students, many young people view their schools (colleges or universities) as impersonal institutions (Schaefer, 2009).

Rewards, Recognition, and Advancement

Employees at any or all organizations look forward to rewards and recognition for outstanding work, and the opportunity for career advancement. GMU and NVCC faculty members expect the same from their employers, their respective institutions of higher learning. Of GMU faculty 71% believed that their academic institution rewards and recognizes their outstanding work, compared to 85% of NVCC faculty members who answered the same question. The contrast could be that there is less competition for awards at a 2-year community college, where faculty are contractual, and there is a smaller number of faculty than a 4-

year college or university, and where the requirement for tenure dictates job stability.

Of GMU faculty members 74% reported feeling that faculty members are often given fewer opportunities for career advancement compared to 85% of NVCC faculty members. This variation could be as a result of NVCC being a 2-year community college, as opposed to GMU which is a 4-year university. A factor that might govern this is budgetary constraints, in that 2-year community colleges such as NVCC traditionally have fewer personnel, thus they are more financially capable of offering career advancement opportunities to their faculty members. In contrast, 4-year colleges or universities such as GMU might lack the luxury of financing career advancement for their faculty members because of a larger amount of tenure and non-tenure track faculty competing for funds for research and other advancement opportunities.

Rewards, recognition and career advancement are a small price to pay to employees for their continued support, loyalty, and dedication to the organization. Most teaching award stipends do not even keep up with increases in the cost of living; so the award is not about the money. It is the honor; it is knowing that one's efforts are appreciated by the institution and by one's students (Weimer, 2012). That is a valid point, and as the recipient of the 2009 NVCC Manassas Campus Faculty of the Year award I had a feeling of accomplishment without harboring any thoughts about the monetary aspect of the award. Indeed, it is something for faculty to look forward too. Unfortunately the researcher was

unable to uncover any percentages in the literature about how many faculty members received awards, the type of awards, or from what colleges or universities they recommended the awards.

Leadership Opportunities and Collaboration With Administrators

Having the desire for leadership opportunities in the workplace is another benefit that employees look forward to. Of faculty members at GMU 77% reported that if desired, there were leadership opportunities open to them. Interestingly, though, 86% of faculty members at NVCC, a slightly higher percentage, related believing that they had leadership opportunities open to them.

Leadership opportunities for lower or upper management can play an important part in the workplace; for faculty members this could be an opportunity to attend statewide, nationwide, or even foreign leadership conferences. Experiences can provide knowledge on the principles of leadership, which might afford one the necessary knowledge, skills, and ability to be competitive for a leadership position, if and when the opportunity arises. The question concerning whether the administrations at GMU and NVCC have the faculty members' best interests at heart and are willing to work with them, scored a high of 82% for GMU faculty members and a comparable 82% for NVCC faculty members. This is a very important issue with faculty members as evidenced by the responses.

Further, 81% of GMU faculty members and 91% of NVCC faculty members reported that the college or university administrators were

approachable and valued the opinions of their subordinates. These are high

percentages considering that faculty members and college or university

administrators have a tendency to disagree on issues concerning academics,

student enrollment, specific instructional and non-instructional job

responsibilities, working conditions, and college environment (NVCC MCC,

2011). Hopefully this can become a trend for other institutions of higher learning

to follow.

Library Resources and Trust Between Colleagues

Fifty-three percent of the responses from faculty members at GMU and

79% of faculty members at NVCC suggested that the library at their respective

institutions of higher learning provides a good learning and research environment

for faculty and students. Having a library that is up-to-date with the necessary

reference materials, one that is equipped with the latest technology, minimizes

the stress for students trying to find a suitable place on campus where they can

study. It also serves as a great supplement for faculty to use in their curriculum

that requires students to conduct research on any given subject, and allowing

them a change of venue where they can "get away" from the structure of the

classroom to pursue independent learning. Indeed, library resources should meet

the students' needs and can play an integral part in helping students to achieve

their educational goals.

When queried about whether or not faculty at GMU or NVCC could trust

other colleagues with their problems, there were positive results. Seventy-one

percent of GMU faculty members and 74% of NVCC faculty members reported that they can trust other colleagues with their problems and concerns.

Furthermore, 85% of GMU faculty members and 89% of NVCC faculty members 89% opined they could trust the college or university leadership and administration with their problems and concerns. The aforementioned attributes can be of importance as it relates to employee morale, which can be transformed to students, who might detect faculty members' positive mannerisms and toward them, that appears fair and unbiased. The feeling that one can trust coworkers, other faculty members, and the administrative staff with one's problems and concerns is very comforting in any college or university or for that matter any organization.

The Level of Respect Afforded Nontenured and Part-Time Faculty

One question in the GMU/NVCC survey addressed the level of respect that is afforded non-tenured faculty at GMU, and part-time faculty members at NVCC. One point three percent of the faculty members at GMU and 1.0% of the faculty members at NVCC responded that non-tenured faculty members and part-time faculty members are treated with the same level of respect. As the Program Head of the Administration of Justice department (ADJ) at the NVCC Manassas campus (and the only person employed in that department), my requirement is to teach five classes each semester. I also have the responsibility for acquiring part-time instructors to teach another 10 scheduled classes. One of my challenges in any given semester is trying to keep a qualified "pool" of part-

time faculty to teach scheduled classes, which at times can be tedious. Colleges and universities can increase the aforementioned responses to an acceptable percentage by finding ways to include part-time faculty into the mainstream of their respectable institutions of higher learning.

The researcher believes that by allowing them to provide input on texts, accommodating the days and times they are available to teach classes, offering a comfortable place to socialize if and when they desire, involving them in the administrative process of the department and the college, and treating them with dignity and appreciation, can encourage them to expend that same positive energy, attitude, and satisfaction to students. Part-time faculty members are an integral part of any academic institution of higher learning; they bring their professional experience and knowledge to the students and the college or university. I routinely express my gratitude for their conscientiousness toward the ADJ department and the NVCC Manassas campus. Indeed, as a prior part-time instructor who has felt unappreciated at times, it is but a small gesture of appreciation on my part.

Communication and Feedback Between Faculty and Students

Of faculty members at GMU 66% responded that there exists an acceptable amount of communication between faculty members and students. In response to the same question, 76% of NVCC faculty responded favorably, a slight difference. Additionally, 44% of GMU faculty members compared to 62% of NVCC faculty members responded they provided timely and constructive

feedback to students. The above entities are important for faculty (employees) to convey a sense of caring and understanding, as well as sensitivity toward each other and the students, as they go about their daily or weekly routine within their respective colleges or universities.

Most institutional researchers of faculty job satisfaction are concerned with utilizing their findings to effect changes in the institutional environment that will prevent faculty stagnation and burnout, and enhance faculty creativity and vitality. This survey attempted to accomplish the same results. Discussions and recommendations are provided in the next chapter.

CHAPTER 5. DISCUSSIONS/RECOMMENDATIONS

Overall Significance of the Survey

This research surveyed faculty members at GMU, a 4-year university, and NVCC, a 2-year college. The survey provided insight into the level of attitudes, perceptions, and satisfaction between faculty members, the administration (staff), and colleagues in and out of their department. Furthermore, it uncovered the positive or negative climate of both institutions of higher learning, and the feedback received from outside entities such as alumni, prior faculty members, business enterprises, and the community within close proximity to GMU and NVCC.

The survey identified areas at GMU and NVCC that needed improvement. Such areas included, but were not limited to, providing a safe and secure environment conducive to teaching (researching) and learning; increased interaction between faculty members and students; recognizing the contributions by faculty, college staff, and students; and rewarding those contributions that are deemed appropriate. The survey reported how faculty members viewed the importance of their employment at GMU and NVCC; the expected level of respect between students, colleagues, and administrators; and to the desire to institute measures for improvement where needed.

Additionally, the survey uncovered that faculty members were not reluctant to voice their opinions, even at the risk of being punished. Of added significance is that the survey will allow GMU and NVCC to examine best practices regarding the number of registered students in a lecture class. This can be important and might encourage faculty members to spend more time with students after hours; adding incentives could increase the aforementioned.

There were several differences in percentage regarding responses from GMU and NVCC faculty members. The variation in satisfaction rate for responses averaged between 3% of GMU faculty to 5% of NVCC faculty, 6% of GMU faculty to 13% of NVCC faculty, 14% of GMU faculty to 17% of NVCC faculty, and 18% of GMU faculty to 26% of NVCC faculty, indicating that the maximum positive or negative differences of percentage regarding attitudes, perceptions, and satisfaction between GMU and NVCC respondents was 9%. I believe that a 15% difference between responses from GMU and NVCC respondents would be needed in order for the results be significant. Therefore, there was not a significant difference in attitudes, perceptions, and satisfaction between respondents from the two institutions. In sum, the overall significance of the survey is that it may be viewed as a benchmark for other 2-year and 4-year universities.

In the spring of 2011, NVCC had the opportunity to participate in the Community College Survey of Student Engagement (CCSSE), which is a national survey focusing on teaching, learning, and retention in 2-year community

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colleges. The project is housed within The Community College Leadership Program at the University of Texas at Austin. It was administered in classes randomly selected by CCCSE to ensure a representative sample, and to preserve the integrity of the survey results. There are similarities with the content of this survey and this current study's GMU/NVCC survey.

The President of NVCC, Dr. Richard Templin, opined that NVCC is intent on being a leader in education, and the CCSSE survey can assist NVCC in "identifying where we are, and what further action may be helpful in our continuing work to support and strengthen teaching and learning" (2011). He further commented that cooperation and participation in this national survey was sure to enhance NVCC' educational programs and services to students (Templin, 2011). The survey was administered to NVCC by the Office of Institutional Research (OIR), Planning, and Assessment. The results are still pending as of this writing, but its existence shows there is a need to strengthen teaching, learning, and retention in 2-year community colleges.

The 2005 CCSSE survey showed that the more actively engaged students are—with college faculty and staff, with other students, with the subject matter being learned—the more likely they are to persist in their college studies and to achieve at higher levels (CCCSE, 2005a). Identifying what students do in and out of the classroom, knowing their goals, and understanding their external responsibilities can help educators create an environment that can enhance student learning, development, retention, and completion (CCCSE, 2005a). Like

this current study's GMU/NVCC survey, CCCSE seeks to identify areas for improvement regarding students' goals, development, and interaction with faculty at community colleges.

The next several sections cover specific results from this current study's survey, along with recommendations.

Faculty and Student Relationship and Attitude Toward Each Other

In the GMU/NVCC survey faculty members at GMU and NVCC reported that they have an excellent relationship, and a good attitude toward each other. This is important because the quality of service that a student receives from faculty will not only affect the degree of student satisfaction within an institution of learning, but the level of student engagement within the institution. Overall, the quality of student services provided in every functional area on campus such as the level of respect, satisfaction, and attitudes, and the perception between faculty and students, has a direct or indirect impact on student achievement, retention, and success. The quality of the relationship between faculty members and students should be an ongoing venture that can be an item for future studies by GMU and NVCC.

Respect Between Faculty and Students

Respondents in this current study's GMU/NVCC survey reported that for the most part there is great respect between them and the students with whom they interact on a regular basis, although the percentage for GMU respondents, 49%, was significantly lower than the 70% reported by NVCC respondents. Of

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course the difference could be attributed to what was mentioned in Chapter 2, that NVCC has fewer students registered in each lecture course than GMU, which makes it difficult to objectively measure the level of respect. If GMU is to receive a higher satisfaction rate than NVCC, the researcher suggests creating an incentive program such monetary awards or advanced standings for faculty members who have applied for sabbatical to study what would encourage more respect between faculty and students, and then creating a survey to measure the responses.

Excellence of the College/University

Another concern in the GMU/NVCC survey was if faculty members at GMU and NVCC are geared toward excellence and hold the students' best interests in high priority. Over 85% of GMU faculty and NVCC faculty reported favorably to the question. Considering the high percentage of favorable responses, GMU and NVCC will have the opportunity to develop focal points in their educational programs and services for students that could be a sample for the rest of the nation, and a strategy for building the overall reputation for quality faculty and student satisfaction at both institutions of higher learning. Two-year community colleges such as NVCC, unlike 4-year colleges or universities such as GMU, typically lose about half of their students prior to the beginning of the sophomore year, and most students who leave college before achieving their goals do so early in their collegiate experience (CCCSE, 2005b).

Two-year community colleges can address this precipitous loss of students by designing engagement efforts that start from the moment of the students' first interactions with the college or university, and continue with a powerful focus during their first few weeks and months as college or university students (CCCSE, 2005a). This can also hold true for 4-year colleges or universities. In order for GMU and NVCC to be recognized as leaders among 2-year community colleges and 4-year colleges or universities of higher education in terms of their development of faculty and student college or university readiness, GMU and NVCC must create an integrated, high-level, and stress-free education system. Although stress compels students to learn, creating a system where students are not treated as deficits, but instead realize that they are complex, substantial human beings, with interests and feelings, would create a friendly and welcoming atmosphere for anyone pursuing the American dream of obtaining a college or university degree. The above-mentioned attributes are but a few of the suggested initiatives that can be implemented into institutions of higher learning such as GMU and NVCC in order to obtain the desired results.

Additionally, faculty members at GMU and NVCC must commit to excellence to provide personalized attention and service to every student in a conscientious manner. Students should be placed at the forefront with educators assisting them with their academic and/or personal needs. By using this technique, the anxiety and frustration they may encounter while attending a college or university can be minimized.

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If 2-year community colleges such as NVCC and 4-year universities such as GMU are to be the very best, everyone—faculty, staff, and administrators— must commit to excellence and to go above and beyond. This includes conducting an audit to examine every aspect of the student's experience on and off campus, and to become intentional and proactive rather than reactive in meeting students' needs. This in turn may create a pervasive, satisfied student and faculty mindset that might set an example for other colleges or universities to follow.

Students' Perspective of GMU and NVCC

The GMU/NVCC survey results revealed an overall 50% response from faculty members at GMU and NVCC pertaining to the level of satisfaction and positive perspective they believe students have of their respective institutions of higher learning. Increasing this percentage can be accomplished by employing a more robust student–faculty interaction and support for learners, and studies regarding student satisfaction and student and academic support services. GMU and NVCC could create programs to show their impact on the lives of students and employees. This can ultimately improve overall student retention rates on campus, thus satisfying the college administration whose perceived importance is placed on "numbers." One such venture could be where the student life services can offer assistance to help increase the perception of GMU and NVCC students by establishing a Student Carpool Group to combat the high costs of gas. Students interested in carpooling can post messages and discussions via

the MYMASON live and the NOVACONNECT feature. This is a cost-effective way for students to get to and from classes. It might also prove to be effective in reducing the absenteeism that is often bothersome to faculty members and detrimental to student learning.

Students' Willingness to Assist Faculty

The survey results revealed that an average of 63% of GMU and NVCC faculty members believed that, if asked, their students would be willing to assist faculty. These percentages can be improved by employing a more generous attitude toward students. The researcher suggests that by encouraging faculty to work with students on a project or serving with faculty members on a college committee, students will have the opportunity to experience firsthand how experts identify and solve practical problems. Institutions might consider rewarding such interactions in the tenure, promotion, and rehiring processes. Through such interactions, faculty members become role models, mentors, and guides for continuous lifelong learning.

Another effective and popular recommendation is a volunteer Student Ambassador Program (Anne Arundel Community College, 2007) where students are advocates for the college or university. Students can be selected by a panel consisting of faculty members and staff, and placed in a position of leadership and service. Their responsibilities may include serving as tour guides for prospective students and their parents, or serving as hosts and hostesses at alumni and college departmental events and other collegiate events. The

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aforementioned can encourage or increase the willingness of students to assist

faculty on a one-on-one basis if and when asked. This program currently does

not exist at NVCC, and the researcher has no knowledge if it exists at GMU.

However, providing assistance to faculty members might be a problem for

NVCC students as the student body is unique compared to GMU. A significant

number of students at NVCC are single parents and/or working adults who might

be juggling two jobs while attending college, and students who take classes to

expand their knowledge for possible promotion in their current employment. In

recognizing this, faculty members at NVCC should become more focused,

diverse, and sensitive to students' needs. Although GMU might have some of the

aforementioned students, it is believed to be a minute percentage.

Providing Service, Being Accessible and Approachable to Students and Coworkers

A concern highlighted in the GMU/NVCC survey was the level of

accessibility at which faculty members felt that they should be available to meet

with students after hours, and the feeling that they are approachable by both

students and other members of their respective departments. The average

response rate for both entities was a conservative 65%, which could be

improved. Faculty, because of their positions and influence over students, should

be respectful and welcoming; they should be helpful, listen attentively, be

responsive, open and accessible, approachable, and provide solutions. These

attributes should also be extended to interactions with other members of their

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department. Furthermore, faculty members should demonstrate a spirit of service, provide accurate information, and take responsibility for their actions. Through excellence in teaching and commitment to outstanding service, faculty members can help students create better futures and make vital decisions about their future. The researcher recommends that in order to improve approachability between faculty, students, and members of their respective departments, off-campus seminars could be encouraged, where the atmosphere is more relaxed and employees can exchange unofficial ideas without being pressured into providing a solution. Furthermore, students could be encouraged to frequently consult with faculty during the allotted classroom time (doing so might eliminate the time students expect faculty to be available after hours), and use a democratic pedagogy where faculty is not filling empty minds with unofficial knowledge.

Feedback, Providing Service In and Out of the College/University

The survey results revealed that an average of 60% of GMU and NVCC faculty members believed that the feedback they received concerning their work from inside and outside entities was positive. However, by employing methods of recognizing employee contributions, faculty increasing enrollment, coordinating with alumni to visit the college or university as guest speakers, and ensuring the outside community is aware of any major changes at the college or university, the percentage of positive feedback from inside and outside personnel might increase. Providing and maintaining service is broad and extends in and out of

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the college or university campus. It includes faculty, classified staff, students, private organizations that interact with the college, local high schools, and other colleges and universities. As such, the opinions of the aforementioned entities are important, and can assist in determining where improvement for overall additional service is needed, which can also be in terms of the visual aspects of the campuses.

The appearance of the GMU and NVCC campuses is also of importance to students, faculty, and outside personnel; therefore, it is imperative to present an impressive outward appearance; this responsibility lies with personnel from the facilities department. The GMU and NVCC campuses have been working hard on beautification projects and the overall improvement of classrooms, as well as renovation of faculty offices. Both GMU and NVCC have expanded their physical facilities by several square feet in new and renovated spaces, and will continue to do so. The buildings and grounds staff continue to work diligently to ensure that persons visiting the campus—which includes previous and present students, past and present faculty, and visiting faculty members from other colleges—feel the exuberance of the outward appearance of both campuses. This will most likely transcend inwardly, creating an overall feeling of warmth, friendliness, and caring.

Standards and Respect

The survey results revealed that an average of 70% of faculty members at GMU and NVCC believed that their behavior established a higher standard for

their students to follow. I believe the response rate could be higher if faculty members create a participatory classroom environment and diversify the subject matter, and use students' thoughts and speech as the base for developing a critical understanding between them and the students. Faculty members must be vigilant and do their best to generate a level of increased positive feedback instead of a negative attitude, verbal or otherwise, if they expect to establish a higher standard of behavior for students to follow.

The researcher is unaware of any written or implied dress codes for faculty at 2-year community colleges such as NVCC, or 4-year colleges or universities such as GMU. However, I suggest that faculty members conduct a self-survey of their manner of dress. I have overheard some students comment on how disheveled an educator appeared, their use of certain language, and eating habits in the classroom, that these things detracted from the material being presented in class. A bit harsh, I suppose, but maybe warranted? This has also been a comment in students' evaluations of faculty members. Further, faculty can survey their classroom etiquette such as the language they use, sitting on the desk while lecturing, and in fact their overall comportment. I believe these actions can play a part in the standards of behavior that students expect of faculty members.

Additionally an overall 60% of faculty members at GMU and NVCC related they believed that they were treated well and with respect at their respective institutions of higher learning, and 60% believed that they could share their

opinions with other faculty members. These are modest responses that can be improved if faculty and administrators develop a system of increased and acceptable dialogue with each other. It can be accomplished by faculty, staff, and administrators understanding each other's roles, and will preclude "role diffusion, understanding the roles of each other, faculty, staff, administrators, can preclude role conflict the situation that occurs when incompatible expectations arise from two or more social positions held by the same person" (Schaeffer, 2009, p. 107). This can become a sensitive issue, however, if shared opinions are seen as personal attacks or criticisms.

Standards of Conduct and Scholastic Value

In the GMU/NVCC survey an average of 60% of faculty members believed that they were held to a high and common standard by their respective academic institutions. The researcher believes that setting high standards for faculty is important; however, if those standards are too high or impractical, the possibility exists that the satisfaction rate might remain stagnant, or even lowered, and recommends that future studies be conducted in this area for comparison. In contrast, the survey revealed an average of 82% of faculty members who believed that GMU and NVCC placed great value on their scholastic experience. It is paramount that faculty members at colleges or universities maintain their level of knowledge and professionalism by increasing their scholastic experience as subject-matter experts.

Motivating Students and Increasing Morale

Faculty members in the GMU/NVCC survey responded that for the most part they were able to motivate students who show low interest in schoolwork and who appear to have a low morale, as it pertains to academics and especially the college environment including safety. Collectively, 68% of respondents believed that they were able to motivate students and increase morale. A higher response in this area might be achieved if faculty members at GMU and NVCC create a level of conscientiousness which could be positive in motivating students to feel a sense of belonging, a sense of affiliation at their respective institutions of higher learning.

It is suggested that to increase morale and to allow students to feel a sense of safety, that faculty members at GMU and NVCC create a safe environment in which students can express opinions and, most importantly, generate their own materials for learning and peer-teaching. A participatory, relaxed classroom environment where interaction with students and faculty members is encouraged is the kind of environment where students will be able to embrace education without fear of boredom. Furthermore, morale can be an issue if students and faculty believe their respective institution of higher learning has not taken any action to address physical or psychological issues of safety. Both GMU and NVCC have taken steps to address this issue in collaboration with the NVCC Office of Students' Mental Health and Behavior to launch its new Sexual Assault Services program (SAS) to address the issues of sexual assault,

dating/partner violence, and stalking. NVCC/GMU SAS will provide free and confidential support and services to any member of the NVCC/GMU community, including students, faculty, and staff, as well as their families. SAS will also focus on education and community outreach and provide crisis intervention and referrals; psychological, medical, legal, and judicial support and information; presentations and informational brochures for victims, survivors, family members and friends; assistance and resources for research projects and other classroom assignments; and academic intervention. Reem Awad, a recent NVCC and GMU graduate with a degree in Criminology, Law, and Society, will be the focal point of contact for this endeavor.

Indeed, this is a concerted effort by the college and the university, and a positive step in the right direction, to provide assistance in light of the ever-increasing incidents of the aforementioned on campuses in and around the nation, such as the recent newspaper and television news publicized criminal trial of a "boyfriend" accused of murdering his college "girlfriend" at the University of Virginia (UVA). This is another progressive action to show that security is not taken lightly by GMU and NVCC, and that they intend to protect students and employees. Implementing these measures will assist in providing a comfortable, safe, and fearless learning atmosphere for students and faculty at both institutions of higher education.

The GMU/NVCC survey can provide information for administrators with positive and negative concerns within their respective institutions of higher

learning. Although there was an overall percentage rate of 80% agreement from faculty members at GMU and NVCC concerning interaction with administrators, interaction still appears to be done by two separate entities having the same interests, and that is to have a congenial and open atmosphere between faculty, students, leadership, and the administration. Too often these departments seem to operate in a "glass ceiling," an invisible barrier that blocks the promotion of a qualified individual in a work environment because of the individual's gender, race, or ethnicity without interacting with each other (Schaefer 2008; Yamagata, Stewman, & Dodge, 1997). This type of interaction and improvement in the work environment has to be improved in order to best serve the main persons, the students. What matters is that one must believe he or she is providing a service that is important.

Four-year colleges and universities such as GMU exist in part because of 2-year community colleges such as NVCC and traditionally teach about 40% of all college students, and almost 50% of all first-time freshmen (CCCSE, 2005a). This is regardless of where or at what type of institution of higher learning faculty members are employed (although some students refer to 2-year community colleges as a second high school, the 13th grade). Faculty should strive to have excellent working relationships and good attitudes toward each other, specifically students. Furthermore, as a part-time faculty member, the researcher teaches the University 100 Freshman class at GMU, thus being exposed to both entities,

and would recommend that more full-time tenured and non-tenured faculty at 4-year colleges or universities do the same: It is enlightening.

Additionally, because of the expectations of students today, the so-called millennial generation, it is recommended that faculty get involved in more pedagogical learning and college learning; faculty members might consider adjusting their teaching methodology to achieve an accepted level of respect, satisfaction, attitudes, and perception between themselves and students. Faculty might accomplish this by registering for and taking classes in diversity, implementing service learning, and including Student Learning Objectives in the curriculum.

Today's students require that faculty possess competencies for teaching all students, and to be sensitive and responsive to the unique differences they bring into the classroom. Indeed, most students are technically advanced and proficient, culturally diverse, and expect faculty to be equally proficient and diverse, whether they teach at a 2-year community college or a 4-year college or university.

According to Hutchins, an author, writer, and English illustrator, all faculty have an obligation to teach well, to engage students, and to foster important forms of student learning ("Pat Hutchins," 2008). Furthermore, Schulman, professor emeritus, Stanford University School of Education (SUS), and past president of the Carnegie Foundation for the Advancement of Teaching (CFAT), and past president of the American Educational Research Foundation (AERF),

found that teaching, like other forms of scholarship, is an extended process that unfolds over time (1987). And, according to Bass, it takes a deliberate act to look at teaching from the perspective of learning (2008).

Interaction Between Faculty and Administrators

The GMU/NVCC survey revealed that throughout the day 78% of faculty members believed that they had opportunities to interact with each other. This can be beneficial in obtaining such ideas on how to devote time to other aspects of students' needs, and can uncover information as to whether there are opportunities for faculty to provide input about the administrative process of the institution. Faculty members can also be open about receiving comments and suggestions from students, and be receptive to ideas from the college or university leadership on teaching and learning techniques or academics.

Many faculty members rely on rules and regulations to maintain order. Unfortunately, the need for control and discipline can take precedence over the learning process. Faculty may focus on obedience to the rules as an end in itself, in which case students and faculty alike become victims of the "hidden curriculum," standards of behavior that are deemed proper by society and are taught subtly in schools (Jackson, 1968). Faculty members must accomplish this task in such a manner that they do not appear as the "police," but as educators who are interested in their educational academic success.

The GMU/NVCC survey uncovered an overall response of 59% agreement from faculty members who usually look forward to going to work each

day, and an average of 60% of faculty members who reported that if they had to choose again, they would still choose to be employed at their respective institutions of higher education. Although the researcher considers the responses to be low, they still show that faculty members view their academic responsibilities as important to their students. How can this satisfaction rate be improved? The possibility exists that if faculty members are provided with incentives such as monetary awards, increased opportunities for professional development, and an atmosphere of encouragement, the satisfaction rate might improve. Professional development should be taken seriously and encouraged. One-shot workshops do no encourage serious professional development; development should be on-going with follow-up that allows faculty to make changes to their practices. Methods of recognizing employee contributions might involve more prominent positive feedback from the college or university administration. This by no means is the extent of incentives or awards; a comprehensive study should be done to uncover other avenues of approach.

The survey revealed that 80% of faculty members at GMU/NVCC believed that there were many opportunities to work with colleagues who share their interests. This is strength upon which to build. All personnel from the least paid to the most should feel comfortable communicating their ideas; open communication should be encouraged at all levels. There are times when the most fruitful concepts for improvement are not developed by upper management echelons; instead, they arise from content mid-level or entry-level faculty

members and staff members. The researcher suggests initiating a "bottom-up-total-quality-management" system instead of a "top-down total-quality-management." Adding incentives for ideas that are adopted will provide employees the opportunity to be more enthusiastic about sharing ideas with the upper management, in this case the college or university leadership.

Valuing collegiality and civility is among the most important contributions a college or university can make. Academic departments recognize the desirability of a collegial environment for faculty members, students, and professional employees, and know that such an environment should be maintained and strengthened throughout the college or university. In an environment enhanced by trust, respect, and transparency, even disillusioned faculty members can be revivified so that they can play an active and responsible role in academic matters. A collegial relationship is most effective when peers work together to carry out their respective duties and responsibilities in a professional manner. The above-mentioned attributes can play an important part in creating an atmosphere that might ultimately lead to an acceptable level of satisfaction, perceptions, and attitudes between faculty and students, and the entire college or university.

Providing Timely Constructive Feedback to Students

In the GMU/NVCC survey 50% of faculty members overall at GMU and NVCC believed that they provided timely and constructive feedback to their students to the best of their ability. The researcher recommends that faculty

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members should devise a strategic plan that would assist them in increasing the rate of timely feedback they provide to their students, especially to those unprepared and unmotivated students who routinely drop out in the first semester, and are less likely to return for the second semester. Having a plan, a clear goal, and a step-by-step strategy for attaining that goal can play a critical role in students choosing to return to school the next day, the next month, and the next year. A strategy for timely feedback can be best practices that include having assignments returned within a week; that could result in timely feedback.

There are indications NVCC has uncovered from a past Community College Survey of Student Engagement (CCSSE) survey that the simple act of declaring a major (a form of articulating a plan) can be a key factor in student persistence. The researcher has also encountered this while advising new and sometimes second-year students at NVCC, and while teaching University 100 freshman students at GMU. Thus, timely and constructive feedback and engagement efforts from faculty members that encourages students to set and meet goals, such as academic and career advising, can have a significant impact on student retention and, ultimately, student success (CCCSE, 2005a).

The researcher's knowledge of the difficulty in devoting time to interact with students and provide timely feedback came as a result of instructing a three-credit sociology class at GMU with about 65 students enrolled in fall 2006. It was overwhelming because of its size, and probably by my unintentional nonverbal communication, which may have conveyed a sense of "noncaring" to those

students who really wanted and needed guidance. However, it was not an issue with my University 100 Freshman class at GMU in fall 2009 that averaged between 15 and 20 students. Faculty members at NVCC and at GMU—or for that matter, all faculty members at institutions of higher learning—surely can realize that first and foremost they are there for the students, and their needs and wellbeing are of primary importance.

Furthermore, as it pertains to morale, unprepared students are more likely to drop out in the first semester and less likely to return for their second semester. There must be greater emphasis placed on relationships between faculty members and students (such as providing timely feedback), that might ultimately create a more relaxed and comfortable learning environment. However, there might be an expected difference between faculty member and student engagement at a 2-year community college compared to a 4-year college or university. The average amount of students in a lecture class at NVCC is between 25 to 30 students, which could allow faculty to have the luxury of engaging students on and off campus. However, the average number of students in an undergraduate lecture class at GMU can be between 20 and 80 students, making it almost impossible or impractical for faculty to be involved in extensive relationships with students, in or out of class. The added time and effort faculty members need to expend in an effort to focus on those students can preclude the aforementioned from happening. Hence, academic institutions must work to offer small class sizes.

Conclusions

The lack of a significant difference in attitudes, perceptions, and satisfaction between respondents from the two institutions to the GMU/NVCC survey indicates it is important for 2-year colleges such as NVCC and 4-year colleges or universities such as GMU to consider employing the aforementioned best practice recommendations for a healthy and positive environment of satisfaction, attitudes, and perceptions between faculty, students, administrators, and college staff. Of course future studies are imminent if all of the above attributes are to be implemented, measured, and tested for results. I suggest that the past cannot be changed, but the future is whatever the faculty members, leaders, educators, and administrators want it to be. It is hoped this study may assist GMU, NVCC, and other colleges or universities to determine best practices to ensure a positive, respectful, enjoyable, and congenial atmosphere for faculty and student satisfaction, attitudes, and perceptions toward each other.

The following motto is from 1887 from Troy State University: "Educate the mind to think, the heart to feel, the body to act" (Troy University Alumni Affairs Office, 2012). If colleges and universities would commit to this endeavor, imagine the type of graduates they would produce. They would be lifelong learners, taught to think beyond the present and prepared to see tomorrow's answers. They would have giving, empathetic hearts. Most importantly, they would be moved to action—seeking careers that serve the greater community (Troy University Alumni Affairs Office, 2012). Indeed, many institutions might already

have contributed to similar values; however, I suggest that it requires best

practices for faculty in partnership with campus administration to continue to

evolve in order to accomplish the spirit of such mottos.

APPENDIX A. QUESTIONS FROM A PREVIOUS SURVEY CONDUCTED BY THE RESEARCHER AT BLUEFIELD COLLEGE AND ANNE ARUNDEL COMMUNITY COLLEGE

The following questions are from a previous survey conducted by the researcher while teaching at Bluefield College in 2007 and Anne Arundel Community College in 2008 pertaining to student misconceptions of faculty satisfaction and experience at 2-year community colleges and 4-year colleges or universities.

1. Was your choice of college a 2-year community college or a 4-year college or university?

2. If the same classes were offered at a 4-year college or university, and a 2-year community college would you attend the 2-year community college rather than the 4-year college or university?

3. If you had children, would you prefer that they attend a 2-year community college or a 4-year college or university?

4. If you had to do it over again would you prefer to take classes at a 2-year community college or a 4-year college or university?

5. What was your primary reason for choosing a 4-year college or university as opposed to a 2-year community college?

6. What were other factors in choosing between a 2-year community college and a 4-year college or university?

7. What is the advantage or disadvantage of attending a 2-year community college?

8. What is the advantage or disadvantage of attending a 4-year college or university?

9. In your opinion, would it be best to attend a 2-year community college or a 4-year college or university?

10. How would you rate the learning environment of a 4-year college or university as it pertains to faculty, classroom size, equipment, and accessibility?

11. How would you rate the learning environment of a 2-year community college as it pertains to faculty, classroom size, equipment, and accessibility?

12. What is your opinion of a 4-year college or university?

13. What is your opinion of a 2-year community college?

APPENDIX B. GEORGE MASON UNIVERSITY OFFICE OF RESEARCH SUBJECT PROTECTIONS APPROVAL, LETTER TO PARTICIPANTS, AND CONSENT DOCUMENT

GEORGE MASON UNIVERSITY

Office of Research Subject Protections

Research 1 Building
4400 University Drive, MS 4C6, Fairfax, Virginia 22030
Phone: 703-993-4121; Fax: 703-993-9590

TO: Joseph Scimecca, Sociology and Anthropology

FROM: Sandra M. Sanford, RN, MSN, CIP
Director, Office of Research Subject Protections

PROTOCOL NO.: 6482   Research Category: Doctoral Dissertation

PROPOSAL NO.: N/A

TITLE: Comprehensive of study satisfaction, percpetion, attitudes of faculty at George Mason University (GMU) and Northern Virginia Community College (NVCC)

DATE: September 24, 2009

Cc: Russell Carter

On 9/23/2009, the George Mason University Human Subjects Review Board (GMU HSRB) reviewed and approved the above-cited protocol following expedited review procedures.

Please note the following:

1. A copy of the final approved consent document is attached. You must use the content approved in the consent form with the HSRB stamp of approval for your research.
2. **Any modification to your research (including the protocol, consent, advertisements, instruments, funding, etc.) must be submitted to the Office of Research Subject Protections for review and approval prior to implementation.**
3. Any adverse events or unanticipated problems involving risks to subjects including problems involving confidentiality of the data identifying the participants must be reported to Office of Research Subject Protections and reviewed by the HSRB.

The anniversary date of this study is 9/22/2010. **You may not collect data beyond that date without GMU HSRB approval.** A continuing review form must be completed and submitted to the Office of Research Subject Protections 30 days prior to the anniversary date or upon completion of the project. A copy of the continuing review form is attached. In addition, prior to that date, the Office of Research Subject Protections will send you a reminder regarding continuing review procedures.

If you have any questions, please do not hesitate to contact me at 703-993-4015.

A COMPREHENSIVE STUDY OF ATTITUDES, PERCEPTION, SATISFACTION OF FACULTY AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NVCC) AND GEORGE MASON UNIVERSITY (GMU)

To recipients

This research is being conducted as a dissertation proposal to determine the attitudes, perception and satisfaction of faculty at George Mason University (GMU) and Northern Virginia Community College (NVCC). If you agree to participate, please fill out the attached questionnaire that will only take about fifteen minutes of your time, and return back to the sender electronically.

The research is being conducted by Russell (Russ) Carter, a student at GMU in the Doctor of Arts in Community College Education (DACCE) program. My advisor is Joseph Scimecca, Ph.D. Dr. Scimecca can be reached at 703-993-1442 and Russ can be reached at 703-257-6503 or 571-261-3415 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

Respectfully,

Russell M. Carter

Approval for the use
of this document
EXPIRES

SEP 2 2 2010

Protocol # 6482
George Mason University

1 of 1

A COMPREHENSIVE STUDY OF ATTITUDES, PERCEPTION, SATISFACTION OF FACULTY AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NVCC) AND GEORGE MASON UNIVERSITY (GMU)

INFORMED CONSENT FORM

RESEARCH PROCEDURES
This research is being conducted as a dissertation proposal to determine the attitudes, perception and satisfaction of faculty at George Mason University (GMU) and Northern Virginia Community College (NVCC). If you agree to participate, you will be asked to fill out a questionnaire that will only take about fifteen minutes of your time, and return back to the sender electronically.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in the aforementioned study.

CONFIDENTIALITY
The data in this study will be confidential. Once you have completed the questionnaire it will be deleted and the results stored in a secured area known only to me; names and other identifiers will not be placed on surveys or other research data, and your name will not be included on the surveys and other collected data. While it is understood that no computer transmission can be perfectly secure, reasonable efforts will be made to protect the confidentiality of your transmission.

CONTACT
This research is being conducted by Russell (Russ) Carter, a student at GMU in the Doctor of Arts in Community College Education (DACCE) program. My advisor is Joseph Scimecca, Ph.D. Dr. Scimecca can be reached at 703-993-1442 and Russ can be reached at 703-257-6503 or 571-261-3415 for questions or to report a research-related problem. You may contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research. The George Mason University Human Subjects Review Board has waived the requirement of a signature on this consent form. However, if you wish to sign a consent, please contact Russ Carter, at mobile 703-209-6722, home 571-261-3415, work 703-257-6503, rcarter@nvcc.edu; russellcarter@comcast.net; rcarter4@gmu.edu.

Approval for the use
of this document
EXPIRES

SEP 2 2 2010

Protocol # 6482
George Mason University

Revised 07/2005   1 of 1

APPENDIX C. NORTHERN VIRGINIA COMMUNITY COLLEGE INFORMED CONSENT FORM

A COMPREHENSIVE STUDY OF ATTITUDES, PERCEPTION, SATISFACTION OF FACULTY AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NVCC) AND GEORGE MASON UNIVERSITY (GMU)

INFORMED CONSENT FORM

RESEARCH PROCEDURES
This research is being conducted as a dissertation proposal to determine the attitudes, perception and satisfaction of faculty at George Mason University (GMU) and Northern Virginia Community College (NVCC). If you agree to participate, you will be asked to fill out a questionnaire that will only take about fifteen minutes of your time, and return back to the sender electronically.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in the aforementioned study.

CONFIDENTIALITY
The data in this study will be confidential. Once you have completed the questionnaire it will be deleted and the results stored in a secured area known only to me; names and other identifiers will not be placed on surveys or other research data, and your name will not be included on the surveys and other collected data.

PARTICIPATION
Your participation is voluntary, and if you decide not to participate there is no penalty and there are no costs to you or any other party. You may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled.

ALTERNATIVES TO PARTICIPATION
This is not applicable as there are no course credits to subjects.

CONTACT
This research is being conducted by Russell (Russ) Carter, a student at GMU in the Doctor of Arts in Community College Education (DACCE) program. My advisor is Joseph Scimecca, Ph.D. Dr. Scimecca can be reached at 703-xxx-xxxx and Russ can be reached at 703-xxx-xxxx or 571-xxx-xxxx for questions or to report a research-related problem. You may contact the Northern Virginia Community College Office of Institutional Research, Planning, and Assessment at 703-323-3000 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to Northern Virginia Community College procedures governing your participation in this research.

APPENDIX D. GEORGE MASON UNIVERSITY INFORMED CONSENT FORM

<u>A COMPREHENSIVE STUDY OF ATTITUDES, PERCEPTION, SATISFACTION
OF FACULTY AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NVCC)
AND GEORGE MASON UNIVERSITY (GMU)</u>

INFORMED CONSENT FORM

RESEARCH PROCEDURES
This research is being conducted as a dissertation proposal to determine the
attitudes, perception and satisfaction of faculty at George Mason University
(GMU) and Northern Virginia Community College (NVCC). If you agree to
participate, you will be asked to fill out a questionnaire that will only take about
fifteen minutes of your time, and return back to the sender electronically.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in the
aforementioned study.

CONFIDENTIALITY
The data in this study will be confidential. Once you have completed the
questionnaire it will be deleted and the results stored in a secured area known
only to me; names and other identifiers will not be placed on surveys or other
research data, and your name will not be included on the surveys and other
collected data.

PARTICIPATION
Your participation is voluntary, and if you decide not to participate there is no
penalty and there are no costs to you or any other party. You may withdraw from
the study at any time and for any reason. If you decide not to participate or if you
withdraw from the study, there is no penalty or loss of benefits to which you are
otherwise entitled.

ALTERNATIVES TO PARTICIPATION
This is not applicable as there are no course credits to subjects.

CONTACT
This research is being conducted by Russell (Russ) Carter, a student at GMU in the Doctor of Arts in Community College Education (DACCE) program. My advisor is Joseph Scimecca, Ph.D. Dr. Scimecca can be reached at 703-xxx-xxxx and Russ can be reached at 703-xxx-xxxx or 571-xxx-xxxx for questions or to report a research-related problem. You may contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

Signed

APPENDIX E. GMU/NVCC SURVEY QUESTIONS

1. Do you believe that your behavior establishes a high standard which your students are required to follow?

2. Do you believe that you are treated well and with respect while working at your respective college?

3. Do other faculty members at your college or university share your opinions?

4. Is the feedback you receive concerning your work from others outside your college positive?

5. Do you believe there is an excellent relationship between you and your students?

6. If asked, would your students be willing to assist you on a one-on-one basis?

7. Is there a high and common standard to which all the faculty are held?

8. Are you provided with the necessary tools and equipment to be successful?

9. Are there many opportunities to work with colleagues who share your interests?

10. Are the office space(s) and lab areas provided adequate to performing your job?

11. Throughout the day do you have the opportunity to interact with other faculty members?

12. Does the college place great value on your scholarly experience such as pursuing advanced degrees and professional development?

13. Do you believe you can voice your opinion to the administrative staff without fear of being punished?

14. For the most part, is there great respect between you and the students you interact with on a regular basis?

15. Are you able to motivate students who show little interest in schoolwork?

16. Are other members of your department approachable and willing to work with you on problems that may arise?

17. If you had the choice, would you choose to be a faculty member at GMU/NVCC?

18. Are the overall attitudes between faculty members positive? What are some of the ways the department has united toward faculty, student, and administrative improvement?

19. Do you look forward to each working day?

20. Are you given enough leeway in the classroom to try new teaching methods?

21. Are all faculty members, regardless of gender or race, treated fairly?

22. Are all faculty geared toward excellence and do they hold the students' interest in high priority?

23. Do most students have a satisfactory and positive view of the institution?

24. Do you feel that you should be accessible to students by being available to meet with them beyond your normal office hours?

25. Do you think that faculty are rewarded and recognized for their outstanding work?

26. Are faculty members often given opportunities for career advancement?

27. Do you think that the library provides a good learning/research environment for faculty and students?

28. Should you have the desire to do so, are there leadership opportunities open to you?

29. Is the college or university administration interested in advancing your personal and professional interests and willing to work with you to achieve those goals?

30. Are college or university administrators approachable, and do they value the opinions of their subordinates?

31. Do you think you can trust other faculty members with your problems and concerns regarding the college or university?

32. Do you think that the leadership and administration can be trusted with your problems and concerns?

33. Do you think that part-time and non-tenured faculty members are treated with the same degree of respect as full-time faculty?

34. Is there much communication between faculty members and students?

35. Do you feel that you provide timely and constructive feedback to your students to the best of your ability?

APPENDIX F. GMU/NVCC SURVEY INSTRUMENT RESULTS

One hundred and forty-nine people completed the survey, 77 from NVCC and 72 from GMU, although not every person answered all the survey items.

Responses on the survey were scored such that a Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. This means that high scores indicate more agreement with the statement.

Table F1 includes the survey instrument questions and the corresponding means and standard deviations of the results.

Table F1

George Mason University (GMU)/Northern Virginia Community College (NVCC) Survey Instrument Results

Survey Item	GMU Mean (SD)	NVCC Mean (SD)
1. I feel that my behavior establishes a higher standard that my students are required to follow.	3.62 (.52)	3.57 (.72)
2. I feel that I am treated well and with respect while working at _____.	3.50 (.65)	3.53 (.68)
3. Other faculty members at ____ share in my opinions.	3.24 (.60)	3.30 (.67)
4. The feedback I receive concerning my work from others outside of _____ is positive.	3.52 (.50)	3.61 (.70)
5. My students and I have an excellent relationship. We both have a good attitude toward each other.	3.70 (.46)	3.43 (.69)
6. If asked, my students would be willing to help me on a one-on-one basis.	3.62 (.49)	3.43 (.65)
7. There is a high and common standard to which all the faculty are held at _____.	3.70 (.50)	3.55 (.64)
8. _____ provides me with the necessary tools and equipment to be successful.	3.35 (.64)	3.20 (.75)
9. There are many opportunities to work with colleagues that share my interests at _____.	3.32 (.75)	3.07 (.82)
10. The office space and lab areas provided to me by _____ are adequate to perform my job.	3.09 (.77)	2.80 (1.01)
11. Throughout the day I have the opportunity to interact with other faculty members at _____.	3.24 (.69)	3.20 (.86)
12. _____ places great value on my scholastic experience.	3.38 (.72)	2.95 (.87)
13. I feel that I can voice my opinion to _____ without fear of being criticized.	3.20 (.74)	3.08 (.90)
14. For the most part there is great respect between me and the students I interact with on a regular basis.	3.62 (.49)	3.42 (.70)

(continued)

Table F1. George Mason University (GMU)/Northern Virginia Community College
(NVCC) Survey Instrument Results (continued)

Survey Item	GMU Mean (SD)	NVCC Mean (SD)
15. I am able to motivate students who show low interest in schoolwork.	2.97 (.69)	3.24 (.73)
16. The rest of my department is approachable and willing to work with me on problems that may arise.	3.52 (.64)	3.52 (.62)
17. If I had the chance to choose again I would still choose to be a faculty member at _____.	3.69 (.65)	3.69 (.60)
18. The attitudes between faculty members overall is positive and geared toward improvement.	3.42 (.70)	3.33 (.71)
19. I usually look forward to each working day at _____.	3.64 (.59)	3.55 (.67)
20. I am given enough leeway in the classroom to try new teaching methods.	3.85 (.40)	3.81 (.52)
21. All faculty members, regardless of gender or race, are treated fairly at _____.	3.35 (.74)	3.53 (.82)
22. All of the faculty at _____ are geared toward excellence and hold the students' best interests in high priority.	3.29 (.74)	3.11 (.88)
23. Most students attending _____ have a satisfied, positive perspective of the institution.	3.32 (.53)	3.07 (.61)
24. I feel I should be accessible to students by being available to meet with them beyond my normal office hours.	3.60 (.49)	3.31 (.75)
25. I feel that _____ rewards and recognizes the outstanding work of its faculty.	3.31 (.71)	2.87 (.84)
26. Faculty members are often given opportunities for career advancement within _____.	3.28 (.74)	2.75 (.85)
27. The library at _____ provides a good learning/research environment for faculty and students.	3.60 (.53)	3.28 (.79)
28. Should I have the desire to do so, there are leadership opportunities open to me at _____.	3.38 (.77)	3.07 (.86)

Table F1. George Mason University (GMU)/Northern Virginia Community College (NVCC) Survey Instrument Results (continued)

Survey Item	GMU Mean (SD)	NVCC Mean (SD)
29. The administration at _____ has my best interests at heart and is willing to work with me.	3.13 (.82)	3.04 (.82)
30. Administrators at _____ are very approachable and value the opinions of their subordinates.	3.05 (.81)	3.09 (.91)
31. I feel that I can trust other faculty members with my problems and concerns regarding _____.	3.30 (.71)	3.34 (.74)
32. The leadership and administration at _____ can be trusted with my problems and concerns.	3.07 (.85)	3.12 (.89)
33. Part-time and non-tenured faculty are treated with the same amount of respect as full-time faculty members at _____.	2.63 (1.03)	2.81 (1.00)
34. There is great communication between faculty members and students at _____.	3.36 (.66)	3.01 (.76)
35. I feel I provide timely and constructive feedback to my students to the best of my ability.	3.74 (.44)	3.69 (.62)

Note. Blank lines represent the name of the respondent's respective institution.

APPENDIX G. RESPONDENTS' GRAPH FROM NORTHERN VIRGINIA COMMUNITY COLLEGE MANASSAS CAMPUS COUNCIL (NVCC MCC) SURVEY
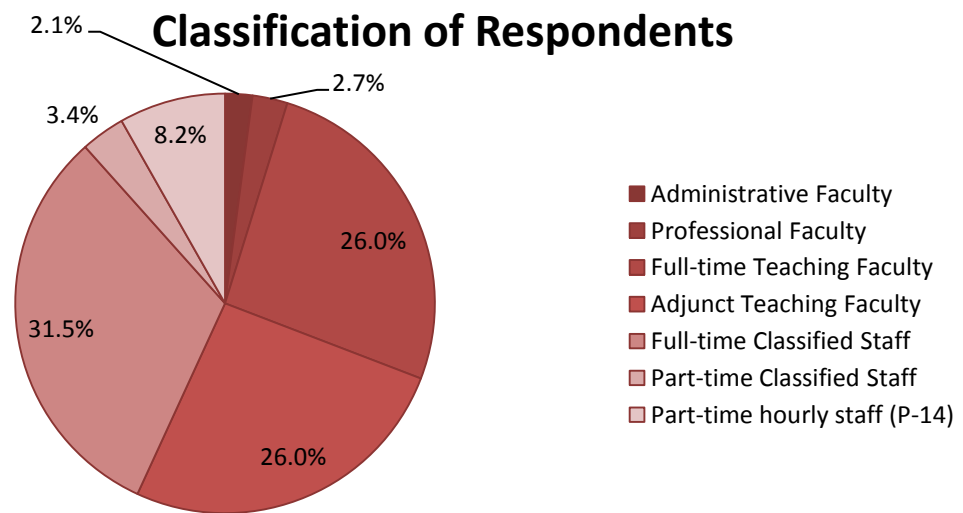

Classification of Respondents

- 2.1%
- 2.7%
- 3.4%
- 8.2%
- 26.0%
- 26.0%
- 31.5%

- ■ Administrative Faculty
- ■ Professional Faculty
- ■ Full-time Teaching Faculty
- ■ Adjunct Teaching Faculty
- ■ Full-time Classified Staff
- ■ Part-time Classified Staff
- □ Part-time hourly staff (P-14)

Figure G1. Classification of respondents graph from 2011 Northern Virginia Community College Manassas Campus Council (NVCC MCC) survey.

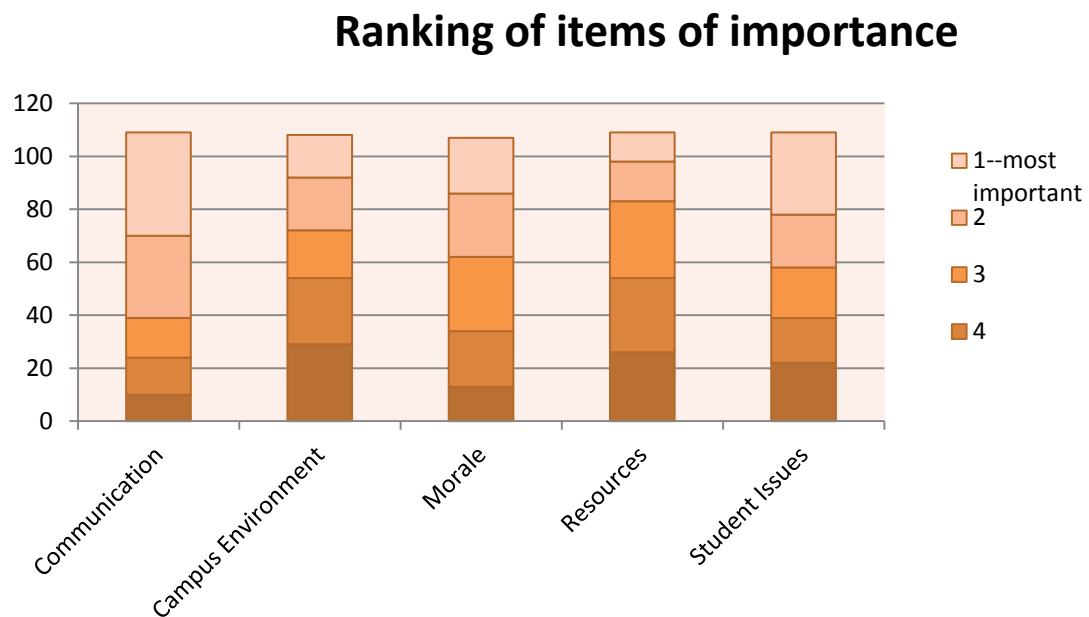## Ranking of items of importance

Figure H1. Ranking of items of importance graph from 2011 Northern Virginia
Community College Manassas Campus Council (NVCC MCC) survey.

APPENDIX I. SATISFACTION WITH MORALE GRAPH FROM NORTHERN VIRGINIA COMMUNITY COLLEGE MANASSAS CAMPUS COUNCIL (NVCC MCC) SURVEY
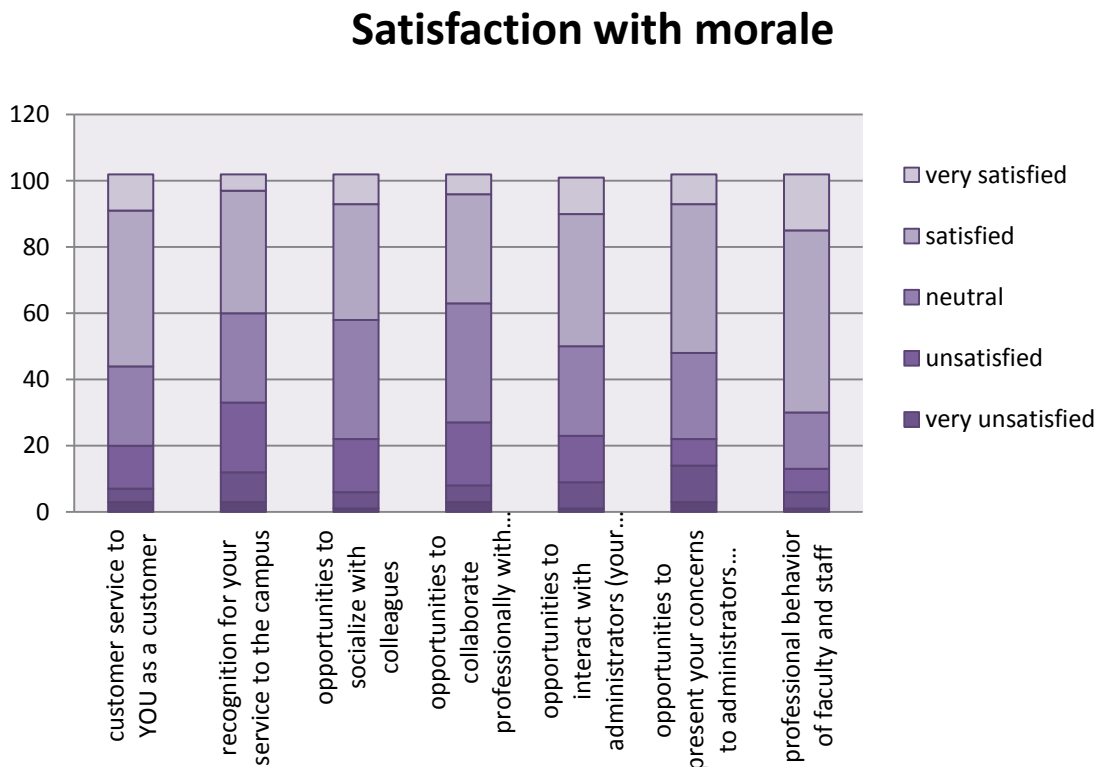

Figure I1. Satisfaction with morale graph from the 2011 Northern Virginia Community College Manassas Campus Council (NVCC MCC) survey.

APPENDIX J. SATISFACTION WITH STUDENTS GRAPH FROM NORTHERN VIRGINIA COMMUNITY COLLEGE MANASSAS CAMPUS COUNCIL (NVCC MCC) SURVEY
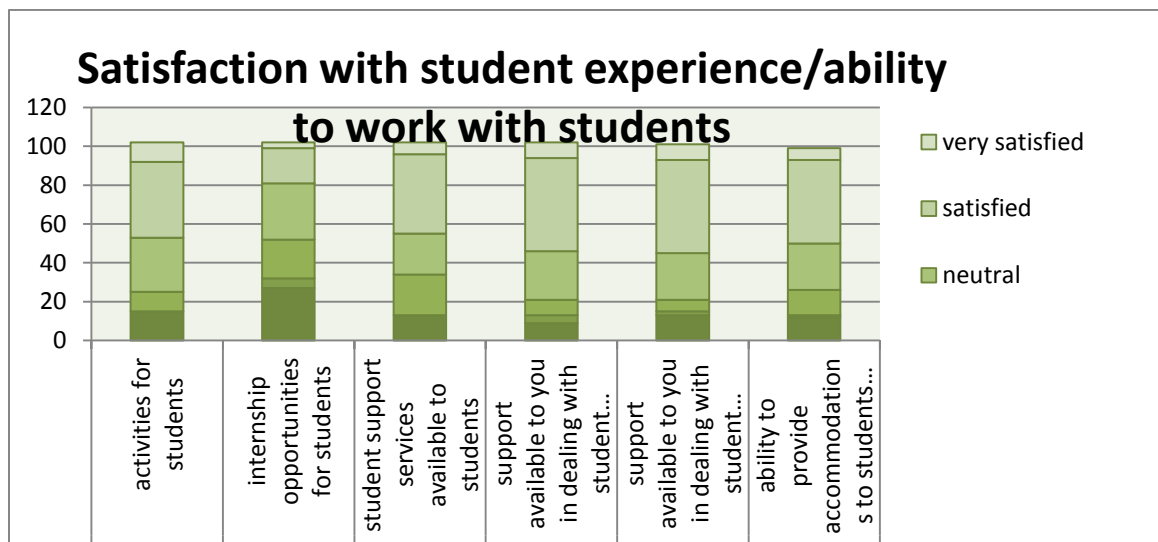

Figure J1. Satisfaction with student experience/ability to work with students graph from the 2011 Northern Virginia Community College Manassas Campus Council (NVCC MCC) survey.

APPENDIX K. GEORGE MASON UNIVERSITY QUALITY OF WORK LIFE (GMU QWL) 2009 SURVEY DATA: PERCEIVED ORGANIZATIONAL SUPPORT AND AFFECTIVE ORGANIZATIONAL COMMITMENT
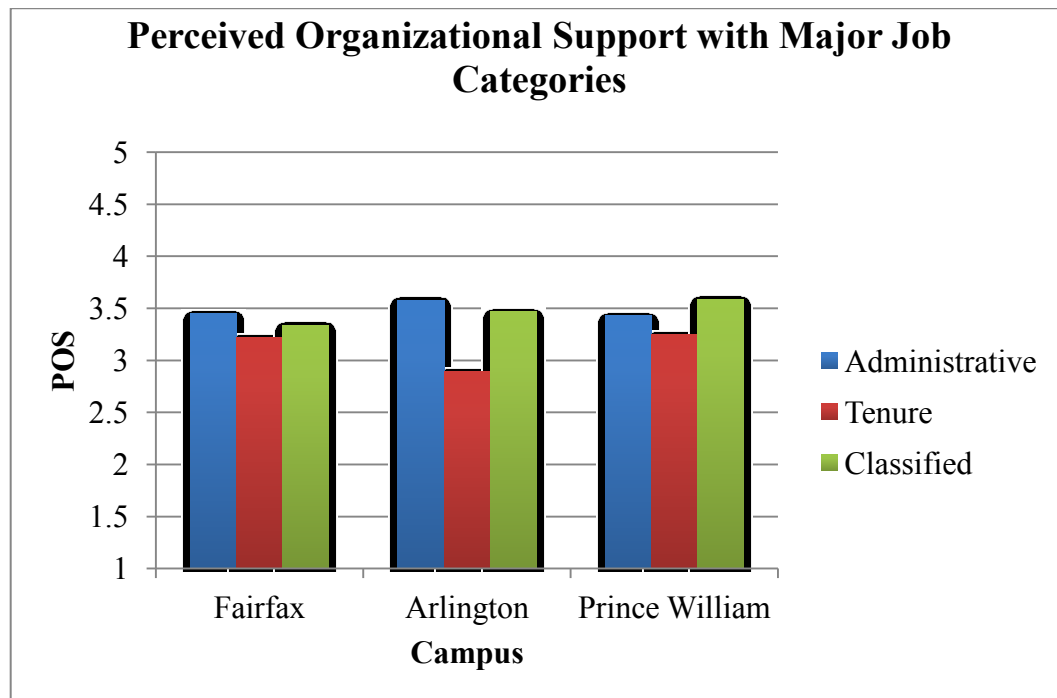

Figure K1. Perceived organiational support with major job categories graph from 2009 George Mason University Quality of Work Life (GMU QWL) survey.
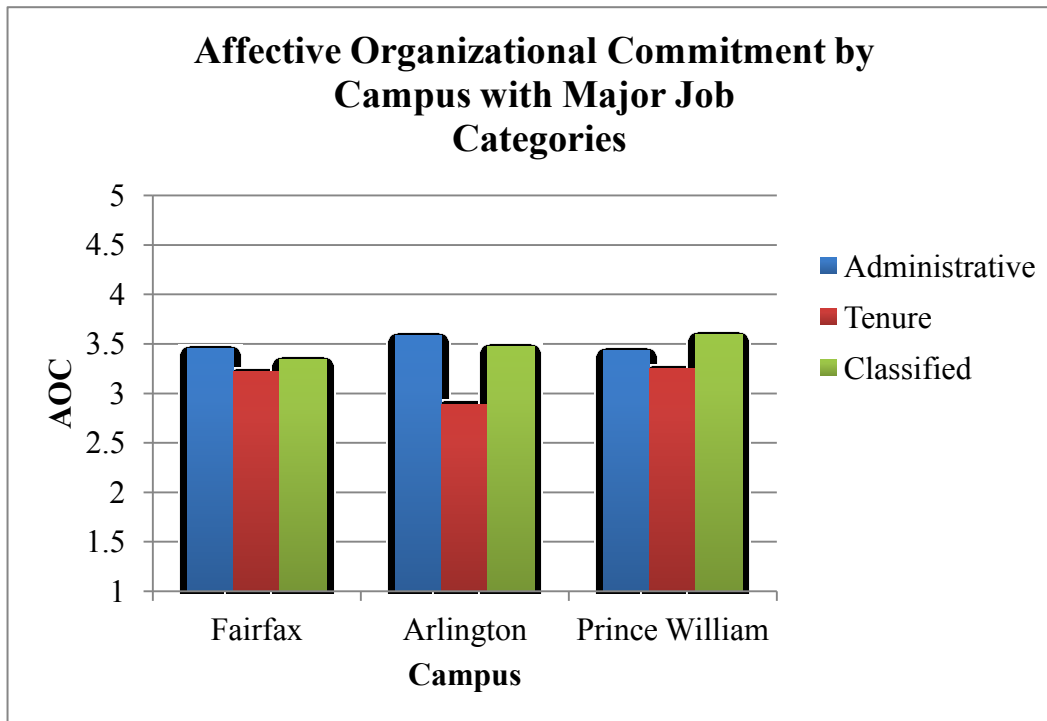
Figure K2. Affective organizational commitment by campus with major job categories from 2009 George Mason University Quality of Work Life (GMU QWL) survey.

Table K1

Perceived Organizational Support and Affective Organizational Commitment From Four GMU Quality of Work Life Surveys

Year of Survey	Perceived Organizational Support	Affective Organizational Commitment
2000	3.08	3.08
2003	3.34	3.31
2006	3.24	3.67
2009	3.28	3.62

Note. Scale: 1 = strongly disagree, 3 = neutral, 5 = strongly agree.

REFERENCES

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