

10-25-2011

# Administrators' Perspectives of Culture at a Multicampus Community College

Richard D. Prentiss

*Florida International University*, [rprentis@mdc.edu](mailto:rprentis@mdc.edu)

Follow this and additional works at: <http://digitalcommons.fiu.edu/etd>

---

## Recommended Citation

Prentiss, Richard D., "Administrators' Perspectives of Culture at a Multicampus Community College" (2011). *FIU Electronic Theses and Dissertations*. 485.

<http://digitalcommons.fiu.edu/etd/485>

This work is brought to you for free and open access by the University Graduate School at FIU Digital Commons. It has been accepted for inclusion in FIU Electronic Theses and Dissertations by an authorized administrator of FIU Digital Commons. For more information, please contact [dcc@fiu.edu](mailto:dcc@fiu.edu).

FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

ADMINISTRATORS' PERSPECTIVES OF CULTURE  
AT A MULTICAMPUS COMMUNITY COLLEGE

A dissertation in partial fulfillment of the  
requirements for the degree of  
DOCTOR OF EDUCATION

in

HIGHER EDUCATION ADMINISTRATION

by

Richard Dale Prentiss

2011

To: Dean Delia C. Garcia  
College of Education

This dissertation, written by Richard Dale Prentiss, and entitled Administrators' Perspectives of Culture at a Multicampus Community College, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

---

Eric Dwyer

---

Glenda Musoba

---

Thomas Reio

---

Benjamin Baez, Major Professor

Date of Defense: October 25, 2011

This dissertation of Richard Dale Prentiss is approved.

---

Dean Delia C. Garcia  
College of Education

---

Dean Lakshmi N. Reddi  
University Graduate School

Florida International University, 2011

© Copyright 2011 by Richard Dale Prentiss

All rights reserved.

## DEDICATION

I dedicate this dissertation to my family, Andy, Ryan, and Evan, and to my peers. Without their constant support, patience, and understanding, this study would not have been possible.

## ACKNOWLEDGMENTS

I would like to express my sincere thanks and gratitude to my major professor, Dr. Benjamin Baez, for his guidance, commitment, and support. He maintained an effective balance of being there when I needed his guidance and direction and jumped in to provide the necessary advice to make sure the study happened. My gratitude is also extended to my committee members, Dr. Glenda Musoba, Dr. Eric Dwyer, and Dr. Thomas Reio. From the beginning, each of these individuals willingly provided guidance, assistance, and suggestion to help promote and to complete the study.

I would also like to thank the administrators who participated. I invaded your area, space, and life as an outsider, but you willingly accepted me. I felt very connected to all of you by the time the research was completed. Without your participation, the research could not have happened.

Finally, I would like to acknowledge DMK for helping me to learn how to deal with challenges that can be faced during the completion of the dissertation process. Perseverance and persistence prove to be a virtue and triumphs after all.

ABSTRACT OF THE DISSERTATION  
ADMINISTRATORS' PERSPECTIVES OF CULTURE  
AT A MULTICAMPUS COMMUNITY COLLEGE

by

Richard Dale Prentiss

Florida International University, 2011

Miami, Florida

Professor Benjamin Baez, Major Professor

The purpose of this study was to explore how administrators' perceived the campus and administrative cultures found on a single campus of a multicampus community college system. A review of the literature revealed that the culture found in higher education institutions contains a high degree of human interactions, has a myriad of cultures, and that individuals play a significant role in the maintenance or the evolution of the cultures present. The study site was Neighborhood Campus which is one campus of a large urban community college system containing a total of eight campuses, Urban College. Kuh's conventional organizational models served to identify the model on Neighborhood Campus, Levin's cultural definitions described the campus culture, and cultural definitions from Bergquist and Pawlak formed the framework for the administrative culture. The study was guided by the following research questions: What are the administrators' perspectives of the campus culture on a community college campus and what are the administrators' perspectives of the administrative culture on a community college campus? A qualitative case study method was

used, data collection included interviews, document and videograph reviews, and observations of administrative meetings. The participants for the interview portion of the study included 10 individuals defined as administrators.

The study revealed that administrators' perspectives of these cultures demonstrated five themes (student-centered, size, location, Hispanics, and family) served as contributors to the campus culture. The administrative culture was supported by six themes (size, team, collaboration, open, Inclusion, and rewards and recognition).

The findings revealed three of Kuh's conventional organizational models (rational, bureaucratic, and collegial models) were seen as being in place at Neighborhood Campus. Levin's traditional and service cultures were seen in the campus culture with the service culture demonstrating dominance. Using Bergquist and Pawlak's definitions, components of the collegial, managerial, and developmental cultures appear to be present in the administrative culture with the collegial culture serving as the dominant administrative culture.

Through an understanding of these cultures and themes, administrators can provide leadership that is sensitive to these cultures, especially if institutional change is required.



## TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION.....	1
	Background to the Study.....	1
	Statement of the Problem.....	4
	Purpose of the Study.....	5
	Significance of the Study.....	6
	Research Questions.....	11
	Assumptions.....	12
	Delimitations of the Study.....	12
	Summary.....	13
II.	REVIEW OF THE LITERATURE.....	15
	Overall Review of Culture.....	15
	Organizational Culture.....	20
	Higher Education Culture.....	23
	Community College Culture.....	37
	Administrative Culture.....	44
	Summary.....	47
III.	METHODOLOGY.....	49
	Research Design.....	49
	Role of the Researcher.....	54
	Site and Study Participant Selection.....	61
	Data Collection, Data Management, and Data Analysis.....	64
	Trustworthiness of the Data.....	84
	Summary.....	92
IV.	FINDINGS.....	94
	Interviewed Administrative Participants.....	95
	Perceptions of Campus Culture.....	96
	Perceptions of Administrative Culture.....	101
	Thematic Presentations .....	104
	Summary.....	137
V.	DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS.....	143
	Discussion of the Findings .....	143
	Implications and Recommendations.....	163
	Summary.....	169
	LIST OF REFERENCES.....	171
	APPENDICES.....	179

VITA..... 190

## **CHAPTER 1: INTRODUCTION**

This research study intended to investigate and to identify the campus and the administrative culture found on a campus of a multicampus community college system. This chapter contains the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the research questions, the assumptions, and the delimitations associated with the study. The chapter concludes with a summary of these areas.

### **Background to the Study**

The study of culture is not a new endeavor. A number of authors and researchers have spent many hours attempting to define what culture is, but no one definition has evolved. Sandlin (2005) concluded cultural that the study of culture is a “contested field that defies simple, straightforward definitions and demarcation” (p.169). Culture has been studied in areas pertaining to ethnicity, race, and groups of people, institutions, and organizations. Within these areas, culture, in itself, has many components. The components comprise norms, beliefs, values, traditions, themes, and practices, to name a few. Flint (2000) explained that “culture cannot be studied directly; it has to be inferred” (p. 9). Because these components vary between entities, making substantial unified conclusions about culture as a whole is difficult.

Within organizations, for example, institutions of higher education, cultures exist. Chaffee and Tierney (1988) pointed out that “organizational culture is reflected in what is done, how it is done, and who is involved in doing it” (p. 7). Within the organizational culture, groups exist which reinforce the components of

the culture through their interactions. Flint (2000) indicated that for a culture to exist, it would “require the group to have been together long enough to have shared significant problems; to have had opportunities to solve these problems and observe the effects of their problem solving; and to have taken in new members” (p. 4). Through these group interactions, cultural values, belief, and norms can be established that set the foundation for the organization or for the internal groups of the organization.

The culture found within an organization can serve as a driving force for the human component of the organization. Within an organization, it is not unusual to have multiple cultures in existence where one culture serves as the dominant culture, and the other cultures that are present function as subordinate subcultures. Each of these cultures interacts and maintains its individual beliefs, attitudes, philosophies, rituals, practices, and behaviors (Levin, 1997). Although this organizational culture may be well grounded, influencing and developing an organizational culture “demands that symbols for reinforcing effective behavior be utilized” (Julius, Baldrige, & Pfeffer, 1999, p. 8). The individuals who are most intimately involved with influencing the organizational culture are usually found in leadership roles. These leadership roles provide the opportunity for the manipulation of the organizational culture.

Since the late 1990s, higher education institutions are facing many challenges. Van Patten (2000) maintained that “the spotlight for reform has now turned to 4,000 higher education institutions staffed with more than 990,000 full and part time faculty members and some 15 million students in the United

States” (p. 25). Educational institutions have experienced substantial growth since the late 1990’s. Expansion of existing institutions has taken place, and the explosion of private educational institutions has entered the arena. Through this growth and expansion, these institutions have become complex and at the same time fragmented. Educators, administrators, and politicians continue to assert that transition or change must take place in a number of processes involving higher education. Those expressing concern see the need for transition or change as a result of the increasing complexity and fragmentation experiences by colleges and universities (Chaffee & Tierney, 1988). When these transitions or changes are substantive, someone at the table usually insists that the transition or change will require a culture change or the initiation of a new culture for the institution involved. Chaffee and Tierney (1988) suggested that educators, administrators, and politicians “must understand colleges and universities as socially constructed organizations and what can make them more effective” (p. 13). Through this lens, the understanding of the social construct found in a college or a university provides a view of the cultures found in higher education.

A variety of sources attempt to exert an influence on the cultures found in a higher educational institution. Individuals in key leadership roles in higher education are well positioned to serve as an influence on these cultures as well. College and campus leadership must position itself appropriately and must deal with these required changes while preserving the inherent cultures found in higher education. Chaffee and Tierney (1988) postulated that “leaders influence culture, and culture defines leadership” (p. 21), and “leaders can nurture and

influence organizational culture through strategies that they implement” (Chaffee & Tierney, p. 22). The type of leadership that is present and the leadership style emulated by the key leaders of the educational institution have a direct effect on the existing culture. Julius et al. (1999) characterized leaders as those who “know how to influence others to gain support for implementing decisions and, most importantly, they know how to manage the consequences of their decisions” (p. 4). Top administrative leaders in community colleges must position themselves appropriately to influence the existing culture in order to effectively move from entrenched rituals and beliefs to rituals and beliefs that will facilitate a culture that supports the requirements and challenges being faced by the 21<sup>st</sup> century educational institutions.

### **Statement of the Problem**

Cultures found in higher education institutions contain a high degree of human interaction. The interaction tends to cause the institutions to function differently from the typical organization. Higher education institutions do not fit into the traditional organization model as they contain a much larger degree of complexity and a number of highly interrelated collections of people. The 21<sup>st</sup> century universities and community colleges no longer have a single culture, but have several. An institution of higher education has a myriad of cultures. These cultures may include social, administrative, student, and internal organizations, to name a few. These cultures interact, coexist, and sometimes clash with each other. Through these interactions, coexistence, and clashes, the various cultures are positioned into hierarchical ladders with one culture being prominent. The

interaction of the students, faculty, administration, and professional staff shape the culture and influence institutional and individual success. The interactions that take place among the students, faculty, administration and professional staff provide the actions and the perceptions that contribute to and determine the institutional performance on a number of fronts (Chaffee & Tierney, 1988; Lee, 2004).

Education is now facing a period of demand for greater accountability, resulting in even greater challenges for an educational administrator. “As we move into a new millennium, leaders in higher education will be faced with new challenges and opportunities” (Muhammad, 2002, p. 3). Additionally, community colleges are now required to demonstrate a high level of responsiveness to the community and to meet workforce needs in a timely manner. The administration is responsible for the integration of “knowledge, beliefs and values in ways which make sense of experiences and encourage commitment to action” (Bates, 1992, p. 20). Bates’s view is supported by Hilosky and Watwood (1997), who encouraged an understanding of the “essential elements required for developing a culture of proactive change” (p. 4) in order to move an institution forward. Educational institutions must respond to these challenges and must implement appropriate responses which are sensitive to the existing cultures if the institutions are to survive.

### **Purpose of the Study**

The purpose of the study was to explore how administrators perceived the campus and administrative cultures found on a community college. To

accomplish this purpose, the researcher investigated the campus and administrative cultures found on a community college campus of a multicampus system as seen through the administrator's perspectives. With the current internal and external forces acting on current community colleges, the cultures may be subjected to forces that could change these cultures. The internal forces within a community college encompass the subcultures that may be found, as well as the leadership that is in place. Each of these subcultures brings its own set of values, beliefs, and traits that result in varying responses to and influences on the overall existing culture. Lorenzo (1998) characterized the "volatile and rapidly changing environment" (p. 336) serving as the major dilemma facing educational leadership. As educational leaders attempt to transform their educational institutions and the existing culture, these leaders must remember that "administration inevitably, therefore, not only produces and reproduces, but is also saturated with cultural concerns" (Bates, 1992, p. 9). Having an understanding of these cultures should assist educational leaders involved to effect changes that could work well with the existing cultures that may be present within the institutions.

### **Significance of the Study**

Since the late 1990s, educational institutions have continued to face mounting challenges from a number of fronts. One front that is of concern is the projected transitions in academic leadership. Between 2000 – 2014, The U.S. Bureau of Labor projects that there are an estimated 6,000 jobs in higher education administration that will need to be filled annually through 2014 (as



cited Betts, Urias, Chavez, & Betts, 2009; Leubsdorf, 2006). Riggs (2009) identified this large annual employment void depicted by the Bureau of Labor as a critical issue, stating that “there are large issues that will require not only new actions and organizations, but also a new way of thinking about how best to lead the community college into the future” (p. 1). This projected transition should infuse new leadership that may support, clash with, or change the existing cultures found at educational institutions.

Additional mounting challenges include the economic state that has developed since the late 1990s. The economic state has required college and campus leaders to “maintain and establish a dynamic equilibrium between fiscal management and the institutional dimension of culture” (Fincher, 1998, p. 3). Riggs (2009) professed that colleges and universities “must undergo significant change in order to stay viable in the future” (p. 1) and “as leaders, we need to think differently about our colleges, how they operate, and in general, the whole purpose of their existence” (Riggs, 2009, p. 1). Educational leaders for education institutions in the 2000s must implement multiple strategies on many fronts to deal with these new challenges. At the same time, these leaders must consider the impact on the culture resulting from this implementation.

Since the beginning of 2000, community colleges have been facing new challenges to their missions. These challenges will require forward-thinking by new voices, “not by people who are recollecting on the halcyon days of yore” (Evelyn, 2001, p. 2). Leubsdorf (2006) saw a cultural connection to the leadership challenge as “a symptom of the culture of academic administration”

(p. 3) where community colleges have not established effective mentoring programs for administrative succession.

Various studies have been completed on cultures found in higher education. Clott and Fjortoft's study (1998), "Culture and Strategy in Business Schools: Link to Organizational Effectiveness", sought to address the infusion of technology, demographics, and economic structure as change factors in higher education. Using Ouchi's clan culture approach, Clott and Fjortoft concluded that the clan culture was the most effective due to its sense of common goal and family-like values. Additionally, the authors identified that subordinate cultures exist and flourish but may not necessarily align themselves with the common values and beliefs of the predominant culture.

A study completed by Freed (1998) used a mix-method approach to identify how "leaders are changing cultures by practicing continuous improvement principles" (p. 1). Although the primary focus of that study centered on continuous quality improvement (CQI), a great deal of evidence was presented regarding the importance of understanding the culture present in the institution. Freed's study identified the need to have a full and clear understanding of the current institutional culture and the need to respect the existing culture when promoting change. Additionally, the author denoted that change is a long process and that it takes years for the leader to build trust in order for it to happen. Furthermore, according to Freed, senior leaders play a critical role in changing the culture.

Locke and Guglielmino (2006) focused on the influences of organizational subcultures on planned changes in community colleges. Based on the results of their study, the authors concluded that subcultures had an impact on the planned changes in a community college. These cultures experienced and responded differently to the planned changes being proposed (Locke & Guglielmino, 2006). As a result of these differences, the authors felt it was imperative to implement appropriate strategies to deal with these subcultures when implementing change.

In the study, “The Socialization of Adjunct Faculty into the Academic Culture of a Public Community College”, Shannon (2007) investigated how adjunct faculty are socialized into a community college and its existing culture. Shannon (2007) concluded that the socialization process needed the “support and commitment from the leaders of the campus” (p. 153) and that existing campus culture played an integral role.

Using Bergquist’s and Tierney’s cultural frameworks, Kezar and Eckel (2002) “examined the effect of institutional culture on change strategies” (p. 2) and attempted to define change as a cultural process. The authors demonstrated a correlation between collaborative leadership and administrative support with successful culture change using the identified frameworks. Through the Kezar and Eckel (2002) study, evidence is provided demonstrating the importance of having an understanding of the institutional culture and of developing and matching the strategies for change to the culture found in a higher education institution. Kezar and Eckel saw a need to complete further research regarding cultural and institutional change.

“Student Activists in Higher Education: Exploring the Relationships between Perception of Culture and Change Strategies” (Roper-Huilman, Carwile, Lee, & Barnett, 2003) drew on Tierney’s and Kuh’s conceptual framework to lay the foundation for establishing a relationship between institutional culture and student activism. Roper-Huilman et al. determined that the culture present in a higher education institution had an effect on the “action among a group of individuals who are influential in making change on campus, whether interpreted positively or negatively” (p. 4). Roper-Huilman et al. demonstrated the importance of understanding the relationships that may exist between the various entities and the existing cultures in an educational institution.

A need exists within the community colleges to place a stronger emphasis on the role and the responsibility of the leadership in strengthening the academic culture. Leaders in community colleges are well positioned and possess the strongest potential to influence and to shape the culture. This influence is accomplished through the leaders’ individual and collective approaches to their organizational decision making (Drew, 2009; Riggs, 2009).

The current study is significant as it examined the campus and administrative cultures that may be found on a community college campus. To fully understand the concept of a culture or what can facilitate a change in a particular institutional culture, one must have a comprehensive understanding of what the institutional culture is, what contributed to it, and, if necessary, what can assist in changing the dominant culture or subcultures demonstrated. This study provides useful information to existing and future administrators in a community

college system and should enhance their understanding of campus and administrative cultures.

Administrators from community colleges served as the primary sources for the study to understand the administrative culture that may be present. Through the use of these administrators, opportunities exist to inform practice by emphasizing the importance of understanding the cultures that are present on a community college campus.

Understanding the campus culture is essential for administrators if institutional change is required, especially if the required institutional change has a cultural impact. Lorenzo (1998) supported this need and implied that “succeeding with institutional transformation will necessitate a new approach to management and a change in institutional culture” (p. 338). Additionally, administrators can develop a better perspective of campus and administrative cultures found on a community college campus. Riggs (2009) indicated that “if advancing a strong academic culture is to happen in any meaningful way, it will need to be at the core of every leadership action” (p. 2). The importance of cultural understanding and the need for institutional change can take place through a leadership style that is responsive to the existing culture.

### **Research Questions**

Evidence is provided from the review of the literature that a number of cultures exist in higher education. The various cultures found in higher education interact with each other with one culture usually serving as the dominant culture and the subcultures interacting with this dominant culture. Various individuals in

the educational institution not only contribute to these various cultures but also view them differently from where they are positioned in the institution. The researcher sought to gain a perspective of the campus and administrative cultures found on a community college campus as seen by administrators. The two primary research questions this study attempted to answer were:

1. What are the administrators' perspectives of the campus culture on a multicampus community college campus?
2. What are the administrators' perspectives of the administrative culture on a multicampus community college campus?

### **Assumptions**

With the focus of this study on the administrators' perspectives of the campus and administrative cultures, a contributor to the data collection process was the information obtained from the administrators themselves. The basic assumption associated with this study was that the identified participants selected for the study would provide honest and open responses during the interview process.

### **Delimitations of the Study**

The scope of the study may have been delimited to the degree that it was bounded to one campus of a multicampus community college system with a sizable college enrollment . Additionally, the participants identified for interviews were limited to those individuals serving in an administrative role on the one campus. Faculty or support staff was not included in this study. Nonetheless,

the results of the study may have application to college administrators who wish to understand campus and administrative cultures.

### **Summary**

The study attempted to take a snapshot of the campus and administrative cultures found on a single community college campus of a multicampus system. This study provides useful information for existing and future administrators in a community college system and should enhance their understanding of campus and administrative cultures as both internal and external changes force transitions in existing institutional cultures.

Institutions of higher learning, as well as any other institution, have unique cultures. Within any organization, a number of cultures exist that are subject to both internal and external forces, and these cultures respond differently to the forces of change. Because so many components contribute to the culture that is demonstrated, a single-source definition for culture continues to be difficult. Cultures found in higher education have a high degree of human interaction which adds to their uniqueness and tends to make them different from the typical organization. To understand culture better, time must be dedicated to researching culture itself, the cultures that may be inherent to higher education institutions, as well as the components of the campus and administrative cultures.

Chapter II presents an extensive review of the literature. Chapter III details the methodology undertaken to carry out the research. The findings of

the research undertaken are outlined in chapter IV, while chapter V provides a discussion, implications, and recommendations associated with the study.



## **CHAPTER II: REVIEW OF THE LITERATURE**

This study attempted to address the two research questions. First, “What are the administrators’ perspectives of the campus culture on a multicampus community college campus?” Second, “What are the administrators’ perspectives of the administrative culture on a multicampus community college campus?” The literature review that follows addresses culture as it related to the research undertaken. The first section of the chapter provides an overall review on culture. The second section reviews organizational culture, while section 3 describes the higher education culture. Section 4 describes the community college culture. Finally, the literature review focuses on administrative culture and concludes with a summary.

### **Overall Review of Culture**

The study of culture can be seen as a simple or a complex endeavor. The simplicity or the complexity of a cultural study is directly related to the multitude of variables, components, and aspects considered when an author attempts to understand and to present a culture. In the review of the literature, there did not appear to be a single definition or explanation of culture. Additionally, varying descriptions were found on what contributes to a culture. The “concept of analyzing organizations through the lens of culture began in the late twentieth century in American management circles” (Flint, 2000, p. 3). Through the review of the literature, it was quickly identified that many authors defined culture differently, felt the study of culture did not have a simple forthright definition, and contained various components. The term culture can be easily associated with a

number of entities. These entities can include ethnicity, races, groupings of people, institutions, and organizations, to name a few. One only needs to review the number of definitions constructed by various authors that have conducted research or attempted to define culture to appreciate the difficulty in identifying a singular definition of culture. Because these definitions arise from different areas encompassing anthropology, sociology, psychology, and education, the study of culture varies in accordance with the definition presented from the various fields of study. The scope of a culture requires careful consideration and may not necessarily be studied directly but inferred (Flint, 2000). Fincher (1998) took a different perspective and identified culture as “a much abused idea around which swirls a great deal of confusion and many mistaken beliefs” (p. 1). Brint, Cantwell, and Hannerman (2008) proposed a definition of culture as “a generalized pattern of value, belief, and practice that connects a person to a course of action” (p. 9) in order to achieve a goal. These descriptions provided by Brint et al., Fincher, and Flint confirm the continued debates that exist regarding the study of culture.

A historical perspective for the definition of culture finds an origin “from the Latin *cultura* stemming from *colere*, meaning to cultivate” (Al Abbar, 2000, p. 3). Mish (2009) in Merriam-Webster’s Collegiate Dictionary, defined culture as “the act of developing the intellectual and moral faculties esp. by education” (p. 304). Through learning, individuals enhance their ability to develop and to understand their culture. However, the study of culture is not limited to intellectual or moral faculties. Al Abbar (2000) insinuated that there is difficulty in adopting a single unified definition of culture as the concept of culture is “composed of many

diverse definitions taking into account topical, historical, behavioral, normative, functional, and mental components” (p. 3). Again, a single definition or absolute component of how culture is described does not exist at the present time.

Peterson and Anand (2004) denoted “expressive-symbol elements of culture, such as art work, scientific research papers, popular culture, religious practices, legal judgments, journalism, and other parts” (p. 311) as the definers of a culture. Culture can be seen as a complex, dynamic process of events. Lu (2006) described culture as a very complex process encompassing:

A dynamic system of rules – explicit or implied – established in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit with the group, communicated across generations, relatively stable but with the potential to change across time. (p. 204)

Lu’s (2006) description of culture attempted to include many components of culture and provided a broader understanding of the contributors to an existing culture.

Culture is influenced by a number of variables. These influences can embody variables, such as “language, beliefs, values, and experiences that provide a union between members of a society” (Holmes & Boone, 2002, p. 56). As a consequence of these variables, “the state of a culture at any given moment results from the distribution of variants resulting from these mirco-events” (Sperber & Claidiere, 2008, p. 285) causing fluctuations in the demonstrated culture. Fisher (2007) construed culture or civilization as the “complex whole

which includes knowledge, beliefs, morals, law, customs, and any other capabilities and habits acquired by man as a member of society” (p .2). Bates (1992) described culture as what “gives meaning to life which incorporates an intellectual framework that connects beliefs, values, and knowledge with action” (p. 9). Santilli (2007) viewed culture from a unique perspective where cultural components of evil and horror are included and the need for the culture to “seal itself off from what it cannot acknowledge as real or meaningful, and that we shall call the realm of horror” (p. 175). Through this focus, Santilli (2007) attempted to expand the ills of society and saw the evil within as a normative parameter of the community, not as an anti-cultural motivation.

Culture is highly influenced by those who are involved. The beliefs, knowledge, morals, and attitudes that are generated by the human component are an integral part of culture. “Human nature and thus human behavior institutionalism is a complex of neuro-sensory activities guided in its outward manifestation by the total cultural situation” (Waller, 2003, p. 36). Steers, Meyers, and Sanchez-Runde (2008) recognized commonality in a number of authors’ definitions of culture. Steers et al. review determined that “culture is characterized by shared values and norms (p. 256), and that culture is “learned and evolves over time, albeit slowly” and “often invisible” (Steer et al., 2008, p. 256). These components of culture are closely connected and interwoven as an integral part of society, surrounding the culture to the point that they “may not be easily recognizable by those involved, influenced, or affected the most” (Steers et al., 2008, p. 256). Sullivan (2005) supported this premise, denoting culture as

“the effect of human interactions” (p. 183), and when combined, “thicken into relatively stable configurations” (Sullivan, 2005, p. 183). Steers et al. and Sullivan demonstrated a connection exists between the human behavior element and the culture that is present and evolving.

These human interactions serve as the primary role played, through which behaviors and artifacts are transmitted through a culture. These behaviors represent values and norms that are shared and reinforced. Bates (1992) saw a historical perspective of negative experiences, such as “painful struggles to integrate the collected knowledge, values, beliefs and experiences of real people” (p. 18) playing an integral role in the sustainability and contribution to a culture. These behaviors and interactions are opportunities for enrichment, impressing and expressing to each other, assimilating the positives, and disassociating the negatives. (Guba, 2007).

The dynamics found within a culture or between cultures are vast. In review of a single culture, the human component plays an integral role. The individuals within the culture serve as actors who generate the themes of the culture. Carspecken (1996) stated that the “distribution of these cultural themes and their normative-evaluative weight is a system phenomenon” (p. 191). These cultural themes are disbursed throughout society and help to coordinate the activities found in the diverse social levels thus providing influence on the beliefs, values, and norms of the members of the involved culture.

Between cultures, competition takes place for dominance. Efforts to establish a primary identity or culture plays out on a regular basis. Knutsson

(2001) concluded that “cultural identities, which are simultaneously inclusive and exclusive, have always existed. What have changed are the conditions that made it possible and desirable for different identities to live together within shared social and cultural space” (p. 47). However, differences exist which assist a culture in maintaining its specific identity. “What seems to distinguish one culture from the next is the pattern of beliefs, values, and consequent behaviors it engenders” (Jones, 2001, p. 3). Carspecken (1996) depicted cultural power as the “extent to which one has control over, or benefit from, the distribution of the cultural milieu” (p. 192). In spite of the opportunities for cultures to coexist, differences sometimes are too great, resulting in cultural power struggles and one culture prevailing for dominance.

### **Organizational Culture**

Regardless of the culture defined or discussed, one common factor exists among all cultures, the human factor. Within organizations, individuals are an integral component of the culture manifested and demonstrated. For the culture to exist, the individuals involved with the culture would be required to have worked together for an extended period of time, worked through problems, worked through problem solving initiatives, as well as taken new individuals into their area (Flint (2000)). An organizational culture can be a result of the behavior and the way of doing things by groups within the organization, which contributes to the function and the purpose of the organization.

The internal dynamics found in an organization or an institution are a fundamental component of the culture demonstrated in these entities. Flint

(2000) reported that culture within an organization facilitates the organizational “processes of coordination and control and can be an important source of motivation” (p. 1). Additionally, Flint (2000) supported the premise that a “strong culture will resist change and new influences” (p. 1), and “weak, negative cultures also resist change” (Flint, 2000, p. 1). Petersen and Anand (2004) acknowledged that the “production of culture perspectives focus on how the symbolic elements of culture are shaped by the systems within which they are created, distributed, evaluated, taught, and preserved” (p. 311). Cultures found within an organization are influenced extensively by the individuals involved. These influences are sustained by what is done, who is involved in doing it, and how it is getting done. Through the internal dynamics that exist, components of the culture are maintained and influenced.

The culture found within an organization can serve as a driving force for the human component of the organization. Levin (1997) saw organizations as having “multiple cultures, with one dominance as the primary culture and other subordinate as sub-cultures” (p. 5). Within an organization, the culture develops through the interactions that take place between the members of the organization. Pursuant to Chaffee and Tierney (1988), prescribed “the culture of an organization is grounded in shared assumptions of individuals in the organization” (p. 7). However, the internal practices, both formal and informal, the communication pathways, as well as the hiring practices, awards, incentives, and position advancements, served as contributors to the culture emulated. The strength of the organizational culture is “dependent on the size of the institution,

the tightness, level of interdependence between department and services, age of the institution, the history and circumstances surrounding its development” (Lee, 2004, p. 507). Through the various interactions of the human component of the organization, shared assumptions, practices, and communication pathways assist in the maintenance of the organizational culture.

An organization’s culture has a significant relationship to the history of the organization and “derives its force from the values, traditions, processes, and goals held by those most intimately involved in the organization’s workings” (Chaffee & Tierney, 1988, p.7). Levin (1997) supported Chaffee and Tierney’s view regarding the forces associated with organizational culture, but described the culture more globally to include “beliefs, attitudes, philosophies, rituals; shared interpretations of experiences, common practices and explanations of events and behaviors; and similar narratives, stories, and jokes about institutional history” (p. 5). Although the organizational cultures may be well grounded, influencing and developing an organizational culture “demands that symbols for reinforcing effective behavior be utilized” (Julius et al., 1999, p. 8). The individuals most intimately involved are usually found in leadership roles, roles which have strong influences on the organizational culture.

“Some groups have greater amounts of this power than others, have much greater say in which form of culture are to taken seriously and employed widely and which forms are not” (Carspecken, 1996, p. 191). Through this greater amount or power and greater amount of say, opportunities exist for the manipulation of the organizational culture. To fully fathom a particular



organizational culture, time must be dedicated to the review of “physical symbols (architecture, dress codes, decor, office layout, etc.), language (jargon, scripts, metaphors, nicknames, etc.), traditions (rites, rituals, ceremonies, routines, etc.), and stories (legends, sagas, anecdotes, jokes, etc.)” (Flint, 2000, p. 11).

“Multiple sources are used to provide in-depth, contextualized understandings of the phenomena” associated with these physical symbols, languages, traditions, and stories (Heck, 2006, p. 379).

### **Higher Education Culture**

Institutions of higher education emulate a number of similarities to other organizations. Cultures developed and maintained in higher education are reflective of what happens in other organizations. Influences, struggles, and challenges shape the culture demonstrated in these organizations. Institutions of higher learning are not exempt from this cultural phenomenon. However, education has a rich history of entrenched beliefs and rituals which contribute to its culture. Universities and community colleges no longer have a single culture, but have several. These cultures comprise academic culture (composed of faculty and students), administrative culture, athletic culture, and student culture, to name a few. When change is proposed, each culture takes on a specific role responding to the proposed changes and the related impact.

Educators, administrators, and politicians in the 21<sup>st</sup> century maintain that transition or change must take place in a number of processes involving higher education. The need for transition or change may be a result of changing fiscal resources, institutional complexity, rapid growth, and the infusion of a number of

private educational institutions. Recommended changes have included the functional or organizational structure housed in these institutions of higher learning, as well as in streamlining the delivery of the various curricula provided. When these transitions or changes are substantive, someone at the table usually suggests that the transition or change will require a culture change or the initiation of a new culture for the institution involved. According to Chaffee and Tierney (1988), “we must understand colleges and universities as socially constructed organizations and what can make them more effective” (p. 13) if we are to respond effectively. Through this lens, the understanding of the social construct found in a college or a university provides a view of the culture found in higher education.

The culture found in higher education can be traced to the culture found in other organizations. Fincher (1998) professed these similarities resulted from “organizational design (or re-design) thus becomes attractive in higher education because of our past receptivity to organizational development, the managerial revolution, and other fashionable movements such as strategic planning” (p. 2). Higher education institutions provide a service and product. They consume resources, provide an added value, and involve human interaction. However, Chaffee and Tierney (1988) acknowledged a difference between the typical organization and the higher education institution, viewing colleges and universities as “a complex, highly interrelated collection of people” (p. 15). Through the complex interactions of people, higher education institutions set themselves apart from the traditional organization.

Within higher education institutions, a number of cultures exist. These cultures are produced by the various interactions that take place through the internal and external components of the institution. Kuh (1989) proposed “four conventional models (rational, bureaucratic, collegial, and political)” (p. 213) for understanding culture in higher education. These models are dependent on the various components, aspects, and variables that are found in higher education institutions. Chaffee and Tierney (1988) described the organizational life of a college or a university as a “theater-in-the-round in which a multitude of actions and perceptions determine institutional performance on a variety of fronts” (p. 3). A higher education institution does not have a singular culture present. Multiple cultures exist that include social, administrative, student, and internal organizations, to name a few. Through the interactions within the institution and beyond the institution, cultural components are maintained, contributed to, or influence the cultures that may be in place.

A variety of sources attempt to exert an influence on the cultures found in a higher education institution. However, the culture has its “roots in the history of the organization and derives its force from the values, traditions, processes, and goals held by those most intimately involved in the organization’s working” (Chaffee & Tierney, 1988, p. 7). Because the various cultures in higher education are so closely bound to the values, traditions, processes, and goals, each culture demonstrated is reflective of the social actions and maintains its dominance within the institution.

As these influences are exerted, concerns are raised related to cultural continuity, as there is a “fears that customs, heritages, and traditions of diverse societies are being eroded” (Baughn & Buchanan, 2001, p. 5). Flint (2000) stated that “a very strong culture will resist change and new influences and tends to grow more conservative with age” (p. 1). Because these cultures are so strong, the “culture is simultaneously a constraint because the actors can only be innovative to the extent that the available culture allows”(Carspecken, 1996, p. 191) as the distribution of the “cultural themes across various social sites will act as a constraint in action” (Carspecken, 1996, p.191). However, individuals within the institution play a significant role in the maintenance or the evolution of the cultures present.

External forces now play a substantial role in the maintenance of some of the cultures found in higher education. These external forces include economic, technological, demographic, and organizational changes. “Institutions of higher education, as well as in state and society, the nature, extent, and duration of cultural change is directly related to social, technological, and organizational changes taking place concurrently” (Fincher, 1998, p. 1). Crutcher (2007) perceived a significant influence demonstrated on campus culture resulting from “the increasing number of underrepresented racial and ethnic groups enrolled in U.S. colleges and universities” (p. 21). Through these external forces, educational institutions are now faced with new challenges not only to their operation but also to the cultures that exist.

All higher education institutions in the 21<sup>st</sup> century find themselves at the mercy of tight fiscal constraints. These constraints are impacting all components of education, including the entrenched cultures. Lee (2004) agreed with this premise, but also saw other forces at work. Lee asserted “strong external forces such as economic, political, and demographic factors” (p. 508) influence the organization, as well as being “shaped by strong forces that emanate from within the institution” (Lee, 2004, p. 508). College and campus leaders must position themselves accordingly and must deal with these external forces while preserving the inherent cultures found in higher education. Chaffee and Tierney (1988) postulated that “leaders influence culture, and culture defines leadership” (p. 21) and “leaders can nurture and influence organizational culture through strategies that they implement” (Chaffee & Tierney, 1988, p. 22). The economic state that has developed since the late 1990s requires college and campus leaders to now “maintain and establish a dynamic equilibrium between fiscal management and the institutional dimension of culture” (Fincher, 1998, p. 3).

In the review of the literature, three individuals, Bergquist, Tierney, and Kuh have emerged as the primary researchers of the cultures found in higher education. Through their work and efforts, cultural frameworks and models have been developed that have influenced a number of studies completed by others. Their frameworks and models have served as a foundation for the studies that are discussed further in this review.

A number of studies have been completed regarding the aspects of culture and the influences they have on the educational environment. Thornton

and Jaeger (2007, 2008) conducted two concurrent studies focused on the enculturation and socialization of students into research universities. Thornton and Jaeger's (2007) initial study, "A New Content for Understanding Civic Responsibility: Relating Culture to Action at a Research University", concentrated on a single research university in North Carolina. The authors proposed that a relationship existed between organizational culture and the culture demonstrated in higher education. However, gaps could be identified that did "not account for the conflicts that developed within an organization" (Thornton & Jaeger, 2007, p. 995).

Thornton and Jaeger (2007) discussed the importance of educational leaders understanding the culture of the university before initiating and instituting change, especially when implementing change to promote civic responsibility. Thornton and Jaeger utilized a qualitative approach with ethnographic methods. Seventeen interviews, five field observations of ceremonial events, and 21 institutional documents served as the data source of the study. As the authors developed the review, coding, analysis, and results of their study, correlations were made to Swindler's framework. The one limitation identified by Thornton and Jaeger included the limited perspective of student services personnel only. In a review of the study, no limitation was indicated by the authors related to the lack of an ethnographic component for the study. Additionally, the study was conducted at only one research institution using limited data sources. The authors provided a substantial discussion regarding the correlations that were made from the results of the study to culture and various ideologies. With the

limited data source and with the study conducted at only one institution, the implications identified by Thornton and Jaeger could be called into question.

To add validity to their initial study, Thornton and Jaeger (2008) conducted a second study titled “The Role of Culture in Institutional and Individual Approaches to Civic Responsibilities at Research Universities”. Using their previous study as a foundation, the authors expanded their research to include another research institution. Again, using Swindler’s framework, Thornton and Jaeger (2008) focused on the enculturation of individuals in higher education through the socialization process and interactions. A qualitative method was identified with an “ethnographically-informed approach to account for modification of methods and practice of an ethnographic study” (Thornton & Jaeger, 2008, p. 166).

Similar data collection processes were incorporated into this second study using a greater number of interviews, field observations, and documents. In this study, Thornton and Jaeger (2008) provided comparisons between the two identified research institutions and indicated that a “clear connection between culture and ideology can be noted” (p. 170) in these institutions. The authors described this as a multisite study, which is difficult to understand as only two sites are identified. Additionally, the study was limited in its findings or implications as it dealt strictly with high education research institutions. Interestingly, Thornton and Jaeger saw one of the next critical steps as continuing this research in additional research institutions. Continuing the research would add validity to their findings, but at the same time limit the

implications as these would be institution specific (research setting only) in their findings. Consideration should be given to a movement to other higher education institutions to permit a wider application of their findings.

Hart and Fellabaum's (2008) study focused on the review of 118 campus climate studies. Utilizing a qualitative content analysis, "Analyzing Campus Climate Studies: Seeking to Define and Understand", the authors pulled existing studies from a clearinghouse database on faculty campus climate studies to develop their study. Hart and Fellabaum's initiative to perform this study was based on the lack of consensus on defining campus climate or culture and a lack of sharing results of the studies that have been completed. The database chosen for the study initially netted a total of 155 studies, but was narrowed to 118 using specific criteria. A major limitation associated with this study was its extremely narrow focus. Although the authors used a substantial number of studies to gather data, minimal information was discussed or presented on campus climate or culture. Hart and Fellabaum spent a great deal of time discussing the types of studies, who conducted them, and where. The study in itself was limited and could be seen as providing a minimal contribution to the study of culture in higher education.

Using a quantitative approach, Casado and Dereshiwsky (2007) studied the effect of cultural diversity in higher education. Their study, "Cultural Diversity in Higher Education: Implications for Hospitality Programs", focused on students enrolled in the hospitality program at a higher education institution. Because this program was positioned to prepare the workforce of the future, the need to



understand cultural diversity, especially in the workplace, was paramount. Casado and Dereshiwsy (2007) felt that an opportunity existed to use the college classroom as “an ideal laboratory in which to teach and demonstrate the lessons of managing culturally diverse groups” (p. 295).

To accomplish the lessons of managing culturally diverse groups, students were surveyed regarding their perspectives on cultural diversity. At the time, the authors only surveyed 142 minority students enrolled in the institution, with only 44% enrolled in the hospitality program. The small number of students may have severely limited the validity and reliability of the study. To Casado and Dereshiwsy, their results indicated that they were on the right track with their cultural awareness campaign and that there was a relationship with this training to institutional culture. Although attempts were made to establish correlations with an understanding of cultural diversity, the classroom opportunities available to accomplish this, and the impact on the workforce, the authors failed to make the correlation. With the limited number of individuals surveyed, it was difficult to agree with Casado and Dereshiwsy’s findings.

Using Bergquist’s and Tierney’s cultural frameworks as the major foundation, Kezar and Eckel (2002) “examined the effect of institutional culture on change strategies” (p. 2) and attempts to define change as a cultural process. Using six major categories related to change theories, Kezar and Eckel (2002) study, “The Effect on Institutional Culture on Change Strategies in Higher Education: Universal Principles or Cultural Responsive Concepts”, analyzed the relationship of cultural theories to an understanding of change within higher

education. To assist in focusing the study, Kezar and Eckel defined change as one “that is pervasive, affecting numerous offices and units across the institution; deep touching upon values, beliefs, and structures, is intentional, and occurs over time” (p. 8). Six institutions were identified and included for the study. A representative mix of research, postgraduate, liberal arts, and community college institutions were included. The study utilized an ethnographic approach, taking just over 5 years to complete. Additionally, open-ended questionnaires and biannual reports were included as data sources. Each institution was reviewed for change components and relations established to either Bergquist’s or Tierney’s conceptual frameworks. Kezar and Eckel demonstrated a correlation between collaborative leadership and administrative support with successful culture change using the identified frameworks.

Through Kezar and Eckel (2002) study, evidence was provided that demonstrated the importance of understanding “institutional culture in order to develop and match the strategies for change” (p. 29) in a higher education institution. According to Kezar and Eckel, additional research must take place regarding the study of culture and institutional change. With higher education under constant observation and facilitating required changes in a timely manner to maintain survival, an ethnographic approach may serve as a limitation for Kezar and Eckel’s study. If a substantial amount of time is taken to gather the data as in Kezar and Eckel’s study, changes upon changes could have taken place within an institution before the conclusion of the study, and the results provided may prove to be meaningless.

Similar to Kezar and Eckel's (2002) study, Roper-Huilman et al.'s (2003) study, "Student Activists in Higher Education: Exploring the Relationships between Perceptions of Culture and Change Strategies", drew on Tierney's and Kuh's conceptual framework to lay the foundation for establishing a relationship between institutional culture and student activism. Roper-Huilman et al. (2003) prescribed that the type of institutional culture present in the higher education institution has an effect on the "action among a group of individuals who are influential in making change on campus, whether interpreted positively or negatively" (p.4).

Through a qualitative approach, a total of 26 students were interviewed at one large public university. Using Tierney's conceptual framework in conjunction with Kuh's conventional organizational models, Roper-Huilman et al. (2003) demonstrated a relationship between the type of culture present (rational, bureaucratic, collegial, and political) and the type of student activism which took place in each of these cultures. A major limitation that could be identified with the study was the sample population. Of the 26 students interviewed, a predominantly female population was represented (20 of the 26), and more than 50% were White students. It may have served the authors well to have increased their sample, balanced the gender representation, and established a better representation of diversity.

An additional study reviewed was Clott and Fjortoff's (1998) "Culture and Strategy in Business Schools: Links to Organizational Effectiveness". In this research, a quantitative approach using a MANOVA design was incorporated to

determine the relationship of organizational culture, as portrayed by Ouchi, and “managerial strategy to each other and to organizational effectiveness” (Clott & Fjortoft, 1998, p. 4). Clott and Fjortoft identified a need to conduct the study as higher education was experiencing changes in technology, demographics, and economic structure. Clott and Fjortoft surveyed 333 deans and chairs between the United States and Canada to gather the necessary data in order to measure the relationship that may exist between the type of organizational culture and managerial strategies.

Ouchi’s clan culture approach was described as having a “high degree of internal cohesion and goal congruence among organizational members as well as a high degree of discipline and overlap of individual and organizational interest” (Clott & Fjortoft, 1998, p. 6). Clott and Fjortoft concluded that the clan culture was the most effective due to its sense of common goal and family-like values. Additionally, the authors identified that subordinate cultures exist and flourish, but may not necessarily align themselves with the common values and beliefs of the predominant culture. The clan culture identified by Clott and Fjortoft, through Ouchi’s models, may serve as a model for the culture present in higher education when correlated to the sense of common goal and like values. Limitations presented by the authors were valid as limited input was provided from each of the participating educational institutions (one respondent from each institution). Clott and Fjortoft’s (1998) study may have benefited from input from other schools within higher education. With all information coming from a business school focus, an additional limitation may have existed.

Freed's (1998) study, "The Challenge of Change: Creating a Quality Culture", used a mix-method approach (quantitative and qualitative) to identify how "leaders are changing cultures by practicing continuous improvement principles" (p. 1). Although the primary focus of Freed's study centered on continuous quality improvement (CQI), a great deal of evidence was presented regarding the importance of understanding the culture present in the institution. Kuh's and Whitt's cultural frameworks assisted the author's integration of the related cultures to CQI programs and the establishment of a CQI culture in higher education institutions. Freed used a large quantitative sample (408 institutions), as well as, a qualitative sample population that included 20 interviews at 10 different types of higher education institutions. Using this population, the Freed's (1998) presented data that identified the "difficulty of balancing a respect for the existing culture with the desire to create a new culture" (p. 7).

Freed's (1998) study identified the need to have a full and clear understanding of the current institutional culture and the need to respect the existing culture when promoting change. Additionally, Freed denoted that change is a long process and takes years for the leader to build the trust in order for it to happen. Unfortunately, for individuals in education leadership roles, longevity in a higher education leadership positions at a single institution is a short duration. This may be a limitation of Freed's study as it conflicts with current educational practices.

Mendoza and Berger's (2008) study investigated a relationship between the uses of external funding sources through industry on academic culture within

a specific department at one research university. “Academic Capitalism and Academic Culture: A Case Study”, (Mendoza & Berger, 2008) set out to investigate “how industrial partnerships within a specific context influence the culture of an academic department” (p. 4). An embedded case study approach that included interviews of 10 faculty, field observations over 1 academic year, as well as a review of relevant documents and artifacts, served as the data collection component of the study.

Mendoza and Berger (2008) indicated the importance of using the conceptual frameworks of “Allaire and Firsirotu (1984), Becher (1984), and Clark (1970), and Kuh and Whitt (1986)” (p. 3) for the analysis of culture in higher education. Because Mendoza and Berger’s case study focused on one specific department in this research university, Kuh’s and Whitt’s conceptual framework on subcultures within higher education played an integral role in the Mendoza and Berger’s findings. Mendoza and Berger spent a great deal of time discussing the impact of external funding on the administrative side of higher education. However, as a result of faculty values and beliefs, the academic culture in the department remained untouched by the external funding. A limitation may have existed as the study was conducted in a single department housed in a single research university. The results clearly supported the strong roots of an embedded academic subculture that could be present in a higher education institution.

## **Community College Culture**

Community colleges must deal with many of the same issues as the universities. However, the culture represented in community colleges does not necessarily parallel what is found at the university. Robles (1998) pointed out that there are distinct differences in the cultures in educational institutions, stating:

Academic culture is different from corporate culture in significant ways. It is even unique from one segment of the academic world to another. The cultures of elementary and secondary schools are distinct from those in community colleges, which in turn are distinct from the cultures of four-year institutions. (p.7)

Ayers' (2005) views of the community college culture saw community colleges as "a site of expanding missions, chaotic environmental turbulence, and increasing heterogeneity both within the public served and among organizational members" (p. 1). In the early 1990s, community colleges sustained a change in their guiding paradigm. Hanson (2006) reported that the "transformation in norms, roles, and values took place in the name of learning as the change was driven by the goal of turning 2-year schools into learning colleges" (p. 128).

Even within the community college arena, "the dominant culture may differ from one institution to another given the variant assumptions about which culture is the principal one" (Levin, 1997, p.4). Ayers, Hanson, and Levin's perspectives demonstrated that the cultures that existed within the community college have some components of the senior institutions but have their own uniqueness.

The history of the development and the implementation of community colleges plays an integral role in the cultures found in the community college. When developed, community colleges were seen as an extension of the K-12 system that would provide workforce training and early entry into the workforce, resulting in a more timely contribution to society. Community college missions and goals were extremely focused and aimed at survival, growth, and development. Through their mission, goals, and strategies, the community colleges had a purpose and the “organizational processes aided in their survival and external adaptation as well as offered sense making devices for their participants” (Levin, 1997, p. 5). The majority of the community colleges have maintained their core mission over several decades, with little or no change. Harada (1991) saw the community college’s sustainability as a result of “oral retelling of an institution’s mythic history – stories of endurance and heroism that made the institution what it is today” (p. 7). Community colleges were developed for a specific purpose and have maintained that purpose as the years have passed.

A report completed by the Kellogg Foundation (2000) demonstrated a need to define culture in the community college as “characteristic ways of thinking, behaving, and organizing ourselves that give shape and integrity to our institutions. We mean the unified inheritance of customs, values, and mores that shape our vision of the future as scholars and as institutions” (p. 19).

VanWagoner, Bowman, and Spraggs (2005) explained that it was imperative to focus on the underlying culture in the community college setting as the



community college culture “by its nature is student centered, given emphasis on learning over research” (p. 46). Hanson (2006) concurred and pointed out that “the key to the growth and success of community colleges has been a long-standing commitment to students” (p. 128). However, according to Lorenzo (1998), community college culture is “a culture that is more employee-centered than it is student-centered” (p. 342) based on the behaviors and the rituals of the 2-year institutions. Lee (2004) recognized that “students, faculty, and administrative and professional staff shape the culture of the community college and influence institutional and individual success” (p. 504). Through these views, whether primarily student-focused or employee-focused, the culture found in the community college setting has specific cultural components which influence its existence.

The demographics found in the community college today truly influence the culture and the organizational structure demonstrated. The student population present is represented as nontraditional as “they have delayed their enrollment after high school, attended part time, and are considered financially independent” (Yankelovich, 2006, p.44). Additionally, shifts in student ethnicity and population contribute to this demographic change.

Smart (2002) completed a study on community college culture, “Enhancing the Educational Effectiveness of Two-Year Colleges: New Perspectives and Evidence of the Role of Institutional Characteristics”. Using a quantitative approach, full-time faculty and administrators from 14 community colleges in a statewide system were surveyed. The purpose of the study focused

on “the extent to which perceptions of students’ academic, personal, and career development and their satisfaction with their educational experiences in two-year colleges are related to measures reflecting their campus cultures, campus missions, and managerial behaviors of the campus leaders” (p.3). The study measured organizational effectiveness, assessed organizational cultures, measured managerial role types, and assessed campus missions using a survey tool composed of four sets of variables.

Smart (2002) proposed that a relationship existed between the characteristics of the learning institution (the action of the campus leaders and the campus and college mission) with student persistence. Smart received a return rate of 52% (1,423 surveys) from faculty and administration. In a review of the study, the demographics of the respondents may be a concern as 82% of the respondents were White, with 55% being White females. With the changing demographic in community colleges and the nation, the results may not be considered reflective of the demographics found in the traditional community college setting. Smart suggested that the nature of the campus cultures, elements of the campus missions, and the behaviors of the senior administration related to different aspects of the students’ educational development and satisfaction of 2-year institutions, including the faculty and the administration.

Levin’s (1996) study, “Presidential Succession and Organizational Change in the Community College”, discussed the perceived impact of the change on the president on five community colleges in one state system. This qualitative study utilized interviews of presidents, administrators, staff, and faculty, focus group

meetings, the review of documents, and questionnaires for data gathering and analysis. The five educational institutions identified for the study included urban, suburban, and rural community colleges with varying levels of enrollment. Demographic information for the institutions was not provided. One common factor associated with the five institutions involved the tenure of the community college president where none had been in his or her role for more than 3 years. Levin (1996) investigated “the impact of the president on organizational change” (p. 6). Through the analysis of the data collected, Levin (1996) concluded that “community college presidents are perceived to have considerable influences upon organizational functioning and are viewed as primary agents of organizational change” (p. 6).

Ayers’ (2005) qualitative study, “Organizational Climate in Its Semiotic Aspect: A Postmodern Community College Undergoes Renewal”, was utilized to determine the degree of difference that existed between the members of various subsystems within the institution regarding the meanings of signs and symbols of organizational climate. Because the community college identified for the study was transitioning to a learning college model, Ayers (2005) set out to determine if “it is plausible that organizational climate is a property of subsystems in an organization” (p. 3). Ayers wanted to identify the climate conditions perceived to be significant by the organization’s members.

To facilitate the study, Ayers (2005) observed presentations, workshops, and meetings, reviewed faculty portfolios, and conducted semi-structured interviews of 8 department chairs and 11 faculty members at one small rural

community college in a large state community college system in the southeastern United States. Little discussion was presented in the study regarding the actual size (other than small) of the rural community college studied. Although the sample size may have been considered small, it was consistent with a qualitative study approach. Additionally, Ayers (2005) was of the belief that “climate conditions influence behaviors and dispositions during periods of organizational renewal” (p. 17). The results of the study indicated that four organizational climate conditions; power, collaboration, technology, and shared vision, influenced the members of the subsystems as the transition to the learning college model took place.

Locke and Guglielmino’s (2006) study, “The Influences of Subcultures on Planned Change in a Community College”, focused on the influences of organizational subcultures on planned changes in community colleges. Using an exploratory case study approach, the authors utilized focus groups, individual interviews, open-ended questionnaires, observations, and the review of archival documents to determine the extent to which subcultures present obstacles to promoting changes in community colleges. The study focused on one community college and involved a total of 86 participants from only four identified subcultures. Based on the results of their study, Locke and Guglielmino (2006) concluded that “subcultures demonstrated significant differences in the manner in which they experienced, and responded to, and influences planned change in a community college” (p. 120). As a result of the differences, the authors indicated that it was imperative to implement appropriate strategies to deal with these

subcultures when implementing change. The utilization of one educational institution and only 86 participants may raise questions regarding the validity of the study. However, by using the qualitative approach and conducting an in-depth study, may have helped to alleviate this concern.

Similar to Locke and Guglielmino's (2006) study, Cooper and Kempner's (1991) study, "Lord of the Flies Community College: A Case Study of Organizational Disintegration", focused on the effect on a community college culture when two existing cultures compete. The qualitative study used a case study method to investigate the culture of a Hawaiian community college and how it promoted but also prevented organizational change. The study centered on how the culture of the community college both contributed to and prevented organizational chaos among the remaining members when many members of the administrative leadership team experienced a short tenure (3 months) at the institution.

Cooper and Kempner (1991) utilized an interesting approach to the case study by establishing analogies to Golding's novel "*Lord of the Flies*" (1954). Cooper and Kempner (1991) stated that "this analogy helps us to understand how fragile our organizations really are and how loss of college leadership can affect an entire system" (p. 4). Through the review of archival documents, observations of participants, attending meetings, and conducting interviews, the case study revealed the conflicts that could arise when top administrative changes are made that have a different approach or focus when compared to the existing embedded culture found in the community college. "It is not sufficient for

leaders to assume they can simply adapt to contingencies without an understanding of the culture and nature of the organization” (Cooper & Kempner, 1991, p. 15). Cooper and Kempner (1991) concluded that it was imperative that higher education leaders need to have a clear understanding of the role of culture in the organization. While the role the leaders play in the culture, although important, is participatory, and there is an importance associated with the establishment of a democratic process to promote change.

### **Administrative Culture**

“As we move into a new millennium, leaders in higher education will be faced with new challenges and opportunities” (Muhammad, 2002, p. 3). The role of an administrator in the community college system has been in flux for a number of years. Van Patten (2000) proclaimed that “the spotlight for reform has now turned to 4,000 higher education institutions staffed with more than 990,000 full and part time faculty members and some 15 million students in the United States” (p. 25). The emphasis for reform has created a number of influences, both internally and externally, resulting in a degree of instability. Lorenzo (1998) characterized that the “volatile and rapidly changing environment is fundamental uncertainty” (p. 336), being the major dilemma facing educational leadership. Regardless of these influences, “the academic administrative culture tends to be the strongest culture” (Kellogg Foundation, 2000, p. 13).

Existing cultures and subcultures may serve as entrenched barriers to required cultural change. Ayers (2005) indicated that “as a result of ever-changing environmental demands, community college educators must now

endure constant change and renewal” (p. 4). To effectively move community colleges to learning colleges, Hanson (2006) suggested that “education is a social institution, and the process of becoming an educated person is complex and multifaceted” (p. 129). As a result of the changing environment developing potential conflicts with existing cultures, additional challenges to educational leadership in 2-year institutions will be developed.

The administration is responsible for the integration of “knowledge, beliefs and values in ways which make sense of experiences and encourage commitment to action” (Bates, 1992, p. 20). Bates’s view is supported by Hilosky and Watwood (1997), who encouraged an understanding of the “essential elements required for developing a culture of proactive change” (p. 4) in order to move an institution forward. Administration has a responsibility to construct a culture which articulates itself with other aspects of the existing culture.

Educational institutions are in a period of a demand for greater accountability, resulting in ever greater challenges for educational administrators. Additionally, community colleges are now required to demonstrate a high level of responsiveness to the community and to meet workforce needs in a timely manner. Even as community college administrators attempt to cross the needs of the institution with the needs of the community, they face “the dilemma of continually being caught up in the traffic between the policy directives and the community needs” (Bates, 1992, p. 9). Community colleges can no longer sit back and watch the changes that are taking place. They must respond to the accountability measures, unstable economic trends, and volatile environment.

Riggs (2009) concurred with this need, stating, “as leaders, we need to think differently about our colleges, how they operate, and in general, the whole purpose of their existence” (p. 1). However, change cannot be for the sake of change.

Change must be focused and must promote a transformation. Once decisions are made and implemented, “individuals who implement decisions effectively know that change is associated with conflict primarily because people usually have a vested interest in the way work is conducted” (Julius et al., 1999, p. 9). Top administrative leaders in community colleges must position themselves appropriately to influence the existing culture to move from entrenched rituals and beliefs to rituals and beliefs that will create a culture that will support the requirements being faced.

Hilosky and Watwood (1997) described *administrative culture* as “a culture of empowerment, teaming, quality which starts at the presidential level” (p. 7-8). According to Bates (1992), “administration inevitably, therefore, not only produces and reproduces, but is also saturated with cultural concerns” (p. 9). Julius et al. (1999) characterized leaders as those who “know how to influence others to gain support for implementing decisions and, most importantly, they know how to manage the *consequences* of their decisions” (p. 4). Bates’s (1991) and Julius’ et al.’s (1999) views were supported by Ayers (2005), who saw the need for community college leaders to engage “members of various organizational subsystems in the joint production of meanings related to the work environment” (p. 19). D’Ambrosio (2000) envisioned that “effective leadership



for today's world needs to be addressed with a new vision" (p.1). The administrative culture is highly influenced by the leadership that is in place. For an effective culture to exist, the leaders involved must understand the culture and engage others to promote new directions and vision.

### **Summary**

To understand the concept of a culture fully or to understand what can facilitate a change in an institutional culture, one must have a comprehensive understanding of what the institutional culture is, what contributes to it, and if necessary what can assist in changing the dominant culture or subcultures demonstrated.

Individuals within the institution play a significant role in the maintenance or evolution of the cultures present. "Institutions of higher education, as well as in state and society, the nature, extent, and duration of cultural change is directly related to social, technological, and organizational changes taking place concurrently" (Fincher, 1998, p. 1). Students, faculty, and administrators, and professional staff each contribute to the shaping of the overall culture, as well as to the various subcultures that are demonstrated within each of these populations. All higher education institutions find themselves at the mercy of tight fiscal constraints which are impacting all components of education, including the cultures entrenched in higher education. Additionally, influences are being felt from external forces, such as the economic downturn, political overtures, and changing demographic factors involving strong internal forces from within the institution (Lee, 2004). College and campus leadership must position itself

accordingly and must deal with these external forces while preserving the inherent cultures found in higher education.

A need exists within community colleges to place a stronger emphasis on the role and the responsibility of the leadership in strengthening the academic culture. Leaders in community colleges are well positioned and possess the strongest potential to influence and shape the culture. The influence and shaping that takes place is accomplished through their individual and collective approaches to their organizational decision making (Drew, 2009; Riggs, 2009).

A number of studies have been completed on the cultures that are found in higher education institutions. Studies revealed that the cultures are maintained, influenced by, and changed by a number of internal and external forces. There is a substantial need for this study. The culture found in higher education, especially in community colleges, is being forced to change. These changes are being promoted by both external and internal forces. Kezar and Eckel (2002), as well as Shannon (2007), anticipated a need for further studies that focus on culture and institutional change. Developing and understanding the culture of a community college campus should assist administrators in educational institutions to infuse leadership, which should support existing cultures and should create institutional change while being responsive to the existing culture.

Chapter III details the methodology undertaken to conduct this study.

## **CHAPTER III: METHODOLOGY**

The purpose of the study was to explore how administrators perceived the campus and administrative cultures found on a community college. The study focused on the campus and administrative cultures found in the community college environment and sought to answer two research questions posed. First, “what are the administrators’ perspectives of the campus culture on a multicampus community college campus?” Second, “what are the administrators’ perspectives of the administrative culture on a multicampus community college campus?” A qualitative case study approach was utilized which included direct observations, face-to-face interviews, the review of documents, and the viewing of videographs as data sources. The chapter includes the research design, the role of the researcher, the site and study participant selection, the data collection, data management, and data analysis, and a discussion on the trustworthiness of the data. The chapter concludes with a summary.

### **Research Design**

For the first 20 years of 2000, leadership in higher education will be in flux. This primarily will be a result of the baby boomers who hold administrative roles in higher education transitioning to retirement. With the influx of new leadership, cultural change is imminent. Top administrative leaders in community colleges must position themselves appropriately to influence the existing culture to effectively move from entrenched rituals and beliefs to rituals and beliefs that will facilitate a culture to support the challenges and requirements being faced by today’s educational institutions.

Chaffee and Tierney (1988) postulated that “leaders influence culture, and culture defines leadership” (p. 21) and “leaders can nurture and influence organizational culture through strategies that they implement” (Chaffee & Tierney, 1988, p. 22). The type of leadership that is present and the leadership style emulated by the key administrators of the educational institution has a direct effect on the existing culture. Administration within the educational institution has a substantial influence on developing and maintaining the culture. These individuals have the strongest influence on others to gain the necessary support for implementing decisions and, at the same time, know how to manage the consequences of their decisions related to the implemented change (Bates, 1992; Julius et al., 1999).

A qualitative approach was utilized for the study. The qualitative method, according to Marshall and Rossman (2006), provided the researcher with “a broad approach to the study of social phenomena” (p. 2) and “to understand - and perhaps change – a complex social phenomenon” (Marshall & Rossman, 2006, p. 2). The qualitative approach is reflective of a number of studies cited previously in chapter II of this study. Qualitative research provides researchers with the opportunity to study social and educational phenomena and to develop a more comprehensive understanding of an individual or a group’s experiences within the environment under study. This form of research has been described as naturalistic, constructivist, ethnographic, as well as interpretive. Bogdan and Biklen (2007) stated that a “qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has

the potential of being a clue that might unlock a more comprehensive understanding of what is being studied” (p. 5).

Qualitative research continues to grow and has found credibility in a number of fields, such as educational studies, women’s studies, and human services studies. This type of research is conducted in what is described as a naturalistic setting where “inquiry is carried out in a ‘natural’ setting because phenomena of study, whatever they may be – physical, chemical, biological, social, psychological – *take their meaning as much from their contexts as they do from themselves*” (Lincoln & Guba, 1985, p. 189). Qualitative research is effective as it covers several forms of inquiry sharing certain characteristics that contribute to the understanding and explanation of the meaning of social phenomena with little disruption of the natural setting being studied (Bogdan & Biklen, 2007; Merriam, 1998). In education, Bogdan and Biklen (2007) stated:

Qualitative research is frequently called naturalistic because the researcher frequents places the events he or she is interested in naturally occur. And the data are gathered by people engaging in natural behavior: talking, visiting, looking, eating and so on. (p.3)

A qualitative research approach provides the researcher with the opportunity to enter the environment under study, observe, and experience firsthand the interactions of individuals and groups.

The selection of a qualitative research approach for this study was appropriate as it lent itself to a method of inquiry in the natural environment of the educational institution. Lincoln, Guba, Bogdan, Biklen, and Merriam supported

the utilization of a qualitative research approach, viewing this type of researcher as an individual who sought to understand the components of human behavior and experience. Additionally, this type of research attempted to grasp the manner in which the individuals constructed meaning and described what the meanings implied (Bogdan & Biklen, 2007). There is a distinct rationale for using a qualitative approach as it relates to the main purpose of the study which was to explore how administrators perceived the campus and administrative cultures found on a community college.

To appreciate a culture, one must immerse oneself “to develop some understanding of an institution’s culture” (Chaffee & Tierney, 1988, p. 4). To permit this immersion and understanding of the culture, the design of the qualitative study utilized a descriptive case study approach. Merriam (1998) described a descriptive case study in education as “one that presents a detailed account of the phenomenon under study” (p. 38). The case study research approach permits a researcher to explore human behavior in the natural environment. This type of study can effectively describe people in events, daily processes, and the impact on behaviors. A case study approach may portray a universal account of a phenomenon involving a single individual or groups of individuals. To comprehend the components of the culture found in a higher education institution, exploration of the institution must take place. Lee (2004) upheld this exploration and emphasized the importance “for those involved in shaping the environment at community colleges to understand campus culture and the role it plays in institutional effectiveness” (p.504). The case study method

may provide the opportunity to develop a detailed examination of individuals, documents or events that may relate to a complex social unit consisting of variables of potential importance in understanding the phenomenon under study (Bogdan & Biklen, 2007; Merriam, 1998).

The utilization of a qualitative descriptive case study is authenticated by considerable research that provides researchers with the opportunity to gain insight into the complexities of an organization's culture, the interactions of the cultures, and the influences placed on the culture. This research approach provides a "focus on understanding the contemporary phenomena within the real setting where the boundaries between context and the phenomena are not evident" (Heck, 2006, p. 379). Stake (2003) asserted that a "case study is not a methodological choice but a choice of what is to be studied" (p. 134). The utilization of a case study research approach serves as "an appropriate vehicle because it allows for what anthropologist Clifford Geertz calls thick description" (Chaffe & Tierney, 1998, p. 13). To fully grasp the culture of a multicampus higher education institution, one must immerse oneself into the organization. This approach provides the researcher with the opportunity to investigate the phenomena where they happens and it seeks to gain a substantial understanding of the situation and the meaning that it provides for the individuals involved (Merriam, 1998, p.19; Ortiz, 2003, p. 36). Through the case study method, this immersion can take place.

Time must be taken to gain an awareness and an in-depth understanding of the influences on the culture that exists. Through this in-depth understanding,

a locus of the general phenomenon or a population of cases and the describing of one's experiences related to this phenomenon under study can be considered (Ehrich, 2003; Stake, 2003). The experiences that one has may be a result of the culture of the organization. Through these experiences, additional influences take place that directly affect the organizational culture. Ortiz (2003) understood the need to commit to "frequently visiting and observing the setting before the interview protocol is developed or research participants identified" (p. 36).

Through these visitations and observations, an awareness and understanding can begin of these experiences that take place within the organizational culture.

The case study research approach permits a researcher to explore human behavior in his or her natural environment. These studies can effectively describe people in events, daily processes, and the impact on behaviors. Through the various data collection methods, a case study research approach can provide enough depiction in detail to show and to support the researcher's conclusion. This approach provides researchers with the opportunity to develop concepts of behavior which, in turn, can assist individuals in their understanding of human interactions. Some degree of generalizations can be made from the results of a case study approach to larger populations. However, caution must be exercised when establishing these generalizations as they tend to be more descriptive in their approach.

### **Role of the Researcher**

The majority of my professional career has been grounded in community college education. Over a 30-year tenure, this researcher has served as a



faculty member for 17 years and has been an academic administrator in a community college for the past 13 years. During this time period, this researcher has had the good fortune to serve under a number of chief executive officers who have fostered varied campus and administrative cultures. The creation of these varied cultures serves as the motivation for this study. It was my desire to gain insight and to understand the campus and administrative cultures demonstrated on a community college campus.

In the researcher's tenure as an academic administrator, this researcher has been able to establish a positive reputation, a number of effective networks with other campus and college administrators (both at a peer level and a higher level) and has participated in a number of key collegewide projects. As a result of these networks and my project participation, access to a number of documents and other administrative resources as an insider was possible. This insider role served me well as the data collection began and helped to establish credibility that the study would be conducted in an ethical and responsible manner. During my years as an academic administrator, I achieved a reputation for serving as a reliable resource for understanding academic issues, policies, and procedures. This reputation has enhanced my credibility and appreciation for the research project. However, this very role may also have been detrimental as a relationship exists with a number of the top leaders of the educational institution. This relationship may have influenced how some study participants responded or interacted with me in my role as a researcher.

Individuals identified as participants in the study may have felt an obligation to participate or felt guarded with their responses during the interview process as a result of my preexisting relationships with top leaders of the institution. These preexisting relationships presented challenges to anonymity and confidentiality as the study progressed. As a researcher, it was necessary to clearly reinforce my role as a researcher and to make every effort to alleviate this concern. Every effort was made to develop a collaborative relationship with the participants to establish trust and to uphold that their voices were heard. Marshall and Rossman (2006) reinforced this need. They stated that “dropping the academic armor allows richer, more intimate acceptance into the ongoing lives and sentiments of the participants” (Marshall & Rossman, 2006, p. 78). This was accomplished through the reinforcement of my role as a researcher and a brief discussion of the purpose of the study. During either the interviews or the observations, interactions with all participants were professional. Every effort was made to be sure that the participants felt their views were valuable, useful, and the interviews were “more like a conversation than a formal event with predetermined response categories” (Marshall & Rossman, 2006, p. 101). By interacting with and listening to the study’s participants in this manner, the researcher was afforded the opportunity to learn and to grow as the study progressed.

A major difference noted between quantitative and qualitative research was the role of the researcher. As a qualitative researcher, a transition from my role as an academic administrator to that of a researcher took place when

interacting with administrators who were identified as study participants or during observations. As a researcher using a qualitative approach, the researcher served as the data gathering instrument and “entering the lives of the participants” (Marshall & Rossman, 2006, p. 72). Additionally, this researcher served as the primary source of data collection where “data are mediated through this human instrument, the researcher, rather than through an inanimate inventory, questionnaire, or computer” (Merriam, 1998, p. 7). In this role, a new perspective to better understand human behavior, experiences, and to understand the processes by which the participants constructed meaning and to describe those meanings was implemented (Bogdan & Biklen, 2007).

In this role, it was important to understand that there is a substantial connection that is in place between the identified study participants and the context of the study. Bogdan and Biklen (2007) emphasized this stating that “qualitative researchers go to the particular setting under study because they are concerned with context. They feel that action can best be understood when it is observed in the setting in which it occurs” (p. 4). Because the researcher serves as one of the primary sources of the data collection, the researcher becomes an integral part of the study. When serving in this capacity, the researcher must realize that he or she brings his or her own experiences to the study. These experiences may include personal beliefs, biases, backgrounds, and encounters. As a qualitative researcher, it is imperative to account for, evaluate, and acknowledge these issues as they may promote influence on the component of the study (Bogdan & Biklen, 2007).

By accounting for any personal beliefs and potential biases, the reader will become aware of them as they will have an impact on the questions posed, the theoretical framework implemented for the study, as well as the interpretation of the findings. Through the research process, it is important to remain flexible in order “to be open to being shaped by the research experience and to having your thinking be informed by the data” (Bogdan & Biklen, 2007, p.38).

In keeping with Bogdan and Biklen’s (2007) premise for accountability, my personal beliefs are grounded in my experiences in two arenas: the private and the public sectors. Prior to entering education, this researcher had the good fortune to be an administrator in two major health care institutions. During that time, the importance of appropriate affective interactions was quickly learned. This primarily was developed through a lengthy period of trial and error. During this trial and error period, I learned not to provide an instantaneous response or reaction when dealing with subordinates or supervisors, especially when I did not agree with them. Additionally, it was learned that saying exactly how you feel about someone or something usually is not in your own best interest. As this trial and error period progress, I learned to take time to listen, solicit feedback, and comprehend what was really the issue at hand and to deal with it appropriately. As an administrator in the private sector, the use of appropriate affective interactions served as the foundation when working with those who supervised me and for those who were supervised. Additionally, a philosophy that focused on *Lead by Example* was developed and implemented. A major component of this philosophy also included a guide of don’t ask someone to do something that

you are not willing to do yourself. These philosophies served me well during my time in the private sector. For the most part, the private sector was a very stable environment with very little change in administrative personnel.

Upon my transition to the public sector in the community college environment, my established philosophy and guide were heavily utilized in my tenure as a faculty member and when transitioning to an academic administrator. However, since entering the education environment, frequent changes in my upper administration have been experienced. This has afforded me the opportunity to experience firsthand the infusion of various campus and administrative cultures into the existing cultures that may be found in the community college environment. This researcher has witnessed how these varying administrative cultures have been integrated, clashed with, and have altered the overall campus culture on a campus.

From this experience, my personal belief regarding an administrative culture is best described through the analogy of a high dive into a swimming pool. From my perspective, it has everything to do with how you leave the diving board. If you are the diver and have a good takeoff from the board, you are most likely going to enter the water with very little splash. If you are scored for the dive, you should receive high marks. However, if your takeoff from the diving board is not good, you are most likely going to create a big splash when you hit the water, which in turn, will create many waves and will have a ripple effect. Again, if you are scored, this may result in a low score.

It is my belief that academic administrators are in a position not only to create an administrative culture but also to influence and to impact the overall campus culture that exists on a campus. Academic administrators must realize how they use their positions, and leadership will determine whether they will be an acceptance or a rejection of changes that must be promoted by the academic administrator. Through effective leadership, compassion, and understanding, an academic administrator can promote required change that can be infused into existing cultures that may be found on a community college campus.

As the researcher for this study, my personal experiences in the public sector helped me conduct this study with minimal biases. As previously mentioned, since entering the public sector, I have experienced frequent changes in my upper administration. Some of these changes have been challenging and required a refocusing in thinking and mindset. Through these challenges, a more objective approach to administrative change has developed. I still hold a firm belief that academic administrators are well positioned to influence the administrative culture, as well as the overall campus culture. However, being objective and open to new ideas and to ways of accomplishing administrative requirements continues to serve me well. This objectivity also assisted in removing the majority of personal beliefs and biases when conducting this study. When data collection commenced, I took the approach of being faced with another opportunity to learn and gain further understanding of the cultures found at another campus. As the researcher, I remained open to the information as it presented itself and frequently reinforced my role to myself as an outsider.

## **Site and Study Participant Selection**

To appreciate the culture of a multicampus community college system, an immersion and understanding must be developed regarding the traditions, rituals, themes, types of events, and the influences on the various campus cultures. Marshall and Rossman (2006) indicated that “a realistic site is where (a) entry is possible and (b) there is a high probability that a rich mix of the processes, people, programs, interactions, and structures of interest are present” (p. 62). Additionally, this understanding must include the manner in which the culture is emulated, what is utilized to represent it, and how it is maintained in the changing internal and external environment.

### **Site selection.**

This study focuses on Urban College (UC; a pseudonym), a large multicampus community college located in the southern United States. UC has been providing educational opportunities to a large metropolitan area and recently celebrated 50 years of service to this community. Its mission is very focused on the accessibility and affordability to high-quality teaching and learning experiences and changing lives through education. UC is comprised of eight campuses supporting an a very large college enrollment. The average age is 26 years, with a predominant Hispanic student population, followed by African American, White Non-Hispanic, and the remaining Asian and Hawaiian. To provide learning opportunities in this urban community, approximately 700 full-time faculty and over 2,500 full-time administrative and staff individuals were employed. This diverse workforce was composed of 75% ethnic minorities and

57% of the full-time employees are women. Eddy (2006) found that “one of every three community colleges is part of a multi-campus or multi-college district” (p. 42). Based on Eddy’s (2006) findings, the selection of UC served as an excellent study site as it reflects the current structure of the majority of community college systems nationwide.

With culture as the major focus of this study, the researcher was interested in focusing the study on the campus and administrative cultures found in the community college environment. To accomplish this, Heck (2006) highly recommended bounding the study to ensure the study was “manageable and the type of information collected will maximize the investigator’s time” (p. 379). In keeping with this recommendation, this study was bounded in its focus on specific components of the campus and administrative cultures found on one campus of UC.

Neighborhood Campus (NC; a pseudonym) became a center of the UC system in 1979 and transitioned to a full-service campus in the mid-1990s. In 2010, its approximate 7,800-plus enrollment is composed of a racial and ethnic mix of 87% Hispanic, 7% African American, 4% Non-Hispanic White, followed by approximately 2% as unreported. The average age found in the enrollment at NC was 30 years of age, which was higher than the average age demonstrated throughout the UC system. The majority of the students at NC were enrolled in courses that lead to an associate in arts degree, with college credit certificate programs next, and with the baccalaureate degree representing the third most enrolled area. Four major service areas were found on NC, including curriculum



support, student support, non-curriculum support, and curriculum/administrative support.

### **Study participants.**

NC served as the primary source for data collection. With the focus of this study on campus and administrative cultures, selected study participants included the administrative personnel in the four major service areas found on NC. Specific administrative personnel identified as study participants were based on UC's administrative classifications utilized throughout the UC system. A total of 21 individuals dispersed between the four service areas found on NC were identified as administrators. Of the 21 individuals identified, a total of 10 administrators voluntarily agreed to participate in the interview process. Through their administrative roles, components of the administrative socialization processes were impacted by their actions. Chaffee and Tierney (1988) implied that these roles were "significant mechanisms in organizational life" (p. 7) as the socialization process used to "introduce new members to the culture and maintain continued loyalty and morale" (Chaffee & Tierney, 1988, p. 7) may be a result of the administrators' actions.

The initiation and maintenance of the socialization to an institution is a critical element of the campus culture. These administrative personnel have the opportunity to influence and to be influenced by the cultures in place on the campus and to contribute to the administrative culture that exists at NC. Their interactions, actions, discussions, and decisions serve as an integral part of the campus and administrative cultures. These participants, as well others who were

present, were observed in various settings involving campus and administrative meetings in which they participated, attended, and to which they provided leadership. In addition to the data collected through direct observation, each of the identified administrators was invited to participate in face-to-face interviews. .

### **Data Collection, Data Management, and Data Analysis**

#### **Data collection.**

Prior to the initiation of the data collection and in an effort to assure the safety and the rights of all study participants were considered, Institutional Review Board (IRB) approval was secured. This was accomplished by successfully completing the IRB process from the educational institution (Florida International University) and completing the IRB application process for Urban College. Although the researcher obtained approval from UC through its internal Institutional Review Board (IRB) process, the researcher faced challenges.

The initial IRB application process for UC was commenced in May 2010. At that time, UC's IRB Board expressed concerns related to the utilization of a qualitative approach for the study rather than a quantitative approach. Due to the qualitative approach designated for the study, the ability to complete the study at UC was not approved by the members of the IRB. An alternative site was identified and contacted in June 2010. Approval from Florida International University's IRB was obtained for the change in study site. In August 2010, the alternative site denied approval for the study, citing that a number of key administrative positions were in transition and would not represent the institution effectively.

In September 2010, a resubmission to UC's IRB was initiated. Concurrently, an amendment to Florida International University's IRB was submitted and approved. Prior to the submission of the final application to UC's IRB, feedback was solicited from UC's IRB regarding the pending request for approval. Through this feedback, strong concerns were expressed for the need to maintain anonymity and confidentiality of the study participants who would be involved in the study. Through multiple submissions to UC's IRB Board, concerns of anonymity and confidentiality were successfully addressed, and approval for the study was secured. Once all approvals were secured, the data collection process was commenced.

Data collection for this study took place over a 5-month period that began in November 2010 and continued through the end of March 2011. With the focus of this study on the campus and administrative cultures, administrators were readily available and continued their required work responsibilities as they were on a 12-month contract. Even as scheduled semester breaks occurred, administrative personnel continued to report to the campus and to perform their work responsibilities. This afforded the researcher the opportunity to gather data during this 5-month period with minimal concern related to major absences or a lack of availability of the study participants.

Through the case study method, a number of data collection techniques were utilized, including observations, interviews, document reviews, and videograph reviews. These data collection sources were supported by Marshall and Rossman (2006) who stated that "qualitative researchers typically rely on

four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in depth, and (d) analyzing documents and material culture” (p. 97). Seidman (2006) postured that “a researcher can approach the experience of people in contemporary organization through examining personal and institutional documents, through observations, through exploring history, through experimentation, through questionnaires and surveys, and through a review of the literature” (p. 10). To conduct the observation component of the data gathering phase, consideration was given to conducting observations for a full academic cycle; however, the study was bounded to a 5-month period. With the data collection beginning in November 2010 and finishing in March 2011, opportunities were provided to the researcher during this 5-month period to observe meetings and activities during two of the major terms associated with the academic year. The crossing of the major academic terms (mid-fall to mid-spring) served as a sufficient time period. This time period was identified as being a sufficient amount of time for data collection, to complete the study with the time and resources available, and allowed the study to be of reasonable size and complexity (Bogdan & Biklen, 2007; Heck, 2006).

The utilization of the case study research approach provided for the appropriate collection of data through a number of sources and required that ethical considerations be in place. Bogdan and Biklen (2007) supported the use of various data sources and identified these sources by stating that “the data include interview transcripts, fieldnotes, photographs, videotapes, personal documents, memos, and other official records” (p. 5). Heck (2006) affirmed the

use of these data collection techniques as “a particular strength of the case study design” (p. 380) as they “bring different types of evidence to bear on the phenomenon” (Heck, 2006, p. 380).

***observations.***

Data gathering associated with qualitative research involves observations of events. Merriam (1998) described observations as making “it possible to record behavior as it is happening” (p. 96). For this study, the researcher performed direct observations of campus and administrative meetings. To fully realize the events and the traditions of the campus, the researcher must spend an extended period of time observing these events and traditions. In academia, the time period would involve the observation of a full cycle or an academic year on NC as these events influenced and emulated the cultures on the campus. Unfortunately, this would have been difficult as it would have required a substantial presence on NC where a number of events were scheduled concurrently. In an effort to effectively time bound this study, NC meetings that occurred during the 5-month data collection period were observed. Direct observations may have posed ethical concerns as observations conducted without the knowledge of the participants may have raised issues of privacy and informed consent.

Observations of participants with informed consent were not without concern. During observations, the participants may have changed their activities or behaviors. Additionally, over extended exposure to the researcher during observation periods, the participants may have demonstrated behaviors that they

will “be embarrassed about, or reveal information they had not intended to disclose” (Merriam, 1998, p. 215). To facilitate an understanding of the campus and administrative cultures on NC, direct observations took place at administrative and departmental meetings where the identified study participants were present.

To help alleviate the ethical concerns of conducting observations without knowledge of the participant, the first meeting that was observed during the data gathering period was the Campus Managers' Meeting. At this meeting, participants in attendance serve in an administrative role on NC. At the beginning of this observed meeting, the researcher was afforded the opportunity to introduce themselves, provide an overview of the study, and review the components of anonymity and confidentiality. In turn, at the initial meeting of any other service area where an observation took place, a brief overview of the study, its purpose, and the degree of anonymity and confidentiality was discussed with the individuals present. At subsequent meetings, the overview was not presented.

Components involved during observations and captured in the fieldnotes included the physical setting, the participants, activities, interactions, conversations, discussions, verbal and nonverbal communication styles, subtle factors, and the impact of the researcher's presence. This researcher made every effort to observe any of the recurring administrative meetings. By observing the repeated administrative meetings, opportunities were presented to observe repeating patterns or behaviors, interactions, and communications. Data

collected through the use of fieldnotes during these recurring meetings were analyzed for comparisons. Additionally, if the researcher is present at a number of administrative meetings and department meetings, it may afford the researcher with a level of comfort with the administrator during the interview process as a familiarity has developed from the extended presence at the administrative meetings. Agendas and minutes that were provided at administrative meetings and department meetings were included for document analysis.

During the observations of the administrative meetings attended, the researcher positioned themself in the meeting area to effectively observe the interactions of the participants at the meeting and not be intrusive. This was accomplished by sitting away from the meeting table but at the same time being able to visually see the majority of the participants at the meeting. Through this positioning, the participants appeared comfortable to freely discuss the agenda topics.

### ***interviews.***

In conjunction with these administrative and department meetings, the continuation of data gathering took place through interviews with the study participants. "Campus climate issues for any constituency group, studied through interviews, have the potential to illuminate nuances and highly important and sensitive information often overlooked through quantitative methods" (Ortiz, 2003, p. 36). Seidman (2006) supported Ortiz's (2003) belief by stating "if the researcher's goal is to understand the meaning of people involved in education

make of their experience, then interviewing provides a necessary, if not always completely sufficient, avenue of inquiry” (p. 11). The conducting of interviews with the study participants provided the researcher with a mode of inquiry that provided access to their behaviors, a means of understanding these behaviors, and exploring the shared experiences and cultural values of the administrators involved with the study. (Jensen, 2003; Seidman, 2006).

Interviewing key administrative personnel provided the opportunity for this researcher to obtain access to “people’s subjective experiences and attitudes” (Perakyla, 2005, p. 869) as well as a closer look into the “naturally occurring” (Perakyla, 2005, p. 869) circumstances in the environment of the campus.

Through the interview process, probing questions can be asked by the researcher. In some cases these probing questions can cause the respondents to “feel their privacy has been invaded, they may be embarrassed by certain questions, and they may tell things they had never intended to reveal” (Merriam, 1998, p. 214). Interviews provide researchers with the opportunity to delve into a number of areas. During the interviews, participants were fully informed regarding the study, voluntarily participated, and were informed of any participant obligations associated with the study. It was understood that the researcher was functioning as a guest in an institution and not invading this environment.

“Informants’ identities should be protected so that the information you collect does not embarrass or in any other way harm them” (Bogdan & Biklen, 2007, p. 50). The interviewer must make certain that confidentiality is provided to the participants. Whether performing observations or interviews, the researcher



must keep in mind that the researcher's behaviors and conduct must be of the highest quality and must emulate a strong ethical commitment. The issue of maintaining anonymity and confidentiality was well infused throughout this study.

Semistructured, face-to-face interviews were conducted with administrative personnel for the determination of the demonstrated campus and administrative cultures on NC. These 60 to 90 minute interviews were conducted in locations that were best suited for the interviewees. The researcher made every effort not to focus on the time associated with the interviews, instead the researcher allowed the participants ample time to discuss and to ponder the phenomena being studied. All interviews were completed on the identified campus. As a result of the close proximity of the campus, opportunities presented themselves that permitted the completion of more than one participant interview for the study per session.

Ten administrators voluntarily agreed to participate in the face-to-face interview process. These 10 administrators represented three of the four service areas found on NC. If an interviewee did not wish to be interviewed in his or her office at NC, arrangements were made to conduct the interview in another location on the campus. Two interviews were conducted in one of the campus' conference rooms away from the participant's office area.

During the interview process, questions pondered focused on the characteristics associated with the leadership observed and emulated by the individuals in administrative roles at NC, as well as how these administrators identified the culture found on the campus and in the four service areas on NC.

Interviews conducted during the data collection time period contained probing questions regarding the beliefs, rituals, traits, and activities related to the cultures under study. The interviews were conducted using Guiding Interview Questions for Administrative Personnel (see Appendix A), which provided the flexibility to allow for free exchange and for developing themes that emerged. Each interview session was concluded with the completion of a Demographic Information Form from the interviewee (see Appendix B). Prior to the beginning of the interview process, a brief discussion was conducted to review the purpose of the study, the participant's role in the study, and the procedures that had been incorporated to protect his or her anonymity and confidentiality.

Each participant was asked to read and to sign a Consent to Serve as a Research Participant (see Appendix C) and was given a copy if requested. The purpose, procedures, risks, benefits, protection of confidentiality, data collection and storage, and contact information were included in this consent. Each interview was audiotaped for transcription, and fieldnotes were recorded by the researcher during the interviews. Lincoln and Guba (1985) supported the use of audiotaping as it is "a mode that has many advantages, such as providing an unimpeachable data source; assuring completeness; providing the opportunity to review as often as necessary to assure that full understanding has been achieved" (p. 271). The participants were assured that they may stop the interview at any time, re-schedule, or not participate in the interview process. Each interviewee was afforded the opportunity to review, respond to, and to provide feedback to the transcribed interview when it was completed. The

researcher did not receive any request from the interviewed administrators to review their transcribed interviews.

***documents.***

Documents serve as a valuable source for a qualitative study. Love (2003) indicated that:

When conducting qualitative research in a collegiate environment with the goal of understanding something about students, faculty, academic, or administrative life, failure to include document analysis may indeed be leaving a gap in the ability to fully understand the issue or question at hand. (p.83)

The documents utilized in a qualitative study supplement observations and interviews as they can reflect everyday events, serve as support to the research, and are a part of the academic world (Love, 2003; Marshall & Rossman, 2006). There can be both internal and external documents circulated by an institution of higher education. Internal documents found in higher education can include memos, emails, agendas, meeting minutes, manuals, handbooks, websites, evaluations, incident reports, annual reports, accreditation reports, financial and budget records, and internal newsletters. These documents are available to the public through a public records request. External documents, usually for public consumption, include bulletins, news releases, yearbooks, public statements of philosophy, mission statements, goals, advertisements for open house programs, brochures, and pamphlets.

Whitt (2001) denoted that documents are a “ready-made source of data, easily accessible” (p. 447) and “public records are material created and kept for the purpose of attesting to an event or providing an account” (Whitt, 2001, p. 447). Pursuant to Hodder (2001), documents serve multiple purposes as the “information provided may differ from and may not be available in spoken form and because texts endure and thus give historical insight” (p.599). Bulletins, reports, brochures, pamphlets, budget reports, and annual reports are only a few of the documents that can be utilized to study culture in a community college.

Documents were collected from various campus resources. “Written text provide a truer indication of original meaning than other types of evidence” (Holder, 2001, p. 599) and “the writing down of words often allows language a meaning to be controlled more effectively” (Hodder, 2001, p. 600). The documents included hard copies of brochures, pamphlets, and student handbooks from the campus student service and academic areas, administrative productivity reports, graduation documents, available administrative memorandum, agendas, meeting minutes, and campus demographic reports. A review of the campus webpage took place to obtain an understanding of the mission and the goals for the campus, the campus president’s philosophy through the welcome message, program offerings, and services provided on the campus.

During the review and analysis process of the identified documents, consideration was given to the various photographs included in the campus documents. Through the various photographs that were incorporated into the

identified campus documents, cultural representations could be found. These photographs captured what was being experienced and provided evidence of the culture that may exist. Additionally, the photographs encourage and perpetuate what has been happening to continue (Sontag, 1973, p. 96) Through the review and analysis of these documents, correlations were established between other data sources to begin the identification of patterns for the maintenance of and the influences placed on the cultures that were demonstrated on the campus.

### ***videographs.***

An additional approach for data gathering associated with qualitative research includes the review of videographs. Through technology, UC and NC captured and archived several events on videographs, including campus graduations, book fairs, film festivals, and campus cultural events. These videographs demonstrated and contained many of the traditions, rituals, and values of the campus. The opportunity presented itself to review a multitude of events in a timely manner through these videographs. Clearly, the most effective manner to realize the events and the traditions of a campus was to conduct firsthand observations over a full cycle or an academic year on that campus. In an effort to time bound this research, a review of the archived videographs took place for the 2010 year to further understand how the event maintained or influenced the culture of the campus under review.

### **Data management.**

All data obtained during the data collection process were stored on a personal laptop. This laptop was housed in a home office area and was

protected by both password and fingerprint recognition requirements for access to files saved on the computer. To compile the data, a word processing program (Microsoft Word 2010) was utilized. Multiple electronic folders were created for the various data collected. Examples of these folders included campus meetings, administrative meetings observed, and individual participant interviews. Various electronic files were stored in each of these folders. A master folder was maintained that contained an inventory of the various files in each folder. This folder served as the primary resource folder when storing and retrieving data for the analysis portion of the study.

Upon completion of each observed meeting, the written fieldnotes taken during the event were typed and stored as an electronic file. The written fieldnotes were scanned as a PDF file and were saved with the typed fieldnotes. After the creation of the electronic files (Word document and PDF scanning) for each observed event, the written fieldnotes were placed in a folder titled with the meeting and the date.

To advance anonymity and confidentiality to the participants when reporting data from the face-to-face interview process, random four-digit numbers were assigned to each administrator prior to the interview. This number was used as the identifier for the administrator's interview and comments. The random assignment of numbers to administrators was stored as an electronic file on the laptop computer. In addition to the random number assigned and to effect additional anonymity and confidentiality, random initials were assigned to each participant. These initials were assigned after the interview was completed. The

assignment of random initials was utilized to permit the reporting of information from the interview process in the findings portion of the study.

Each study participant was assigned an electronic file folder using the four-digit random numbers. The folders contained the transcribed interview, the electronic file of the audiotape, the PDF file of the fieldnotes, as well as the electronic file of the fieldnotes. All audiotaped interviews were recorded on a handheld digital tape recording device. These recordings were transferred to the personal laptop for storage utilizing the software provided by the manufacturer. Each taped interview was transcribed into a Word document and was stored on the personal laptop. Once transferred and verification was made that the recording was saved on the laptop, the recording on the handheld digital tape recorder was erased. Additionally, the written fieldnotes taken during the interviews were transferred to electronic files as described previously. Once the participant's interview was transcribed, the transcription was available for review by the study participant, if requested. As indicated previously, the researcher did not receive any requests for review.

Documents, in hard copy, that were collected as part of the data collection process were stored in a file in the home office. Because NC is part of the UC system, which is considered a public institution, considerations of confidentiality did not need to be addressed as these documents are considered public documents and may be obtained through a public records request.

Within this study, a bias may be seen as the researcher has a lengthy employment at the same institution, but on a different campus, where the study

was conducted. The researcher has worked on several collegewide processes and initiatives with a number of these key administrators so a previous relationship is in place. To reduce this bias, every effort was made by the researcher to provide a concise overview of the study's purpose prior to the scheduled interview. During the actual interview process, every effort was made to make the respondent feel comfortable in responding to the questions asked by the researcher. Additionally, it was frequently emphasized that the respondent had the ability to terminate the interview at any time.

### **Data analysis.**

A great deal of data is accumulated through qualitative research. Data analysis requires the researcher to gather and to organize all information, fieldnotes, observations, miscellaneous notes, transcripts, and interviews. As the analysis takes place, "a search for general statements about relationships and underlying themes" must take place (Marshall & Rossman, 2006, p. 154). Bogdan and Biklen (2007) emphasized the importance of this process by describing the analysis as a "process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to enable you to come up with findings" (p. 159). Through the analysis process, Paxton (2003) promoted the need to "get inside the text to analyze the pattern of language and to begin to identify the connections between form and meaning" (p. 21). Pursuant to Whitt (2001), opportunities exist to further understand an organization or institution as "these data can provide insights into institutional



processes, values, and participants” (p. 448). It was the desire of the researcher to collect and to review the various documents identified over a 5-month period.

Multiple data sources were identified for this study. These data sources required varied approaches to the data analysis process. To support an organized approach to the data sources, an electronic log was maintained containing the date, names, locations of whom, what, and when for each of the data sources used in the study. With multiple data sources identified for the study, procedures established to analyze the data are crucial. A researcher may begin the analysis of the data during any phase of a study. Analysis may begin before collecting any data, may begin while collecting data or the researcher may collect all of the data and then begin the analysis for the study. When the analysis is begun, the qualitative genre and the assumptions associated with the study will require that a “balance between efficiency and design” (Marshall and Rossman, 2006, p. 154) be maintained. Regardless of the approach to the data under review and analysis, a systematic approach must be implemented to further the intended focus of the study on campus and administrative cultures take place.

In keeping with Marshall and Rossman’s (2006) premise to strive for balance, analysis commenced at the end of the 4<sup>th</sup> month of data collection. The initial data analysis began with a review of the documents and videographs that were collected. At the completion of the data collection process, analysis of the remaining data sources began. By organizing the data into electronic files as described in the data management section of chapter III, analysis was

accomplished more effectively. Fieldnotes from observed events and meetings were reviewed, read, and reread to become more familiar with the data and to identify themes, words, phrases, ideas, and patterns. Bogdan and Biklen (2007) viewed the process of reviewing and rereading as the initial steps were “certain words, phrases, patterns of behavior, subjects’ ways of thinking, and events repeat and stand out” (p. 173). As these themes, words, phrases, ideas, and patterns emerged, coding was assigned to these items.

As the analysis process continued, these data sources were compared and contrasted using Harry, Sturges, and Klingner’s (2005) constant comparative method. For analysis purposes, all fieldnotes, miscellaneous notes, document reviews, and interviews were converted into an electronic format and were placed into a three-column document. The first column permitted the isolation of the key themes, words, phrases, ideas, and patterns that were identified during the review, reading, and rereading of the information associated with the various data sources. The second column contained the actual data from the electronic file. The third column was dedicated as an area to make additional notes during the review, reading, and rereading process. Within the third column, opportunities existed to correlate findings between the various data sources which established the triangulation process.

The initial coding schemes coincided with the primary focus of the study (culture) and were modified as required as various themes and patterns emerged. The following are examples of major categories that were initially utilized: specific populations, types of events, specific cultural traits,

demonstrated behaviors, communication techniques, and values. As the data analysis progressed to the interviews, the transcribed interviews were placed into the three-column document. They were reviewed, read, and reread along with the fieldnotes that were recorded. Marshall and Rossman (2006) supported this process, indicating that the “reading, rereading, and reading through the data once more forces the researcher to become intimately familiar with those data” (p. 158). Again, emerging themes, idea, and patterns were identified and coded. Similarities in themes, ideas, and patterns that were found among the fieldnotes from the observations and interviews were coded using the same codes. New themes, ideas, and patterns were assigned new codes.

After multiple reviews and rereadings of the various data sources took place, the data sources were compared to each other. As this comparison proceeded, codes were collapsed. To accomplish this portion of the analysis process, Bogdan and Biklen’s (2007) coding processes and various coding categories in conjunction with Harry et al.’s (2005) constant comparative method served as a guide. A setting and context coding system was established to categorize key words, perspectives, and themes. The setting and context coding process permitted the sorting of “the most general information on the setting, topic, or subjects” (Bogdan & Biklen, 2007, p. 174).

Categories of activity codes, strategies codes, relationship codes, as well as social codes assisted in collapsing data obtained from direct observational data. These codes were also applied to reviewed videographs. An activities coding process served to be the most effective as it refers to “regularly occurring

kinds of behavior” (Bogdan & Biklen, 2007, p.176). Strategy coding was implemented as it identifies “tactics, methods, techniques, maneuvers, ploys, and other conscious ways people accomplish various things” (Bogdan & Biklen, 2007, p. 178) while relationship and social structure coding was used to address the patterns of behaviors among people. A narrative coding process was utilized as this process “describes the structure of talk itself” (Bogdan & Biklen, 2007, p. 178) and offered “an account of their lives framed in a particular way” (Bogdan & Biklen, 2007, p. 178). The use of these multiple sources for data collection, the coding processes identified, and the constant comparative methods facilitated the analysis process.

As the review of the various data sources commenced, initial codes were written next to the data in the transcripts or fieldnotes from the data source. For example, during the initial stages of the coding process, when an administrator discussed his or her attendance at a meeting, the attendance was coded with participation within. If the administrator participated in meetings with other groups, it was initially coded as participation outside. Also in the review of the interviews, when the interviewed administrator mentioned aspects of a relationship between other members of the campus, a relationship outside code was assigned. If a relationship was mentioned within the same area, it was initially coded as relationship within. These initial codes were combined. Participation within and participation outside were combined into a PART code, while the initial relationship codes were reduced to a RELAT code.

As the analysis continued, open codes and categories were assigned. The open codes and categories were developed as groups of words or relational categories emerged. As these categories or words were identified, they were also applied to other data sources. Through the review and rereading on the data sources, these codes were condensed. When comparing the transcribed interviews with fieldnotes from observed meetings, a form of communication and interaction codes were assigned as information was discussed by the interviewed administrator or observed during this meeting regarding the communication and interactions routes up, down, and across the campus and with the four service areas. The communication code and interaction code were eventually assigned the code COM METH and INTERACT, respectively. Additional examples include the manner in which decisions seemed to be made, as indicated by the interviewed administrator's comments and observed at meeting. The initial code was described as role in decision-making and narrowed to DECISION as an assigned code.

As the data sources were reviewed, support for various work groups found on NC was indicated. Various support codes included support for staff, support for faculty, support for administrators and were initially assigned. As the data sources were read and reread, these support codes were abbreviated to a SUPPORT code. To address the campus culture, initial codes included component of campus culture, knowledge of campus activities, and understanding of campus culture. These codes were abbreviated into a recognizable and meaningful code CAM CUL. Similarly, initial codes assigned

for the administrative culture included components of administrative culture, participation in administrative culture, understanding of administrative culture, and relations with other administrators. These codes were abbreviated to an ADMIN CUL code and applied to the various data sources.

Through this process of identifying initial codes for the various data sources and by collapsing codes, opportunities presented themselves not only to abbreviate a number of these codes into recognizable and meaningful codes but also to categorize the written data from the various data sources. As the process continued and the data were further categorized, a number of themes emerged which supported the focus of this study.

### **Trustworthiness of the Data**

The credibility and the trustworthiness of qualitative research have been questioned frequently by opponents of qualitative research. Additional questions may be focused on the validity, reliability, researcher bias, and the use of small study samples, as well as the researcher's heavy involvement in the data processes associated with qualitative research methods. The extent to which the findings of a study are valid are addressed through the utilization of triangulation, checking interpretations with interviewed participants, consulting peers on emerging findings, and staying on-site for an extended period of time (Merriam, 1998). To address these possible questions, a number of strategies were incorporated to foster trustworthiness, validity, and reliability of the study.

The Research Management Plan and Timeline (see Table 1) established for data collection and analysis provided for sufficient immersion at the selected

Table 1

*Research Management Plan and Timeline*

Timeline	Research Management Plan
May 2010	Completed IRB process with Florida International University
June 2010	Initiated the IRB process at UC – Not approved
July 2010	Initiated the IRB process at alternative site for study
August 2010	Not approved for study at alternative site
September 2010	Reapplied and completed IRB process at UC
October 2010	Presented and defended prospectus
November 2010	Began observations of meetings
	Began collecting of documents
December 2010	Continued observations of meetings
	Continued document collection
	Began collecting videographs
	Began transcribing of fieldnotes from observed meetings
January 2011	Continued observations of meetings and document collection
	Transcribed fieldnotes
	Scheduled and began interviews with study participants
	Completed videograph collection
February 2011	Continued interviews with study participants

*table continues*

*table continued*

---

Timeline	Research Management Plan
February 2011	Continued observations of meetings and document collection Transcribed fieldnotes and interviews Began document and videograph analysis
March 2011	Completed interviews and document collection Transcribed fieldnotes and interviews Continued document and videograph analysis Began data management – established initial codes
April 2011	Completed document and videograph analysis Began interview and observation analysis Continued data management – continued coding
May 2011	Completed data management and analysis Prepared data presentation Wrote up findings and discussion
June 2011	Completed write up of findings and discussion Submitted research for review

---

study site. In addition to the timeline, the use of a small, purposeful sample permitted the researcher with the opportunity for more in-depth investigation and discussion as to the administrators' perceptions of the campus and administrative cultures. Merriam (1998) stated:



The logic and power of purposeful sampling lies in the selecting of information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about an issue of central importance to the purpose of the research. (p.61)

To bolster trustworthiness, the study provided a clear outline of the processes associated with the methods, analysis, and possible researcher bias. The study provides a comprehensive discussion of the methods, sources of information, and both positive and negative components as conclusions developed. This supported Merriam (1998) description of the need for transparency and thoroughness. Due to the amount of time that the researcher was immersed in the identified site and data, a familiarity with the content under study was accomplished as sufficient time was dedicated in the field and during the analysis. This immersion time period dedicated in the field and during the analysis augmented the validity of the study.

Member-checking was implemented to contribute to the reliability of the study. All transcribed interviews were available and were offered to be shared with the study participants where they had the opportunity to respond and to provide feedback to the interview content. Additionally, and upon request, specific study participants data collected beyond the interviews were available for review with the participants to ensure their voices had been effectively represented. All data collection documentation were available for review by the dissertation committee upon request. Additionally, the study was shared with and reviewed by two key administrators from NC. Although no requests were

received from the interviewed study participants, the two key administrators that reviewed the study felt that the content was well presented and reflective of NC.

Additional procedures implemented to contribute to reliability included the use of peer review. A peer reviewer was utilized to provide ongoing feedback and to respond to the data collection, analysis process, and findings. This peer reviewer held a doctorate in higher education with a number of years of experience in community college administration. This peer reviewer's doctoral study utilized both a quantitative and qualitative approach to address the role of chairpersons in the community college environment. This peer review assisted the researcher in addressing biases, provided for exposure to probing questions, assisted with direction to next steps, and contributed to a better understanding of the topic under review.

During early data collection, the peer reviewer examined the initial observational information collected during the first observed meeting. The peer reviewer felt the fieldnotes were not effectively capturing all of the activities that were occurring during the meetings. These included the various extraneous conversations, as well as the comings and goings of the various participants. As a result of this input, these were included in all subsequent observational fieldnotes. As the multiple data sources were collected and analyzed, correlations were made between the various sources. The peer reviewer took the time to review the correlations established between the sources and provided feedback. During this time period, the peer reviewer assisted this researcher in maintaining the focus of the study on the administrators' perspectives of the

cultures under study. Upon completion of the findings and the initial draft of the study, additional feedback was provided by the peer reviewer. This feedback was incorporated into the study.

In this study, multiple sources were used to accomplish the process of triangulating the data. Pursuant to Lincoln and Guba (1985), “as the study unfolds and particular pieces of information come to light, steps should be taken to validate each against at least one other source” (p. 283). Stake (2003) approved of the use of triangulation viewing it as “a process of using multiple perceptions to clarify meanings, verifying the repeatability of an observation or interpretation” (p. 144). Bogdan and Biklen (2007) supported the use of triangulation as “many sources of data were better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena” (p. 115) being studied. By using these sources and infusing Harry et al.’s (2005) constant comparative method, triangulation took place, resulting in cross-checking and verification of the various sources of information.

Merriam’s (1998) described the use of these multiple resources as triangulation where “multiple sources of data or multiple methods to confirm the emerging findings” (p. 204) are an integral component of qualitative research and benefit the creditability of the study. Lincoln and Guba (1985) upheld Merriam’s quest for triangulation by defining it as the “cross checking of data and interpretation through the use of multiple data sources and/or data collection techniques” (p. 109). Additionally, Merriam (1998) discounted that “validity and reliability are concerns that can be approached through careful attention to a

study's conceptualization and the way in which data were collected, analyzed, and interpreted, and the way in which the findings are presented" (pp.199-200). Data for this study were collected and analyzed in an organized, precise manner. Through these methods and the reporting of the findings, creditability is given to the validity and reliability of the study.

To effectively address the trustworthiness and creditability of a qualitative study, Lincoln and Guba (1985) suggested five major techniques. These techniques encompassed the following:

Activities that make it more likely that credible findings and interpretation will be produced; an activity that provides external check on the inquiry process; an activity aimed at refining working hypotheses as more and more information becomes available; an activity that makes possible checking preliminary findings and interpretations against archived raw data; and an activity providing for the direct test of findings and interpretations with the human sources from which they have come.

(p.301)

The trustworthiness and creditability of the study were addressed through a number of measures. For example, the use of multiple data sources, the use of effective analysis processes, triangulation of the various data sources, member checking, and peer review. By using these measures, the five major techniques described by Lincoln and Guba (1985) have been addressed to support the trustworthiness and credibility associated with this study.

Finally, an audit trail was implemented that provided the evidence and decision-making process associated with the data collection. The maintenance of the audit trail was described by Lincoln and Guba (1985) as “the single most important trustworthiness technique available to the naturalist” (p. 283). A modified version of Lincoln and Guba’s audit trail served as a guide as the process progressed. In addition to the audit trail, two field journals were maintained. One contained the day-to-day activities, while the other provided for the opportunity for reflections related to the study processes (Lincoln & Guba, 1985).

The day-to-day activity journal was instrumental in keeping the study moving forward. During the initial use of this journal, there were times when no activities were noted or recorded for 4-5 day periods. As a result, the researcher felt that adequate time was not being dedicated to the completion of the study. This resulted in a more directed focus and emphasis on the completion of the study. Although efforts were made to work on some component of the study daily, the time period without entries dropped to a 1-2 day period.

The reflection journal proved to be a valuable tool. Opportunities were provided within this journal to reflect on the information that was transcribed from the interviews, the review of the documents collected, review of the videographs, and the review of the observations. Through this journal, comments were recorded on how these data sources seemed to contribute to the study. At the same time, comments were recorded regarding the data sources that sometimes seemed to lead in a totally different direction. Through this journal, the study’s

focus on the campus and administrative cultures from the administrators' perspectives was maintained.

These journals were reviewed frequently and served as a guide to make sure that the data collected and the method of analysis were adequate and followed. These journals assisted the researcher in keeping the proposed timeline and assisted in accounting for reactions to the data collected as well as a place to reflect on the progress of the study.

### **Summary**

Higher education administration has been in transition since 2000. It will continue to transitioning over the next two decades. Administrators in higher education play an integral role in the creation and the maintenance of both the campus and administration cultures found in universities and community colleges. However, the administrative culture is influenced by the prevailing cultures that exist on this campus and vice versa. Community college leaders must position themselves appropriately to facilitate a culture to support the challenges and the requirements being faced by the 21<sup>st</sup> Century educational institution. Existing culture will need to move from entrenched rituals and belief to rituals and beliefs that will facilitate a culture to support and promote survival in the new environment.

This qualitative study utilized a number of data collection methods, that is, direct observation, face-to-face interviews of 10 community college administrators, document review, and the review of videographs. This research study on campus and administrative cultures was designed to add to the existing

body of knowledge. With the projected transition forecasted for changes in a number of top administrative roles in higher education, it also strives to contribute to this body of knowledge by providing insight into how the administrative culture interacts and serves as a component of the overall campus culture on a community college campus in a multicampus system.

## CHAPTER IV: FINDINGS

In this chapter, the findings of this study concerning the administrators' perspectives of campus and administrative cultures are presented. Data were collected through interviews, document and videograph reviews, and observations of administrative meetings completed at Neighborhood Campus (NC; a pseudonym), the site of the study. The transcribed interviews, the documents and videographs obtained, and the observations of meetings were reviewed, categorized, and analyzed using a constant comparative method. Through this method of categorizing, units of data were sorted into groupings that were related. Further analysis of the categories led to the emergence of 11 themes which were grouped under three major dimensions. The major findings of the study are summarized and discussed.

From the participants' perspectives, the researcher identified how the administrators perceived the campus and administrative cultures found on NC. As discussed in chapter III, interview questions were developed based on the review of the literature on campus culture and administrative culture. Using the results from the interviews, the initial section of the chapter presents a description of the campus culture as described by the interviewed administrators by service area followed by a discussion of the findings related to the administrators' perspectives of the administrative culture by service area. Information from the transcribed interviews are reported using the randomly assigned initials for each administrator to maintain his or her anonymity. Finally, a description of the themes which emerged and were grouped under the three



dimensions are discussed. In conjunction with the results of the analysis of the interviews, additional content from the document reviews, videograph analysis, and observations made at various meetings that were attended are included to support the themes identified within the related culture.

### **Interviewed Administrative Participants**

The participants for this study were selected based on Urban College's classification of an administrator. A total of 21 individuals who matched UC's classification were identified on NC and were selected for the study. These individuals were invited to participate in the study via an electronic communication. Ten individuals responded and voluntarily agreed to participate. These individuals represented three of the four service areas housed on NC. The service areas on NC included the curriculum support area, non-curriculum support area, curriculum/administrative support area, and student support area. Administrative representation from the non-curriculum support area in the face-to-face interviews did not take place as members of this area did not respond to the electronic communication for participation.

To ensure the anonymity and confidentiality requirements identified by UC's Institutional Review Board (IRB), random four-digit numbers were assigned to each administrator prior to the interview. In addition to the random four-digit numbers assigned prior to the interviews, random initials were assigned to each interviewed participant after the interview and were utilized to permit reporting of information from the interview process. Limited information is presented on the administrative participants as it was a UC IRB requirement to maintain anonymity

and confidentiality of these individuals. The demographic information that was available is provided in Table 2, Interviewed Administrative Participants. The 10 administrative participants from NC represented an average of 15.6 years of experience in an administrative role in higher education with the primary age of these administrative participants between the ages of 40 to 59 years. The participants represented an equal gender mix with 50% female and 50% male. The major race/ethnicity report reflected 50% of the participants were Hispanic, 40% White, and the remaining 10% Other. The level of educational preparedness revealed 60% of the individuals held a master's degree and 40% held a terminal doctorate degree.

### **Perceptions of Campus Culture**

Face-to-face interviews were conducted with the 10 administrators. These individuals were distributed in three of the four service areas found on NC. These areas included the curriculum support area, where a total of 6 administrators participated in the interview process. In the student support area and the curriculum/administrative support area, 2 individuals in each area who were classified as administrators participated in the interview process. To determine the administrators' perspectives of the campus culture found on NC, a series of questions regarding the campus culture were posed to each of the administrators from the three service areas.

To obtain each of the administrators' perspectives of the campus culture, using the Guiding Interview Questions for Administrative Personnel as a reference, the following question was posed "If you were to look at the campus

Table 2

*Interviewed Administrative Participants*

Random assigned numbers	Random assigned initials	Age groups				Gender		Race/ ethnicity	Highest degree	Years in administrative role
		30-39	40-49	50-59	60-69	Male	Female			
Curriculum/administrative support area										
1860	WKE			X			X	H	M	17
2498	OAB			X			X	H	D	25
Student support area										
3458	RGK	X					X	H	M	10
1573	YMN		X				X	W	M	15
Curriculum support area										
6063	CBL				X	X		H	M	20

*table continues*

*table continued*

Random assigned numbers	Random assigned initials	Age groups				Gender		Race/ ethnicity	Highest degree	Years in administrative role
		30-39	40-49	50-59	60-69	Male	Female			
9107	IMK		X				X	W	M	10
2513	LKS		X			X		O	M	1
4031	JST			X			X	W	D	26
4186	BRD			X		X		H	M	20
7502	MLC				X		X	W	D	12

*Note:* Ethnicity: H = Hispanic, W = White, O = Other. Highest degree: M = Master’s, D = Doctorate

culture as a whole, how would you describe or how would you define the campus culture here at NC?” Through this question, varying descriptions and definitions were provided by each of the administrators. As the transcribed interviews were reviewed during analysis, the ability to identify a single campus as perceived by the administrators was not evident. The lack of uniformity was manifested across each of the service areas where interviews were conducted, as well as within the same service area.

When reviewing the transcribed interviews for the administrators from the curriculum support area, the administrators' perspectives of the campus culture demonstrated variations. However, the analysis of the interviews of the administrators in this area did reveal the emergence of a core value found in the campus culture. BRD described the campus culture as "It's fairly collaborative and consensual." CBL supported BRD's description, stating "I would describe it as very collegial. What I mean by that you would see a lot of cooperation and understanding aspect." LKS's perspective on campus culture revealed it "as an accepting place. I think people pull together to achieve a common goal." JST characterized the culture as "a very supportive campus. I think it is a friendly campus." IMK described the campus culture as "very diverse. At the same time, it is unique." Through the interview process, additional administrators found within the curriculum support area also provided similar descriptions and definitions of the campus culture. Within the curriculum support area, a degree of commonality could be found through the interview analysis where the campus culture revealed levels of cooperation, collaboration, and collegiality that played a role in the campus culture, as described by administrators in the curriculum support area.

From the curriculum/administrative support area, inconsistency in the description of the campus culture was revealed. WKE stated, "I think it is open is the word that comes to mind. It is an open culture. Very much open minded, open to new activities. I feel a very positive sense of culture at this campus." From the same area, OAB said:

It is an inclusive culture. I think it is a culture where people feel comfortable to disagree with each other and with me but at the same time make the whole thing run smoothly. I think it is a student-centered culture. Although these administrators had similar functions based on the service area, the perception of the campus culture seen by these administrators were very different. Here, the two administrators from the same area describe the campus culture differently. One administrator indicates it is open while the other describes it as inclusive and student-centered.

On the other hand, the analysis of the interviews related to the question posed on campus culture from the two administrators in the student support area demonstrated a strong connection to a family aspect. RGK indicated that “the campus culture, limited to the campus culture, I would say like family. There are definite roles just as there would be in a family. There is authority just to use the word. It is a well-functioning unit.” YMN clearly supported RGK’s perspective:

NC culture, I think it is relatively a close knit community, sort of like a family approach. It’s smaller than your larger campuses. Everyone knows each other. So compared to many campuses, I have seen it much more tight-knit, I guess that other larger campuses are.

Within the student support area, the campus culture focused on a family component. This is evident through the comments made by both YMN and RGK.

A number of follow-up questions were asked related to the campus culture to probe each of the administrators further regarding the culture. The responses to those probing questions contributed to and added support to the emerging

themes found through the analysis of all of the data sources. The analysis of those probing questions is presented later within the thematic presentation of this chapter.

The analysis of the transcribed interviews revealed that a single campus culture was not perceived by the administrators throughout the campus. Within some of the service areas, a single campus culture was identified, while in other areas the administrators perceived different campus cultures. This was exhibited with the cooperative, collaborative, and collegial descriptions provided in the curriculum support area and a family component infused in the student support area. The identified cultures represented two very different perspectives of the campus culture that was found on NC.

### **Perceptions of Administrative Culture**

For the administrators' perspectives of the administrative culture on NC, the questioning process reflected the procedures utilized for inquiry of the campus culture. Using the Guiding Interview Questions for Administrative Personnel as a reference, the following question was posed to each of the administrators, "How would you describe or how would you define the administrative culture here at NC?" Analysis of responses to this question revealed that each of the administrators interviewed seemed to have a different perception of this culture. Within the student support area, RGK viewed the administrative culture favoring another service area on the campus, stating:

The administrative culture is difficult. I feel there is a hierarchy, and the curriculum support area can get into the student support area but not the

other way around. There is this whole stress on the curriculum support area. It becomes very dismissive.

From the same area, another administrator found it difficult to effectively define or to describe the administrative culture. YMN observed a disconnect between the administrative culture and the student support area, feeling “it is a unique culture. There is a lack of communication, lack of interaction, and a lack of understanding of what is going on.” Here, administrators from the same service area saw the administrative culture from two very different perspectives. RGK felt a connection to the administrative culture but it was hierarchal where one service area was given priority over another. YMN expressed a detachment between the student support area from the administrative culture.

Analysis from the administrators from the curriculum support area revealed a more cohesive perspective of the administrative culture. The findings associated with the responses to the question posed regarding the administrative culture revealed that these individuals felt the culture demonstrated components of working together, collaborating, and support for each other. This was evidenced by BRD, who said, “I think it’s a pretty good culture that invites people to contribute and to participate without punishment.” JST supported these components, “we really get along well with each other. I think that we are very supportive of one another.” MLC maintained JST’s perspective by describing this culture as “a real commitment to education and that we see it as a collaboration.” IMK regarded these components as intimately entwined with teamwork by describing the culture where:



Teamwork is a characteristic of the administrative culture. We work very closely together, and there is a lot of input. So, in that respect, I think it is a good thing, that closeness that we have. Individualism is not something that I have observed or insulation. Teamwork is good here.

Based on the administrators from this area, the administrative culture in the curriculum support area had components which involve collaboration, support, and working together. It would appear from these perspectives that administrators in this area accept the importance of a team approach that contributes to the components described above.

The administrators' perspectives from the curriculum/administrative support area related to administrative culture on NC revealed dissimilar perspectives. WKE described this culture as promoting a degree of "competition, there is this tension sometimes." OAB noted administrative culture as containing both "consensus team building" and at the same time demonstrating a "business model, so it needs to be autocratic." Similar to the campus culture perspective of the administrators from this service area, these administrators have very diverse views of the administrative culture. OAB felt two components, consensus building and a business model, co-existed within the administrative culture, while WKE felt it contained a degree of competition and tension.

After the initial question on the administrative culture, additional questions were presented to each of the administrators who participated in the interviews regarding the administrative culture. The responses to those exploring questions contributed to and added support to the emerging themes found through the

analysis of all of the data sources. The analysis of those probing questions is presented later in the thematic presentation of this chapter.

The findings associated with the analysis of the content of the transcribed interviews related to the administrative culture are similar to the findings associated with the campus culture. A single administrative culture does not appear to be present on NC. Two of the service areas (student support area and curriculum/administrative support area) revealed very different perspectives from the administrators interviewed. Administrators from the student support area depicted the administrative culture as hierarchical and feeling detached from this culture. The administrators from the curriculum/administrative support area described the culture containing tension and competition, as well as consensus building. However, the administrators' perspectives associated with the individuals interviewed in the curriculum support area demonstrated a consensus on the components of the administrative culture found in this service area, which were collaboration, support, and working together.

### **Thematic Presentations**

Using the results from the interviews, content from the document review, videograph analysis, and observations made at various meetings that were attended, the analysis took place, and the findings were determined. Through the method of categorizing data, units of data were sorted into groupings that were related. Further analysis of the categories led to the emergence of 11 themes. The themes were grouped under three major dimensions. This section of the chapter presents a description of the infused cultural component derived from the

district office of Urban College which administrators believed was an integral part of the culture found on NC. Furthermore, the themes identified that contributed to the campus culture found on NC, as depicted by the data sources are discussed. Finally, the components of the administrative culture are presented. Related themes, as determined from the administrators interviewed, as well as the analysis of the other contributing data sources, are presented.

**Infused cultural components: Student-centered.**

As a result of exploring the perspectives and viewpoints of the campus administrative participants related to campus culture on NC, this researcher identified one major theme which emerged and which played an integral role in the campus culture. The major theme was also supported through the analysis of other data sources. This theme was not generic to NC, but was a major component of UC's focus, mission, and culture; that is, student-centered. As part of the UC mission and vision, campuses associated with the UC system were expected to provide an exceptional learning environment in which students were challenged and empowered. This mission and vision could be considered consistent with a business model where the focus is on the customer. However, when the business model is applied to the educational arena, the customer is the student, hence the focus and the need to be student-centered. The findings revealed that there is a definite reinforcement and continuance of this cultural component from UC into the campus culture of NC.

Interviews conducted with administrative participants from the three service areas found on NC clearly demonstrated the infusion of this student-

centered component. As additional exploring questions were posed after the initial question regarding the campus culture, an emphasis on the need to focus and to serve the student developed. This focus was not isolated to one service area, but crossed into three of these areas. Representing the curriculum/administrative support area, OAB stated, "I think it is a student-centered culture. You can't help but be on top of students. That has led to this student-centered culture. People are ok with that." From the curriculum support service area, BRD felt that focusing on the student was seen as an integral role of this administrator. It was this individual's perception that "when a student needs help, I'm there to close the deal. We take care of that student. It doesn't matter whether it is related to my office." Comments from the administrators from the student support area reflected the need to be student-centered, but this focus was not central to the campus. RGK identified the need to focus on the students but felt "this culture is from the district. It is not from the campus." The district focus was reinforced by another administrator from the same area where YMN felt it necessary to "give students an extra level of attention that other campuses probably do not." There is "more hand-holding to students to help them through the process that occurs here." This student-centered culture that is infused into NC was further reinforced through YMN's continued comments, indicating that "all roads lead to Rome. The student is center." There was a demonstrated need to ensure that the student remains in the forefront when dealing with issues related to the student.

The infusion of this student-centered component from UC plays an important role in the campus culture found on NC. OAB further indicated:

With any idea that is student centered, it is immediately accepted. This is one central core that I can count on. I see this as a result of everyone being so accommodating to the student in the student-centered culture.

They care a lot about the students.

The student-centered concept is not only seen as a major contributor, but also as a means to receive acceptance of an idea or a change that needs to be proposed or implemented. OAB's perspective indicated that as long as it can be related to the student, it may result in a better acceptance and implementation.

Although these individuals accepted the need to focus on the student, this need was also seen as having consequences. RGK felt that there were consequences associated with UC's cultural component, lamenting:

The students have gotten used to the hand holding and everything that they want to get in the family, so they demand it and get it. We have reinforced this idea that we have to make the students happy, extremely happy. We have served 15,000 students but that one complaint, you will get spanked. Everything has to be perfect.

From this perspective, RGK viewed the reinforcement of making sure that the focus remained on the student and that the needs of the student are met. It is important to meet all of the needs of the student. Failure to do so has consequences.

Additional support to this student-centered component is demonstrated through the campus website. Through a review of this location, a large portion is dedicated to student services with a heavy emphasis placed on how the various needs of the diverse student population are addressed and how the services provided at NC meet these needs and promote success.

The infusion of the student-centered focus crosses the majority of the service areas on NC. The area that demonstrated the greatest degree of support for the student-centered component was found in the student support area. This would be consistent as it was one of the primary functions for this service area. The customer service approach associated with education was well represented in the administrators' comments from this area as well as the review of NC's website. Additional support was provided through the administrators' perspectives from the curriculum support and the curriculum/administrative support areas.

#### **Description of the campus culture.**

In the review of the interviews completed for the study, the findings unveiled additional themes related to the campus culture found on NC. Even with one of the major themes infused from the district of UC, the administrators' perspectives of the campus culture revealed the location and the size of NC contributed to the campus culture. As a result of the location, themes related to Hispanics and family emerged. This perspective emanated from three of the service areas, curriculum/administrative area, curriculum support, and student

support areas. Additional data sources gathered during the study also supported the findings revealed through the interviews.

***Location and size.***

Two themes, the campus location and the campus size, played a key role in the culture identified by the administrators. NC was located within a very tight community in the urban setting. Comments from OAB, representing the curriculum/administrative support area, indicated that “people around here love that they have a college campus in their little world. I think we spill into the community, and the community spills into the campus.”

Support was given to OAB’s perspective by RGK’s description of location:

We are landlocked, and I guess that goes along with being an urban campus, urban for our cities’ purposes. I guess, in a way, it is maybe the physical setup has been a blessing in terms of having those relationships with students.

Through these administrators’ perspectives, credence is given to the location and the size themes. As a result of the campus location within a tight community, both geographically and physically, the size of the campus was limited. These two themes contributed to what happens on the campus and demonstrated an impact on the campus culture.

Additional findings supporting these themes were provided by YMN’s view, explaining that “a lot of those values from our community permeate in and throughout” the campus as a result of the campus location. Support is also

provided by an administrator from the curriculum support area, where JST described the campus culture, as follows:

I get the feeling that because it is this kind of community – it takes on the flavor of the community and I think that is the reason for it. It is something that just is because of where the campus is located.

Another administrator from the curriculum support area agreed with JST's description. MLC described location as "making a huge difference. I think here at NC the reason that administration can do this campus so well is because of the connection with the community."

NC primarily consisted of two, 3-story buildings and a large parking garage. Because of its location, there was no potential for outward growth. NC was surrounded by well-established residential and commercial property. As a result of its location, the size of the campus was affected. Potential growth was extremely limited. Administrators on NC described the campus' size as having a major impact on the campus culture. As a result of the campus location and size, YMN concluded:

I mean this campus because it is one building pretty much, it lends itself to a lot of things that maybe another campus couldn't do because it is spread out. Everything is much more centralized. Everything that happens, happens somewhere on this stamp here.

CBL, from the curriculum support area, stated, "The actual physical location being so small, they all know you. Location and size impacts the culture being able to know each other and being closer." Further support for the influence of



NC's campus size on its campus culture included YMN's additional viewpoint, "For the reason of size and maybe culture, it doesn't have the same attention to students that I see here. So there is more hand holding to students to help them through the process that occurs here" when compared to other campuses in the UC system. Through these views of administrators found in various service areas, a correlation was demonstrated between the campus size and the relationships that existed among the players found on NC.

Through the findings of the interviews from the various administrative participants, support was given to the location and size themes. Additionally, a review of the physical location, as well as where it actually sat in the surrounding community, clearly emphasized how these themes served as contributors to the campus culture.

***Hispanics and family.***

As a result of the campus location, the remaining two themes that emerged, Hispanics and family, were clearly integrated into the campus culture. This, again, was realized by the interviewed members of the administrative participants from the three service areas. As mentioned previously, NC sits within a very tight community in the urban setting. This community contained a very large Hispanic population. As the probing questions were asked beyond the initial campus culture question, administrators from the three service areas described components of the campus culture with an Hispanic influence mentioned frequently.

Multiple administrators from the curriculum support area provided comments regarding the Hispanic influence. IMK felt that “there are many factors that define this. First and foremost is the student population, which is predominantly Hispanic.” Additional support for this Hispanic component of the campus culture was found in this service area, where JST denoted that “there is a definite Latin flavor in everything that is done on this campus.” LKS’s perspective implied the major language of the campus contributed to the Hispanic theme for the campus culture. LKS stated:

That makes it unique in the sense that our students come from a wide variety of backgrounds but, predominantly, they’re second language learners. There are students, those are new to the country already have degrees or professions. So they come in here and continue their studies. Spanish is widely spoken.

Within the curriculum support area, a strong connection with the Hispanic component was identified and seen as a contributor to the campus culture. As a result of this component, the campus culture is affected by this influence.

Representing the student support area, RGK felt there was an infusion of the surrounding community culture into what happened on NC. According to RGK’s view:

The components of the Hispanic culture play out in the campus culture. I don’t think they are doing it on purpose, but it is kind of programmed in there. Maybe that is the cultural thing. When people, and it is

predominantly Hispanic, when they get together, they just do it. That is the custom. So I think those types of actions help to develop it.

From the curriculum/administrative area, OAB concurred with RGK, noting that the “campus sits in a community that is really distinct. It is a village culture in the community. I see a real connection with them.” These administrators see a direct connection with the Hispanic culture. Whether it is programmed in or a result of sitting in the community, the Hispanic culture was infused into the campus culture. These administrative comments from multiple service areas demonstrated strong support of the Hispanic influence on the campus culture.

However, concerns were identified by some administrators regarding this predominantly Hispanic component and the degree of Spanish spoken. MLC stated:

Because those of us who don't speak Spanish, struggle with this. And every person that comes onto this campus that is not a Spanish speaker struggles with it. It is not new, but it is ongoing. Because the constant – 85% or some crazy number of our students on this campus are English as a second language.

JST stated, “This is a very Hispanic campus, and it is not necessarily Anglo or Haitian friendly for that reason.” OAB expressed concerns regarding the degree of Spanish spoken. OAB's perspective indicated the amount of Spanish spoken on the campus was reflective of the campus trying to be so accommodating to the students. However, OAB explained:

I am really concerned about students and with the fact that when they leave the ESL classes, they are walking out of the room and into the campus area, and they don't use the language, and they don't have to. Everyone switches to Spanish.

Even with the heavy influence of the Hispanic component, some administrators felt this influence may not best serve everyone involved. These administrators demonstrated a need to move forward with caution as some components of this Hispanic influence could contribute negatively to the activities that take place on NC. This is noted in the comments made by administrators regarding the degree of Spanish that was spoken by many members of the NC community, including students, staff, and administrators.

Data sources beyond the interviewed that were analyzed supported the Hispanic component identified by the administrative participants. The public consumption documents, which were available on NC, supported the Hispanic theme. These documents were focused on community education, professional development, test prep, and personal interest programs available on NC. In many documents, portions of the document were written in Spanish. In some cases, the same document was written in both Spanish and English. Classes offered through this department housed on NC were also offered in Spanish. This caption, "Clases en Espanol", appeared in many of the programs offered to the community.

In addition to the interviews and the review of public consumption documents, evidence of the Hispanic theme was found in videographs that were

reviewed. In one video, titled “2010 Fall Convocation”, 101 individuals were identified. These individuals used one word to describe what NC represented. Of these 101 individuals, over 80% of the individuals reflected a Hispanic background. This was reflective of the demographic found in NC, where 87% of the population served was Hispanic. Another video featured a Hispanic female student winning a speech award for her progression from Spanish to English. Further reviews of videos contained a number of individuals singing Happy Birthday to UC. In this video, approximately 90% of the individuals displayed were Hispanic. A video reviewed, which was recorded to promote Alpha Mu Gamma featured four Hispanic females and one Hispanic male student. This was consistent with comments made by NC administrators indicating a predominantly Hispanic student population and Hispanic culture.

A significant component in the Hispanic culture was related to family. Within this culture, an emphasis was placed on maintaining close relations with the immediate family members as well as the extended family. The family aspect appeared to be present and contributed to the campus culture found on NC. Many of the administrators interviewed from the three service areas felt this component of family played out in the campus culture. From the curriculum/administrative support area, WKE suggested that this family component was infused into the campus culture:

They all know you and they know your faults. They laugh at you and with you. They all know me that I am dramatic. They know that I am sensitive.

Those are the experiences that you go through. These are the things that make you human.

Through WKE's perspective, the interactions that developed between the members of NC extended beyond the professional level. There appeared to be a sharing beyond just work-related activities.

During the interviews, two administrators from the curriculum support area viewed the family component as present in the campus culture. JST illustrated this component:

I see it everywhere. I truly do. I see it from the security guards that are trying to assist students. I see it when students come up and secretaries will stop what they are doing to support them and assist them. They treat everyone like family.

Also, from this area, MLC's view of family was revealed:

It is almost like family. I care about these people. I want them to do good work. Expect them to do good work. But I also know that all of us see how deep this is; this is very deep.

These administrators from the curriculum support area support the views of the administrator from the curriculum/administrative support area. Again, the interactions that take place on NC appeared to transcend the professional level and took on a personal aspect of the individuals involved.

One administrator felt this family component of the campus culture had been a well-entrenched and established aspect of the campus culture on NC.

RGK described the family in the following manner:

It is just a legacy. I feel like when I walked into this position, there was already a culture of what NC was – this family idea. An idea that was already here. It must have been established when it was a center. Then as the campus grew, people started holding on to it. I think it has existed either by chance or people just holding on to that. It is an individual choice to keep that environment that way.

RGK's perspective demonstrated a very strong connection to the family component that had survived through campus transitions and growth. Additionally, the family component was considered an important aspect of what happened on the campus as it had perpetuated itself since the campus' inception.

Support for the family component was found in other data sources. This support came primarily from observations made during various administrative meetings. During these meetings, it was not unusual to observe individuals who were to participate in the scheduled meeting to greet each other in a familial manner with a hug-and-cheek kiss. Additionally, the hug-and-kiss was frequently observed throughout the campus when performing general observations on NC. Although it appeared to be common practice through the different ethnic groups represented at these meetings and on campus, it was consistent with the family values of the Hispanic culture. Also during the observation periods, it was not unusual for the participants of the meeting to have conversations with each other or the entire group regarding their family members. When these discussions

took place, the majority of the individuals were engaged in the discussion. This is reflective of the extended family component of the Hispanic culture.

The various data sources associated with this study provided strong support for the findings related to the Hispanic and family themes which contributed to the campus culture. Through the interviews conducted with the participating administrators from the three service areas, evidence was provided where the administrators observed a significant influence on the campus culture from the Hispanic and family components. Through the review of the campus documents, support was provided as documents for public consumption were provided in English and Spanish. Videographs reviewed demonstrated a strong Hispanic component and influence. Through observations conducted at various meetings, familial traits from the Hispanic culture could be identified. The findings from the data sources supported how the campus culture was influenced by the Hispanic and family themes.

#### **Description of the administrative culture.**

The perspectives of the administrators who participated in the interview process revealed six themes associated with the administrative culture found on NC. These included collaboration, inclusive, team, open, size, and rewards and recognition. Four of these themes, collaboration, inclusive, open, and team, played a major role in the administrative culture found on NC. The campus size, which was repeated as one of the themes from campus culture, was another contributor to the administrative culture on the campus. Additionally, some of the administrators expressed the importance of the rewards and recognition found in



the administrative culture as contributing to this culture. Additional data sources gathered during the study also supported the findings revealed through the interviews.

***Collaboration, team, inclusion, open.***

All of the administrators who participated in the interview process saw a great deal of collaboration and openness through teams contributing to the administrative culture. Evidence of the collaboration theme found in the administrative culture was displayed through RGK, from the student support area, reporting “People help each other out. There is dialogue, discussion. I don’t feel that you get mandates. There is dialogue. There is discussion. There is a viewpoint on how to do things.” From the curriculum support area, IMK explained, “All of the projects are team projects and teamwork. Individualism is not something that I have observed or isolation within my department or with the campus. Teamwork is good here.” Through the various teams that had been established, the feeling of inclusion contributed to the administrative culture.

A substantial amount of support for these themes that contributed to this aspect of the administrative culture was seen within the curriculum support area. CBL detailed the administrative culture with, “it is very collegial. What I mean by that, you would see a lot of cooperation, understanding aspects. That relationship is where I see that atmosphere of cooperative, collegiality, understanding and support for people.” One administrator felt the inclusion had an up-and-down movement from his or her position. LKS stated, “We work very closely together, and there is a lot of input from high administration and also the

faculty.” Complimentary backing to LKS’s perspective was found within BRD’s view:

I think it’s a pretty good culture that invites people to contribute and to participate without punishment. We all move in that direction to do it. Everyone has access to what is happening. What’s kind of neat, everybody knows what is going on, so there are no surprises.

Additional input from IMK indicated that “everyone kind of bounces ideas off each other and makes decisions.” Another administrator felt this inclusion and team approach not only supported the professional aspect but also personal. JST expounded:

I think we are very supportive of each other. I know I can walk in to any of my colleagues’ offices for help, and I know I will get it. We share a lot of the miserable things that go on in people’s lives. Some of us have very ill parents, so we share that kind of personal angst that we are all going through. It actually plays out very well. Because when we come together and start to put together a plan, we do it as a group, a team. Everyone is invested.

These administrators’ perspectives demonstrated that the aspect of team was present in more than one service area found on NC.

Similar comments were made from the administrative participants found in the curriculum/administrative support area. The themes of collaboration, team, inclusion, and open as contributors to the administrative culture were characterized by OAB:

I think it is an inclusive culture. I think it is a culture where people feel comfortable to disagree with me and to disagree with each other and not take it as an attack or personal. And, at the same time, make the whole thing run smoothly.

Another administrator from the same area provided support for the team, as well as collaboration and inclusion components of the culture by describing the openness found at NC. WKE stated:

I feel a very positive sense of culture at this campus. It was actually done with a lot of love. That only happens when you see a very open and creative willing to serve kind of mentality within a group. I think it is pretty broad in that regard. I am not saying that everybody is the same, but I think the vast majority of the people are that. That is why you see it. You see the results. So having that openness, I think it is so important to have a good network with the people you serve. That's what I like. I thrive on that. I know personally that most people that work here. Like you said, I influence everybody, then everybody influences me.

These administrative representatives' comments supported the inclusion and open themes which appeared to support the administrative culture. Additionally, these views are consistent with the views of the administrators from the other service areas found on NC.

Representing the perspective from an administrator located in the student support area, YMN supported the openness, indicating:

I'm very open to anything or ideas that they have. The more they show an interest or motivation, I'm more than willing to show them how. There are some limitations. Because sometimes I would like to give someone more abilities but because of the classification of the position, it is not a lot or it is not permitted. But I'm more than welcome to let them learn what they want to learn. If they are motivated to do, then I am more motivated to help them. So everybody knows that I'm very open to.

Through YMN's view and perspective, further support was provided toward the open theme, which was found in the administrative culture. This same perspective was found in a number of the service areas found on NC.

The results of observations completed at various administrative meetings reflected the collaboration, team, and inclusion themes described by the interviewed administrative participants. Observations were completed at a total of nine administrative meetings. These meetings included the Campus Managers' Council, Dean's Council Meeting, Campus Network and Information System Council, and Campus Cabinet.

Observations completed during the Campus Managers' Council supported the team aspect. During one meeting, individuals classified as a manager or higher were participants in the council, including the top leadership of NC. The membership present at the meeting included 28 individuals. To facilitate coordination of the meeting, a rotational leader was selected from non-top leaders of NC. This rotation took place between two major areas on the campus, academics and student services. During the researcher's observation, an

academic chairperson was serving as the coordinator of this council. Members of the top leadership had a seat at the table and were equivalent to all other members on the council. The top leadership did not lead, but only participated, in the discussion. The coordinator of the council began the meeting at the prescribed time, as indicated on the agenda. The agenda was provided in advance through an email communication attachment. The academic chairperson who was coordinating the council kept the discussion moving and the agenda on time. The meeting lasted 90 minutes. The majority of the items presented at the meeting were informational only. However, some of the items that were presented from the various areas that were represented did facilitate discussion. During these discussions, input was not only provided but solicited. No major decisions were made at this meeting. Minutes from these meetings were requested but not available.

At the academic meetings, described as the Dean's Council, representation from all of the academic areas was included and participatory. Additional representation was also provided on this council from Community and Continuing Education, as well as the Campus Network and Information Systems. The membership resulted in a council of 15 members. The top leadership of the academic area chaired the council and ensured that the meeting stayed on track regarding topic and time. At the meetings observed, the meetings began at the designated time displayed on the shared agenda and lasted an average of 90 minutes. The meeting agendas were shared in advance and the participants on the council were prepared for them. In the meetings observed, there were

opportunities for disagreement and discussion. There was substantial interaction and discussion on agenda items. There was a great deal of collaboration on items that required decision and direction. Opportunities for various points of view and input were readily provided and accepted by the members of the council. The academic leader functioned as a facilitator rather than as the controller of the council. The interactions observed provided support for the team, collaboration, and open themes that were frequently referred to during the administrative interviews. Observations were made at three of the Dean's Council meetings.

Review and analysis of the minutes from the academic meetings did not yield information that supported the themes of collaboration, inclusion, and team. This was a result of the brevity of the written minutes and the infrequency of their availability. Minutes were not always recorded for these meetings as they were the function of one of the members of the council. This individual was only present at one of the meetings that was observed. The available minutes contained the agenda item followed by two or three bulleted statements related to that agenda item's discussion. The minutes did not capture the discussion which was observed during the meeting.

Attendance and observations made at the Campus Network and Information System Council supported the team, collaboration, and open themes described by the campus administrators interviewed. Only one meeting was held during the data collection period. At this meeting, there were eight members of the council. This meeting was chaired by the leader of this council. An agenda

was provided; however, there was a deviation from the agenda when the leader of the council turned the meeting into a roundtable discussion. Each member of the council was afforded the opportunity to present information related to his or her area. The information presented by these members included accomplishments, needs, issues, and concerns. As the information was presented, all other members were afforded the opportunity to provide input and guidance. As the meeting progressed, there was a great deal of collaboration regarding the items discussed as there were issues that crossed more than one area represented on this council. The leader of the council served primarily as a facilitator of the discussion. However, the leader of the council felt very comfortable with providing directives or mandates, if necessary. No minutes were recorded by any member of this council. As a result, comparisons could not be made between the discussion which took place during the meeting with the minutes or a review or analysis completed.

The members of the Campus Cabinet comprised the top leadership of the NC. This cabinet consists of a total of six members, five administrators and one staff member. The cabinet was responsible for the infusion of any requirements or mandates from UC's district, as well as providing the campus direction, focus, and opportunities for growth. Observations were made at four meetings. Each of these meetings began at the designated time and lasted approximately 3 hours. Observations made at these meetings substantiated the team and collaboration themes identified through the administrator interviews. Although the top leader of NC led the meeting, there was a great deal of discussion

regarding the majority of the agenda items. A free exchange took place between all members of the council. A lengthy discussion on agenda and non-agenda items was permitted among the members, including opportunities for disagreement. The top campus leader permitted this exchange through facilitation and not through directive.

When agenda items from the district office were part of the agenda, collaboration took place on the best manner in which to infuse the district's requirements. When agenda items centered on specific campus topics, each member discussed and solicited input from the other areas represented on the council for the best action to be taken. Observations from these meetings bolstered the administrators' perspectives of team, collaboration, and open themes that were a result of the interviews conducted. As with some other meetings, no minutes were recorded by any member of this council. Comparisons could not be made between the discussion which took place during the meeting with the minutes or a review or analysis completed.

A great deal of support was demonstrated for the collaboration, team, inclusion, and open themes that contributed to the administrative culture. However, the findings from the various data sources also indicated that these themes seemed to exist in isolation and within the individual service areas. Additionally, the findings demonstrated a perception that one area tried to usurp control over the other or efforts were in place to cross the service areas to support the themes identified.



When the interviewed participants were questioned regarding their interactions with the other service areas and how they viewed these areas, difficulties were demonstrated. The collaboration, team, inclusion, and open themes associated with the administrative culture appeared to be diluted. Some of the interviewed participants indicated that there was little continuous interaction among the service areas. Interactions took place on an as-needed basis. When the administrators were asked to provide their perspectives of the other services areas, many found it difficult.

This demonstrated difficulty was reflected by administrators from the curriculum support area. When questioned regarding their perspectives of the student support area, JST indicated, "I have very little interactions with the area. I think that there is a separation and that's how it is." LKS's perspective focused on how things were done rather than on a general perspective and understanding. LKS felt the student support area was "probably going to do what is ok for the student." These comments could be interpreted as a communication gap and disconnect between the curriculum support area and the student support area.

Administrators' perceptions from the student support area indicated a degree of control from another area. RGK stated, "I feel like there is a hierarchy, and curriculum support can get into the student support area and tell us what we should be doing or not doing." YMN provided a perspective of the perceived oversight from another area:

Lack of communication, lack of interaction, lack of understanding of what is going on. It is something that we can improve for sure. The better we are able to interact between curriculum support and the student area, the better we are to serve the student.

Contrary to this perspective, interviews from administrative participants in the curriculum support area, as well as the student support areas, revealed attempts to connect these areas. BRD facilitated the establishment of a combined curriculum support and student support area service group. BRD stated, “I convened the group and stepped back. That has been a good group. We can discuss issues where there is friction and we are going to be better at collaboration. They have been doing quite a good job.” YMN, from the student support area, concurred with BRD, noting “We have restarted the group that they had before with curriculum support and student support to sort of improve communication.” Through these comments, efforts were being made to address what seemed to be a communication gap and the disconnect that existed between these two service areas.

One administrator from the curriculum/administrative support area saw a strong connection with the curriculum support area, but not the student services area. WKE concluded:

I see it as more collaboration to some degree as representation from this area is part of the curriculum area. That doesn't happen with the other areas. For the curriculum/administrative support area to be more involved with the student support area, it has to be sought out.

WKE's perspective supported the communication gap that was similarly found between the student support area and the curriculum support area. However, it is felt by WKE that if interactions were to take place, they must be initiated and promoted from outside the area.

Beyond the analysis of the interview, the connection between the curriculum support area and the student support area could not be supported by other data sources. Minutes or agendas from the meetings identified by the administrators in the curriculum support and student support area in the interviews were not available. Additionally, no meetings between these groups took place during the data gathering period. This connection between the curriculum/administrative support area with the curriculum support area was evidenced during the observation process. Observations completed at the Dean's Council meeting revealed not only representation sitting on the council but active participation where information and expertise were solicited from the members of the Dean's Council from this representative. However, the same courtesy was not extended back to the curriculum support area. No member of the curriculum support area was a member of the Campus Network and Information System Council.

The non-curriculum support area found on NC served to be a challenge for direct observations and the face-to-face interview portion of the data gathering for this study. The members from this area who were invited to participate in the interview process did not participate. Observations of meetings for this area were not completed as no meetings took place during the data

gathering period. To facilitate an appreciation for the administrative culture found in the non-curriculum support area, perspectives of administrators in this area were collected from the interviewed participants from the other service areas found on NC. Through these views, the findings revealed a very different perspective for this area. The identified themes which applied to the administrative cultures from the data sources were not found in this area.

A very different aspect of the administrative culture was detailed from an administrator's interview from the curriculum/administrative support area. This was evidenced by OAB's depiction: "It's more like a business model. So it is autocratic. This consensus team building thing, it is not like that. It is just a different world." From the student support area, RGK supported OAB's perspective of this area as autocratic, stating, "It doesn't fit into the model; it is autocratic, sometimes authoritative, by the nature of what it involves."

Perspectives from the interviewed participants from the curriculum support area varied. BRD's perspective revealed that the "non-curriculum support area thinks that the business of the curriculum support, student support, and curriculum /administrative support area is secondary and tertiary to the institution." MLC perceived a degree of control emulating from the area, but saw the need for this to be in place because of the areas served. IMK felt a real disconnect from this area, stating, "I only see the results of this area." LKS's perspective related to the roles and the responsibilities of the non-curriculum support area indicating that "they have to balance a lot, so things need to be done in a particular way. As long as you understand that, you are good." CBL

supported LKS's view, implying the non-curriculum support area "gets things done in a unique way. Sometimes it seems inflexible and unilateral, but they have a certain way that they get things done."

Based on the findings from the interviews conducted for the study, the degree of collaboration, team, inclusion, and open themes did not appear to be present in the non-curriculum support area. This area appeared to demonstrate a different focus. The findings revealed that the administrators' perceptions from the other three service areas saw an autocratic or bureaucratic approach to function. It appeared that the area promoted a culture where direction was provided and followed and in-place procedures and processes took priority over the interaction of the players. Time to promote team or inclusion into the processes or how to get things done was not considered; therefore eliminating the collaboration, team, inclusion, and open themes previously identified for the other service areas.

***Size.***

One theme that frequently repeated itself during the administrative interviews not only in the campus culture but also in the administrative culture was the size of the campus. The discussion of this theme developed in the three service areas. Through the interviews that were completed with the administrative participants, the size of the campus had a definite effect on the collaboration and inclusion themes. From the curriculum support area, CBL stated:

The actual physical location being so small, they all know each other.

Location impacts the culture as being able to know each other and being closer. This campus is small enough that you may run into someone almost every day. It is so small that you are able to talk to people and know people.

CBL's view supported the campus size having an impact on the relationships that were established and existed on the campus. Additionally, through CBL's perspective, size had an influence on the proximity of colleagues and the other members of the service areas found on NC.

One administrator now located in the curriculum/administrative support area provided a unique perspective. OAB, who had been afforded the opportunity to work at other campuses associated with UC's system, provided a personal perspective of campus size, expressing:

What I have noticed on the other campuses that I have worked at, is that, the two campuses were the largest campuses at the college. Because of their size, those offices of dean and president are pretty removed from the student traffic. What I notice here is because of the way that this campus had to be built, because of the footprint, if we ever build another campus we should consider building one this size. Not necessarily like this, but this size. The size makes a lot of sense. But because of the architecture you can help but be on top students and have them interact with you. I think the size matters a lot. Having been at two other places, I have such a comparison. I make it in my head all the time. The immediacy of things,

the intimacy that I have here, the campus administration at the large campuses doesn't have. Doesn't even know people. I know everybody on campus. Wow, that's incredible.

Support was provided to size as a contributor to the administrative culture through OAB's view and comments. Additionally, OAB's view demonstrated a strong backing to this theme with the previous experiences at larger campuses which were part of the UC system. Comments provided by OAB represented how the campus size not only influenced interactions between administrative personnel but also students. Additionally, OAB saw the size of the campus as having a positive influence on how things were done on a campus.

The influence of campus size on the administrative culture was also found with IMK comments. IMK indicated that "the size and proximity of everyone's office. It just builds a culture inevitably that you are part of everything that goes on." Additional support of this size component in the administrative culture came from MLC:

It makes a huge difference. I always tell people that almost every day but I have not had time to do it today because I haven't been here, I walk down the hallway and go by every chair's office. At least once a day, twice a day if I can make it happen. The size - It is true with faculty as well. Walking down these hallways every day, I see faculty. When I go to the large campuses and I think about where the dean's office is located and the size of that campus, it is a different world. There is no way that the

dean can just walk 100 feet down a hallway and see all of the chairs. I think it makes a difference in how we interact with each other.

These administrative comments continued to support the influence of size on the administrative culture. Additionally, through these comments, consistency was demonstrated among the interviewed administrators that the size theme was a contributor to the cultures found on NC.

***Rewards and recognition.***

The final theme found in the administrative culture, as described by the interviewed participants, focused on rewards and recognitions. The theme crossed three of the service areas on NC. Additionally, this theme primarily focused on the giving of the rewards and recognition rather than on the actual receiving of them. However, some administrators felt it was important to be recognized for their work. JST described it as follows:

I know at the end of the day if I have earned my keep or just sat on the computer. But it is always nice to get that pat on the back. Hey you just submitted this huge report 3 weeks early. That was terrific. I think there should be more. There should be more.

BRD identified the recognition of individuals within the area as extremely important. BRD saw this theme as an integral part of the administrative role and felt it:

Was normally done. Before we present the gift to the person, we talk about them and said something about how they affected us and what we thought of them as a person. It was a very good validating experience.



Within the curriculum support area, the rewards and recognition theme was identified as an integral part of this area by these administrative representatives. Not only the intangible rewards but the actual sharing of a gift contributed to this theme for the curriculum support area.

The receiving of recognition was the focus of other administrators' discussions of this theme. IMK conveyed, "I get cards for small projects that are completed or little things that happen. I have a pile of them here. So that makes a world of difference." RGK viewed the use recognition for personal celebrations. This was accomplished through the celebration of everybody's birthdays in their area. RGK qualified his view by stating, "I am a little more touchy feely with my staff. I make sure that everybody's birthday is celebrated. It makes you special. Even though it is kind of expected, they feel special." Further support was provided from YMN, expressing recognition as "having a little breakfast and to say thank you for everybody, for getting through it, and doing a good job." JST described herself as an individual who was "very into positive reinforcement. I am very into hugging people and patting them on the back. We order all sorts of trinkets for giveaways. I give them to my faculty as well, and all of my administrators."

One administrator felt that an intangible reward came from the recognition and rewards provided. Through this recognition, support was provided to the team found within the area. MLC indicated, "I do those different things because sometimes I need them to come through for me. And they do. We are a team."

Additional intangible rewards were identified by another administrator as a result of the area's performance. MKE expounded:

These are people that I have trained, they do budgets, they plan; I know how these people think. They are wonderful. They are very creative people that have been trained to push and to push on. I am very proud of that. I am rewarded because other people recognize it as well.

Through MKE's view, evidence was provided for the intangible reward of having individuals that do their job and do it well. Recognition was given for their creativity and stamina as they continued their work.

Observations completed at meetings attended supported this rewards and recognition theme associated with the administrative culture. During one meeting, a member of the curriculum support area was moving to another campus to fill a position of advancement. At the beginning of this meeting, time was dedicated to recognizing this individual's contribution to the group and campus. Each individual that was present was afforded the opportunity to contribute to this recognition. The individual was provided with a gift at the completion of the recognition. Additionally, the gift that was provided had meaning, as described by IMK, "We thought of the butterfly because it was symbolic."

Observations completed during the Campus Network and Information System Council meeting supported this reward and recognition theme. At this meeting, a great deal of time was dedicated to the different successes each of the members had accomplished over the past semester. Each individual was

recognized for his or her specific accomplishment and how his or her accomplishment supported the contributions to the campus itself, other campuses, and the district functions of the college itself. During the observations, it was evident that there was a sincere appreciation for this recognition that was provided.

The findings of the study from the interviews and the observations completed at meetings revealed the reward and recognition theme served as an integral contributor to the administrative culture. The reward and recognition theme especially held true in the curriculum support area and the curriculum/administrative support area. Through the rewards and recognition provided to the members of the administration, as well as the rewards and recognition provided by the administrative unit, support was given to the theme of team and inclusion discussed previously in the findings. The findings did not indicate this theme was perceived to be present in the non-curriculum support area.

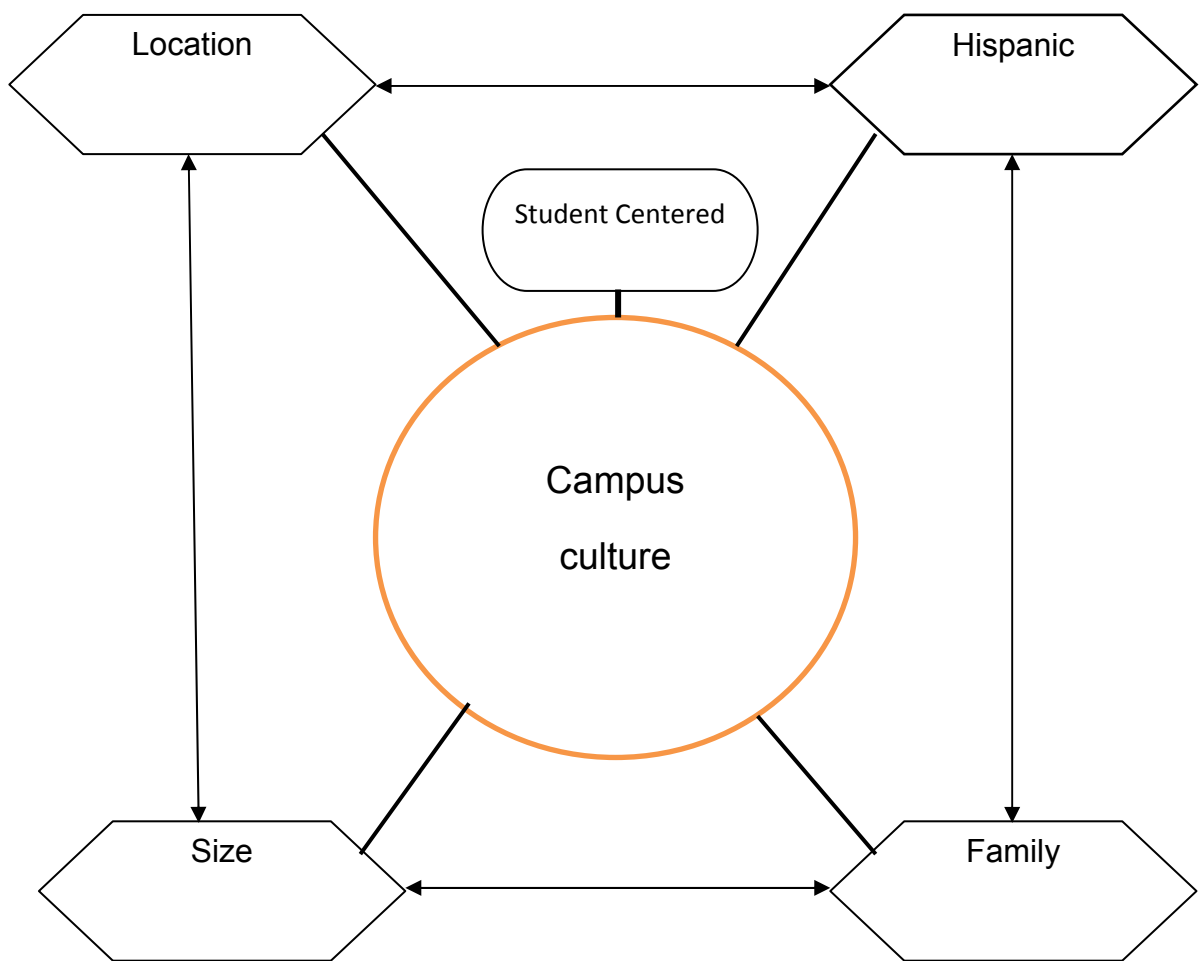
### **Summary**

In this study, this researcher described how administrators perceived the campus and administrative cultures found on community college campus of a multicampus system. The administrators' perspectives of these cultures were facilitated through face-to-face interviews. In addition to the results from the interviews that were completed with the administrative participants, document and videograph reviews and analyses were completed as well as observations made at various administrative meetings.

The initial findings for campus and administrative cultures from the singular question in the face-to-face interviews revealed that a single campus or an administrative culture did not exist. Variations in the campus and administrative cultures were manifested across each of the service areas where interviews were conducted, as well as, within the same service area.

As probing questions were posed regarding the campus and administrative cultures, the findings revealed various themes played into the cultures found on Neighborhood Campus. For the campus culture, five themes were identified which contributed to the culture. Six themes contributed to the administrative culture for the study. One theme, campus size, contributed to both the campus and administrative cultures. Additional support for these themes was found through the review and analyses of the other data sources for the study and were incorporated into this study.

For the campus culture, some of the themes identified were inherent to the campus. Others were infused from the parent organization itself. The infusion of one theme from the parent organization, the district office of Urban College, played an integral role on the campus culture. These themes appeared to interact with each other as depicted in Figure 1. The importance of maintaining a student-centered approach to the consumer of the product that NC offered served as one of the major contributors to NC's campus culture. At the same time, the findings revealed that a number of other themes contributed to the culture present through the administrators' perspectives. The location of NC within a predominantly Hispanic community resulted in a Hispanic culture being



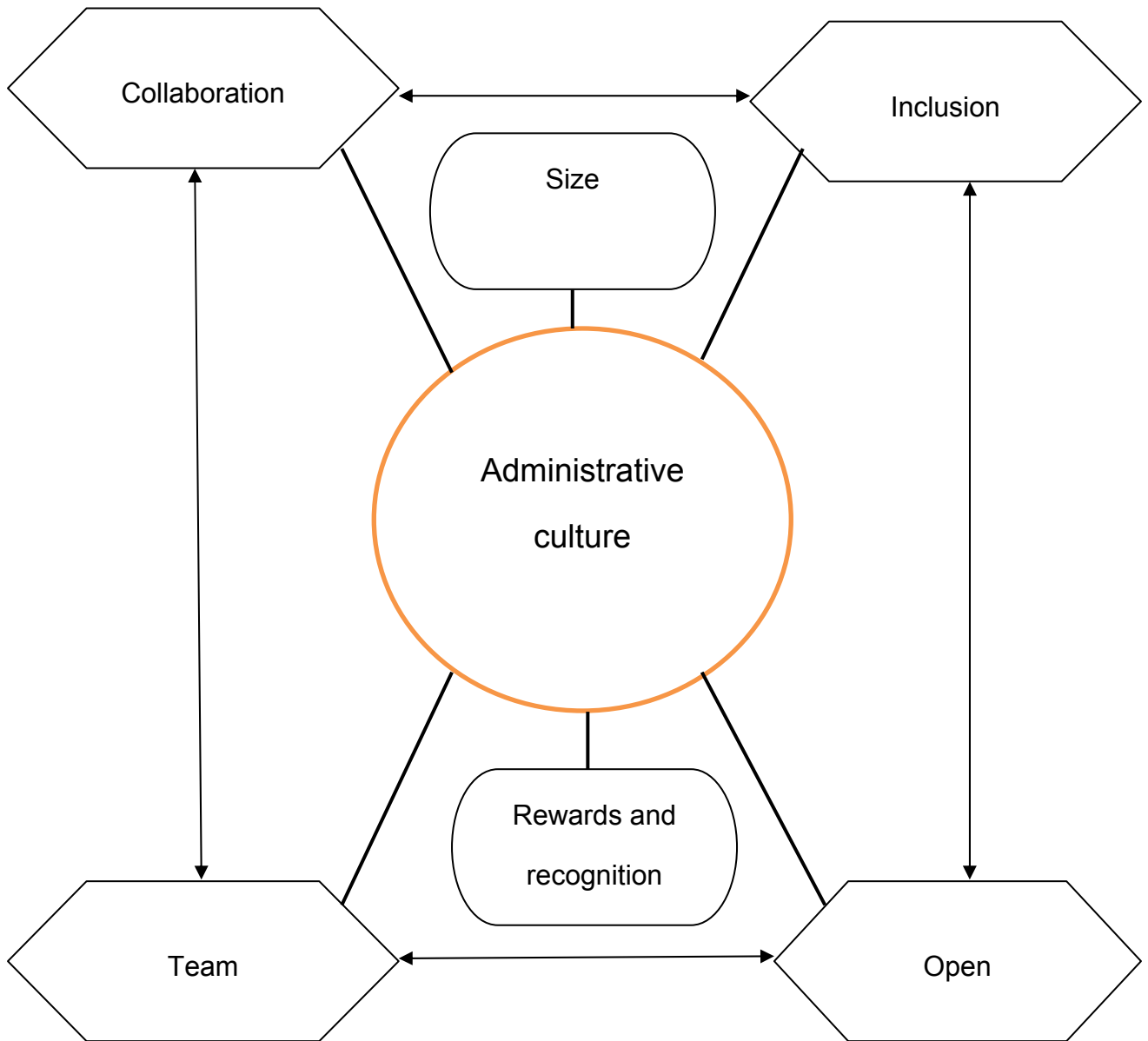
*Figure 1. A model of the campus culture at Neighborhood Campus of the Urban College System.*

present on this campus. In turn, values from the Hispanic culture, family, became part of the campus culture. The review of public consumption documents also reflected the Hispanic theme in the campus culture. In the review of these documents, classes in Spanish, as well as fliers with portions of the document written in Spanish were provided. In some cases, the same document was written in both Spanish and English. Additionally, as a result of

the campus location, growth potential was limited, resulting in a smaller campus size. This size influenced the campus culture and how interactions took place.

For the administrative culture on NC, six themes figured into this culture. The identified themes were revealed from those administrators who participated in the interview process and discussed their perspectives of the administrative culture on NC. Similar to the campus culture, these themes interfaced with each other as illustrated in Figure 2. Through the analyses of the interviews, the findings revealed a great deal of collaboration between the members of the administration. This collaboration was accomplished through teams that had been established within the areas of NC. Through the teams, the findings identified that there was a feeling of inclusion into the administrative component of NC. Through open communication, the administrators who participated in the interview process felt this inclusion through the team membership. These themes, collaboration, teams, inclusion, and open were substantial contributors to the administrative culture. Observations conducted at various administrative meetings supported and confirmed the findings that were revealed from the interviewed administrative participants. The observations reflected the team and collaboration themes as there were free exchange discussions at the administrative meetings. Opportunities were provided for each member of the group to provide input or to solicit input from their constituents.

Two additional themes were exhibited for the administrative culture. These findings revealed that the administrative participants perceived size as a contributor to the administrative culture due to the availability of the members of



*Figure 2. A model of the administrative culture at Neighborhood Campus of the Urban College System.*

the administrative team to each other. Finally, the administrators described a reward and recognition theme contributing to the administrative culture. The findings disclosed that although the majority of the rewards and recognitions were provided in a downward relation (administrators giving the rewards and

recognition), the interviewed administrators also appreciated being on the receiving end of this theme.

The findings of the interviews, reviewed documents and videographs, and observations made at various administrative meetings revealed a number of themes contributed to the cultures on NC, both the campus and administrative cultures. As with any culture, external and internal forces influenced the culture, which was present at any given time. Neighborhood Campus is no exception to these forces. The campus and administrative cultures identified were a result of the external and internal forces surrounding and encompassing NC.



## **CHAPTER V: DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS**

In this chapter, a summary of the study and a discussion of the findings as they related to the literature and the research questions takes place. The discussion of the findings is followed with the implications and recommendations that may be considered for practitioners and policymakers. The next section describes potential future research opportunities. The chapter ends with a summary.

### **Discussion of the Findings**

Culture continues to be a term that does not have a singular definition or description. A number of components play into a given culture. Flint (2000) indicated that the culture demonstrated within a group was inferred rather than something that could be directly studied. When looking at a culture of a group of people, multiple traditions, themes, beliefs, and values play into the development and maintenance of a given culture. At the same time, multiple cultures could coexist, with each of these cultures contributing to and playing an integral role in the overall culture demonstrated.

Within an organization, a number of cultures can and do exist. However, how these cultures are viewed, developed, and coexist is frequently a result of the interactions of the players associated with these cultures. This holds true for the campus and administrative cultures identified at NC of the UC system.

The study inquired as to how administrators perceived the campus and administrative cultures found on a community college campus of a multicampus system. The study used a qualitative case study approach to explore the

administrators' perspectives of culture. Specifically, the study examined two questions: (a) "What are the administrators' perspectives of the campus culture on a multicampus community college campus?" and (b) "What are the administrators' perspectives of the administrative culture on a multicampus community college campus?" that is part of a multi-campus community college system.

The site of the study was Neighborhood Campus (NC; a pseudonym), located in a large urban city in the southern United States. NC was one of eight campuses that are affiliated with the Urban College (UC; a pseudonym) system. This college has a rich history for providing educational opportunities for over 50 years. NC had been part of the UC system for over 16 years. The campus resides in a predominantly Hispanic community within this large urban area. The participants included 10 individuals classified as administrators from three of the four service areas found on NC. Participants were from the curriculum support area, curriculum/administrative support area, and student support area was included. No direct representation was provided from the non-curriculum support area. Perceptions of this area were provided via the interviewed administrators from the three other service areas.

Data for the study were collected through interviews, a review of documents and videographs, and observations completed during attendance at various administrative meetings. Questions utilized during the interviews were reflective of the review of the literature on campus and administrative cultures. These questions served as a primary guide for the interview process. The

analysis of the data took place after the completion of the data collection. In conjunction with Bogdan and Biklen's (2007) coding process and various coding categories, a constant comparative method, as identified by Harry et al. (2005), was utilized. This process provided for the comparison of various data sources with each other and the assigning of similar codes between the data sources. Through these methods of coding and comparison, units of data were separated into related groupings.

During the interview process, the participating individuals described their perceptions of the campus and administrative culture contributors to these cultures. The initial findings indicated that no single culture was in place for either the campus or the administrative culture. As probing questions continued on the cultures, the results of the interviews demonstrated themes that emerged which served as contributors to the campus and administrative cultures.

The data from the interviews related to the campus culture on NC demonstrated that five themes contributed to this culture. The themes that presented themselves were not inherent to all service areas that were part of NC. Through these interviews, the administrators perceived not only external but also internal factors that influenced the overall campus culture. External factors identified from outside the campus but within the college system included influences from Urban College's district office. The need to be student-centered when dealing with students was identified as one of the major themes of the campus culture. This theme was identified as being inherent to the college and was clearly adopted by NC.

Additional external factors that also influenced the campus culture resulted from the campus location. As a result of the campus location, the campus reflected a predominantly Hispanic student population. In turn, this Hispanic influence served as a contributor to the campus culture. A major component that transitioned from the neighboring Hispanic culture and Hispanic student population was the aspect of family. Frequently, administrators indicated the feeling of family and the closeness of family as a result of the Hispanic culture. Internal factors that were identified as contributors to the campus culture by the administrative participants included the campus size. As a result of the campus size, support was given to the relations and family themes that were a result of the campus location.

Data obtained from document and videograph reviews and observations supported the outcomes of the interviews. Many of the public consumption documents that were available included sections in Spanish or the entire document was available in Spanish. Frequently, a companion document, both in English and Spanish, was provided of the same document. Brice (2002) supported this premise stating the “use of the Spanish language is an important tool” within the Hispanic culture. The available videographs that were reviewed reflected a substantial Hispanic population not only within the student body but also in the number of NC employees. General observations conducted in the open area on NC, revealed a high degree of Spanish language across a number of all areas, including students, staff, administrators, and visitors. Prior to the beginning of observed administrative meetings, Spanish was frequently spoken

among the participants. However, the meetings were always conducted in English.

The data from the interviews related to the administrative culture on NC demonstrated six themes which contributed to this culture. Four of these themes (collaboration, team, inclusion, and open) demonstrated a relationship among themselves. As the administrators described their perceptions of the administrative culture, all of the administrators who participated in the interview process saw a great deal of collaboration and openness through the teams that were in place. Through the various teams that had been established, the feeling of inclusion was seen as a theme contributing to the administrative culture.

Observations that were completed at nine administrative meetings clearly supported these four themes. Although one individual served as a chair of these meetings, the role was that of a facilitator of the agenda. Discussions at the meetings were open, and everyone present was afforded the opportunity to provide or to solicit input regarding agenda items.

The remaining two themes contributing to the administrative culture included size and rewards and recognition. Size was a repeated theme as it also contributed to the campus culture. Because of the location of NC, the possibility of outward growth was extremely restricted. The administrators perceived this as a positive contributor to the administrative culture because of the resulting proximity of everyone and everything to each other. As a result of the campus size, the collaboration and team contributors were supported. Finally, the administrators' perceptions revealed that a rewards and recognition theme

contributed to the administrative culture found on NC. This theme primarily focused on the giving of the rewards and recognition rather than on the receiving. As a result of the rewards and recognition component, support was given to the theme of team identified by the administrative participants.

Through the data collection process, themes which contributed to NC's campus culture and administrative cultures were identified. These themes which were the result of external and internal contributors, laid the foundation for the culture described and depicted through the various data sources.

The discussion of the findings is organized around a discussion of the themes infused into the campus culture, a discussion of the themes which contributed to the campus culture followed by a discussion of the themes which contributed to the administrative culture.

***Infused cultural component: Student-centered.***

Through the analysis of the interviews of the administrative participants, a number of themes were identified which contributed to the campus culture. One of the primary themes supporting the campus culture at NC was an infused cultural component, student-centered approach. The infusion was evident in two of the three service areas. This infused cultural component was a result of UC's focus and mission. Campuses associated with the UC system were expected to provide an exceptional learning environment in which students were challenged and empowered. Through the interview process, the need to be student-centered when dealing with students was identified as one of the major themes

associated with NC's campus culture. This contributor to the campus culture was frequently portrayed as being inherent to UC and was clearly adopted by NC.

With UC's classification as a community college, it was not unusual for a student-centered culture to exist. As a community college, UC's mission was reflective of its desire to keep the focus of the student in the forefront of the learning process. Community colleges have had a long history of being committed to the students who have attended these types of institutions (Hanson, 2006). Additionally, these institutions, by design, have a focus that is directed toward the learning process rather than toward the research found in universities (VanWagoner et al., 2005). Community colleges were designed to respond to community workforce needs and to serve the community. This responsiveness is sustained with the continued focus on the consumer of their educational processes, the student. The student-centered culture found at a community college is one of its underlying premises and responsibilities. UC's focus on the student is reflective of the primary function of the community college systems found in the United States.

***Campus culture.***

The data gathered from the study revealed that additional themes contributed to the campus culture found on NC. A strong influence on the campus culture that was represented on NC came from the location and the size of the campus itself. These themes were realized in all three service areas. As indicated in the findings, NC was located within a predominantly Hispanic community. The footprint of the campus was landlocked as it was surrounded on

all borders by condensed residential and commercial properties that did not permit or promote outward growth for NC. As a result of the campus location, the size of the campus played an integral role in the campus culture described by the administrators. Lee (2004) supported size as a contributor to a campus culture with it actually strengthening the organizational culture. In addition to the location contributing to the size of the campus, the location of the campus in a tight-knit Hispanic community contributed to the campus culture through the adoption of components of the surrounding Hispanic culture.

Since its inception, NC had been a contributor to the community. Because of its location, the surrounding Hispanic community provided a significant influence on the campus culture. This was consistent with Crutcher's (2007) view suggesting that there was significant influence demonstrated on the campus culture as a result of the surrounding population and the enrolled demographic. This was support by the substantial Hispanic student population who enrolled at NC, but also NC's involvement with the local Hispanic community. Individuals from the Hispanic culture see value in spending more leisure time in social activities and prefer a group or community level system of support (Brice, 2002). Through a very active community education component and on-campus art gallery, there was sharing between the community and NC. Personal interest courses were provided not only in English but also in Spanish. Opportunities for members of the neighboring community to attend events at NC were made available. NC administrators felt like it was part of the community and that the community was part of the campus. As a result of these opportunities and



interactions, these external forces not only contributed to a culture that existed but also shaped it (Lee, 2004).

The shaping of the campus culture was clearly seen as one of the major components of the Hispanic culture, extended family, was present. Brice (2002) supported this extended family component indicating they “prefer to organize into extended family support systems” (p. 9) and “treat one another informally, even when two persons are not acquainted (Brice, 2002, p. 9). Frequently, administrators indicated the feeling of family and the closeness of family as a result of the strong Hispanic culture and the influence found on NC. Through the infusion of the extended family value, NC positioned itself to meet the potential conflict that could arise between the strong Hispanic family tradition with access and success in academia (Silvera, 2008). Within an organization, the culture develops through the interactions that take place between its members. With NC considered an integral part of the surrounding community, a sharing of cultural values between the academic arena and Hispanic culture was demonstrated. Additionally, individuals in the Hispanic culture seek

***Administrative culture.***

As a result of exploring the perspectives of the participating administrators through the interview process and additional data sources that were reviewed, a number of themes were found to have contributed to the administrative culture found on NC. As a consequence of the interviews that were conducted, these themes included collaboration, inclusive, team, open, size, and rewards and recognition. The four primary contributors to the administrative culture that were

revealed from the interview process included collaboration, inclusive, open, and team. However, the four primary contributors were not shown across all of the service areas on the campus. These four primary contributors were present in the curriculum support, student support, and curriculum/administrative support area. Interestingly, campus size again appeared as a theme augmenting the administrative culture as with the campus culture. Additionally, the interviewed administrators perceived another theme contributing to the administrative culture that included the rewards and recognition found at NC.

During the data collection period, interviews, document and videograph reviews, and observations were conducted. Using Harry et al.'s, (2005) constant comparative method, data analysis of these data sources was completed concurrently, which led to the findings from the study indicating four of the themes (collaboration, team, inclusion, and open) demonstrating a relationship among themselves.

Administrators interviewed described a great deal of collaboration and openness through the teams that had been established in the various areas found on NC. Through this collaboration, openness, and team component, the administrators felt a substantial amount of inclusion in the activities and the involvement of NC. The collaboration, openness, and teams were an integral component of three of the major areas found on NC. These areas included the curriculum/administrative support area, curriculum support area, and student support area. The fourth area, non-curriculum support, did not demonstrate this

component based on the information presented by the administrators in the other 3 service areas.

Frequently, the administrators indicated that there were opportunities to be heard and to provide contrasting points of views during meetings. Administrators clearly felt that opportunities were frequently available to present new ideas, to have consideration given to their opinions, and to serve as a contributor to their particular area associated with NC. This was also frequently supported through the observations that were made at administrative meetings. When performing observations of administrative meetings, these themes were reinforced. During the meetings, an individual served as a chair of these meetings, but this role was that of a facilitator of the agenda. Opportunities frequently presented themselves where discussions were open and candid with the members of the group. Professional discourse did take place and frequently contrasting points of view were provided. This discourse clearly supported the collaboration, openness, and team themes that were presented during the interview process.

The final two themes strengthening the administrative culture on NC as described by the interviewed administrators included one theme that also contributed to the campus culture, size. Because of the campus size, many administrators saw this as a positive effect on the administrative culture. Within NC, the majority of all administrators were located in the same building, on the same floor. This closeness resulted in great proximity and availability of everyone to each other. The closeness provided administrators with the opportunity for almost immediate access both up and down the administrative

chain of command. In turn, through this immediate access and proximity, support was given to the collaboration, team, and inclusion themes previously discussed.

The last contributor associated with the administrative culture that was revealed through the interview process was a rewards and recognition theme. The theme focused on the giving of the reward and recognition by administrators on NC rather than on receiving the reward and recognition. Through the giving of these rewards and recognitions, the administrators indicated that support was given to the team component down the chain of command. This reward and recognition process was observed at one administrative meeting. During this meeting, recognition was given to one individual who was moving to another campus associated with the UC system. During the presentation, opportunities were provided to all present to contribute to comments being made as the individual received a small gift. Again, the presentation performed supported the themes of team, collaboration, and inclusion previously identified through other analyzed data sources. This theme was demonstrated in three of the service areas on NC.

The findings of the study demonstrated for the campus and administrative cultures found on NC indicated a number of themes that were considered contributors to these cultures. When compared to Kuh's (1989) conventional organizational models, components of the rational model, bureaucratic model, and collegial model emerged. Comparisons made to Levin's (1997) cultural definitions demonstrated a relationship to the traditional and service culture.

Using Bergquist and Pawlak's (2008) cultural descriptions, found in the academy, components of the collegial culture, managerial culture, and developmental culture can be identified.

*Kuh's conventional organizational model.*

The findings from this study revealed components of Kuh's (1989) conventional organizational models were present. Kuh's (1989) Conventional Organizational Models (see Appendix D) included a rational model, bureaucratic model, collegial model, and political model. Through the interview process of the administrators from the three service areas outside of the non-curriculum support area, evidence was revealed that components of the bureaucratic model were present in the non-curriculum support area. In this model, "clearly defined roles, function, responsibilities, and relationships; has more influence on how we think the institution is supposed to operate than any other view of organization" (Kuh, 1989, p.214). NC's non-curriculum support area was the unit that primarily responsible for the day-to-day operations of the campus. Through the interviews of the administrators outside of this area, it was determined that this area operated in routine function mode where specific individuals had defined roles and responsibilities. Relationships were established within this area, but these relationships were function-based. This was consistent with Kuh's (1989) bureaucratic model.

When comparing the findings from the study to Kuh's (1989) model, two of the major service areas on NC shared the rational model. Through the interview process of the participating administrators, the findings revealed within the

student support area and the curriculum/administrative support area, there were goal-driven activities and processes. These goals served as the driving force for the action and work completed in these areas. The goal-driven emphasis was also confirmed during observations of administrative meetings. These goal-driven activities and processes emulated components of the rational model as the model “implies that behavior is not random but purposeful, behavior is directed towards end-states or goals agreed upon in advance, and action is prospective rather than retrospective” (Kuh, 1989, p.213).

Additionally, the findings from the study revealed that components of the collegial model also presented itself in the curriculum/administrative support area. During the observation of meetings, opportunities were presented for members of the group to provide input and to have a free exchange of ideas regarding the goals for the areas. These were two components of Kuh’s (1989) collegial model.

The curriculum support area of NC emulated Kuh’s (1989) collegial model where “organizing underscores the assumption that participatory governance is the most appropriate way to pursue institutional goals; responsive to persuasive arguments of colleagues; based on democratic principles” (p. 214). Through the interview process, as well as observations made during administrative meetings, a substantial amount of collaboration and team participation was presented. Members of the curriculum support area shared in the discussion and solicited input from other members. Decisions made at observed meetings were through

consensus of the group and not mandated. These processes were reflective of Kuh's (1989) collegial model.

*Levin's cultural definitions for Community Colleges.*

Levin's Cultural Definitions for Community Colleges (see Appendix E), included the traditional, service, hierarchical, and business cultures. The findings of the study for the campus culture revealed a heavy emphasis on the service culture and the components of the traditional culture. The service culture was infused in three of the service areas found on NC. The service culture described by Levin (1997) was "influenced and maintained by those who attribute performance of an institution to improvement of students" (p. 9). The culture focused on the student and the processes by which the student was guided and was assisted through various entities within the college to promote student success. Within the student support area, the service culture was evident through the administrators' comments related to the student-centered focus found on NC. Further support was provided from the administrators' perspectives located in the curriculum support area and the curriculum/administrative support area.

A clear representation was found in the findings for NC to be focused on the student. UC had successfully promoted this focus into its campuses including NC. With the student-centered approach found on NC through UC's guidance, Levin's (1997) description of a service culture was demonstrated. In this service culture, the driving force included a focus on the student and on making sure that the students are guided and nurtured as they transition through the learning

process. “The service culture pays homage to teaching, learning, and services to students, stresses access for all, focuses upon student development and student performance, and demonstrates behaviors which suggest community responsiveness” (Levin, 1997, p. 11). Through the guidance of UC, NC promoted and supported this service culture as described by Levin (1997) by providing the additional support and by guiding the students through the educational processes afforded to the student population.

The traditional culture, as defined by Levin (1997), was found in the curriculum support area. The culture relies on a connection between the role that faculty and administration play in the community college environment. Through the interview process of the administrators associated with the curriculum support area, comments frequently involved the inclusion of the faculty in academic decisions and in playing an integral role in the academic processes at NC. At administrative meetings of the curriculum support area, faculty input was frequently asked for before any decisions were made. Additionally, that agenda items that were discussed that had a faculty impact promoted lengthy discussion.

*Bergquist and Pawlak’s six cultures of the academy.*

Bergquist and Pawlak (2008) indicated that there were Six Cultures of the Academy (see Appendix F) that could be found in academic institutions. These included the collegial culture, managerial culture, development culture, advocacy culture, virtual culture, and tangible culture. Bergquist and Pawlak (2008) described the importance of exploring the mix of the cultures that may be present. “Although most colleges and universities, and most faculty and



administrators tend to embrace or exemplify one on these six cultures, the other five cultures are always present and interacting with the dominate culture” (Bergquist & Pawlak, 2008, p. 7). As with any organization, multiple cultures can and will exist within that organization. These cultures are interacting with each other, with one culture usually serving as the dominate culture. This held true for the cultures found within an educational institution.

The findings from the study reflected components of Bergquist and Pawlak’s (2008) collegial culture. The collegial culture was found primarily in the administrative culture that was described by the interviewed administrators. The collegial culture was best represented within the curriculum support area of NC. However, components of the collegial culture were also infused into the curriculum/administrative support area, as well as the student support area.

Within the curriculum support area, emphasis was placed on the importance of faculty involvement regarding content related to academic matters and decisions. Faculty were frequently mentioned during the interviews as serving as the foundation for the educational processes found at NC. Additionally, administrators who participated in the interview process indicated opportunities had presented themselves to faculty to grow professionally and to move into administrative roles either at NC or at other campuses associated with the UC system. These opportunities were consistent with the collegial culture “that finds meaning primarily in the disciplines represented by the faculty in the institution” (Bergquist & Pawlak, 2008, p. 15) and “the development of specific

values and qualities of character among young men and women who are future leaders of our society” (Bergquist & Pawlak, 2008, p. 15).

Within the student support area and curriculum/administrative support area, there were interactions between these areas and the curriculum support area. These interactions took place on a daily basis. Through the activities and decisions made in the student support area, non-curriculum support area, and the curriculum/administrative support area, influence was exerted on the faculty of the institution. The findings of the study revealed that there was a sharing of information and opportunities for collaboration among these areas as activities were planned and decisions made which may have influenced the academic area. The sharing of information and collaboration resulted in a participation in the collegial culture.

Components of the managerial culture as, described by Bergquist and Pawlak (2008), were best represented in the curriculum/administrative and non-curriculum support area of NC. Within these areas, administrators’ comments focused on the need to be task-oriented and goal-driven. The task orientation and goal-driven focus was also supported through observations of meetings of members of this group where goal-specific projects were discussed and responsible fiscal resources were reviewed. Additionally, the degree of required oversight through appropriate supervisory requirement was not only reinforced during interviews but also was evident during the observations at meetings. These components of the administrative culture found in this area of NC were reflective of Bergquist and Pawlak’s (2008) managerial culture, where “evaluation

of work that is directed towards specific goals and purposes; that values fiscal responsibilities and effective supervisory skills” (p. 43) and “holds untested assumptions about the capacity of the institution to define and measure its goals and objectives clearly” (Bergquist & Pawlak, 2008, p. 43).

Bergquist and Pawlak (2008) defined the *developmental culture* as “meaning primarily in the creation of programs and activities furthering the personal and professional growth of all members of the collegiate community” (p.73) and “conceives of the institution’s enterprise as the encouragement of potential cognitive, affective, and behavioral maturation among all students, faculty, administrators and staff” (Bergquist & Pawlak, 2008, p. 73). The culture was found in two areas on NC, student support and curriculum support. Through the interview process, the findings indicated a number of activities and opportunities that were primarily provided to students to enhance their maturation process. The growth was also reinforced during the review of videographs which focused on student success through programs and activities that encouraged and supported student success. Additionally, through the collaboration and team component found in the academic area, opportunities were identified both during the interview of administrators as well as the observations at meetings, indicating faculty, administrators, and staff were permitted to participate in professional growth programs and activities.

Through the interviews conducted and the observations of the various administrative meetings that were attended, components of these three cultures could be identified. The four major services areas found on NC did demonstrate

components of each of these three cultures. Within the curriculum support area, a collegial culture was demonstrated as the dominate culture with an infusion of the developmental culture being in place. The student support area emanated components of the developmental culture as the dominate culture with aspects of the collegial culture entwined into the dominate culture. Through the perspective of the administrators outside of the non-curriculum support area, the managerial culture served as the dominant culture. The managerial culture was also present as the dominant culture in the curriculum/administrative support area. However, the collegial culture played a role in the activities and decision-making process in curriculum/administrative support area but not in the non-curriculum support area.

There appears to be a mixture of these cultures in the daily routine that was found at NC. Three of the four major service areas found on NC participated in at least two of Bergquist and Pawlak's (2008) cultures. The literature that was available supported the premise that within academia, more than one culture will be present and participating. This held true at NC. The results of the study tended to indicate that the collegial culture, as defined by Bergquist and Pawlak (2008), served as the dominant administrative culture found on NC as it was associated with the majority of the service areas.

When comparing the study findings with Bergquist and Pawlak's (2008) cultures, the majority of NC's service areas shared at least two of the described cultures. The collegial culture served as the dominant administrative culture as components of this culture were demonstrated in three of the four service areas

found on NC. Similarly, two of the service areas, student support and curriculum/administrative support, shared two of Kuh's (1989) organizational models. The other two areas reflected only a singular model. The curriculum support area reflected components of the collegial model, while the non-curriculum support area reflected components of the bureaucratic model. For the campus culture, Levin's (1997) cultural definition of the service culture was the most relevant culture. The service culture was well represented in three of the service areas. This included the curriculum support, curriculum/administrative, and the student support areas. It served as the primary and dominant campus culture found on NC.

Overall, this study provided useful findings regarding the campus and administrative cultures found on NC. Specifically, the study increased the knowledge regarding the perceptions of campus administrators related to how they viewed and perceived the campus and administrative cultures for which they were a part and for which they contributed.

### **Implications and Recommendations**

Previous studies have been conducted on culture. These studies encompassed cultures that were found in higher education institutions, including community colleges. Some studies had focused on the students' perspectives. Others had been focused on the faculty view of culture. However, only a limited number of studies had focused on the administrative perspectives of campus and administrative cultures found on a campus of a multicampus community college.

To fully understand the concept of a culture or of what can facilitate a change in a particular institutional culture, one must have a comprehensive understanding of what the institutional culture is, what contributed to it, and, if necessary, what can assist in changing the dominant culture or subcultures demonstrated. This study has provided information related to how administrators perceive the campus and administrative cultures. Through this perspective, the administrators described how they viewed these cultures in which they participated throughout their workday. The findings of the study contribute to existing information available to administrators in higher education regarding the understanding of campus and administrative cultures.

Leaders within the academic arena have a critical role and must be responsible leaders in order to strengthen the cultures of an academic institution. As academic leaders, there is a strong opportunity and great potential to shape the cultures that exist. Through an understanding of both the campus and administrative cultures, the shaping of the cultures can be achieved. This study provides the opportunity to inform practice by emphasizing the importance of understanding the cultures that are present on a community college campus. Understanding the campus culture is essential for administrators if institutional change is required, especially if the required institutional change has a cultural impact.

Lorenzo (1998) supported this need and implied that “succeeding with institutional transformation will necessitate a new approach to management and a change in institutional culture” (p. 338). The importance of cultural

understanding and the need for institutional change can take place through a leadership style that is responsive to the existing culture. Riggs (2009) indicated that “if advancing a strong academic culture is to happen in any meaningful way, it will need to be at the core of every leadership action” (p. 2). Understanding the culture of a community college campus will assist administrators in educational institutions to infuse leadership, thus creating the institutional change while being responsive to the existing culture.

The importance of having an understanding of the campus and administrative culture can best be represented through examples. For instance, if a transition in leadership takes place in a key area on NC that currently has a high degree of collaboration and inclusion. The new leadership believes in an autocratic approach to leadership style. Conflict may develop and there could be a clash between the infusing culture and the existing culture. Conversely, if there is a leadership change in an area that is familiar with an autocratic style to that of collaboration, openness, and inclusion, there will be a degree of confusion and uncertainty within this area. Again, this change in leadership may conflict with the culture found in this area, but may promote an improvement in the existing culture as components of the team concept are being infused into this area as the new culture.

Further representations of the influence that educational leaders have on the existing culture include potential changes in how the institution deals with incoming students. For example, a campus believes that it is important to provide one-on-one services by meeting directly with each student to discuss

career goals and educational plans. These services are in place to meet the student's needs and promote a student-centered environment. A new administrator affirms the importance of these one-on-one meetings with potential students but in the name of efficiency implements a mandate that these individual meetings are limited to ten minutes per student. If the student needs additional information, the student must schedule an additional meeting. Although this new administrator supports the one-on-one concept, the mandate may not support the existing culture within this area of meeting the students' needs or continue with a student-centered focus.

This study is significant as it examined the campus and administrative cultures that may exist on a community college campus from a different perspective, the campus administrator. This study provides useful information to existing and future administrators in a community college system and can enhance their understanding of campus and administrative cultures. Additionally, this study indicates that both internal and external forces contribute to the existing institutional cultures.

***Post-study delimitations.***

The scope of this study may be delimited to the degree that it is bounded to one campus of a multicampus community college with a sizable college enrollment, 174,000 students. Additionally, the participants identified for interviews were limited to those individuals serving in an administrative role. Faculty or support staff was not included in this study. The exclusion of faculty and staff may limit the ability to generalize to other campuses or even to other



institutions. Nonetheless, the results of the study may have application to college administrators who wish to understand campus and administrative cultures and how these cultures may impact the leadership on the campus. An additional delimitation that may be associated with this study was the degree of anonymity and confidentiality, as well as access. The degree of anonymity and confidentiality required may limit the ability to generalize the findings as they cannot be specifically related to position or function beyond that of an administrator. Additionally, the constraints of the required anonymity and confidentiality limited the ability to report certain findings and influenced this study of campus and administrative culture. Further limitation may include the ability to generalize to all of the service areas found on NC. Interviews were conducted with administrators from three of the four service areas. The findings for the non-curriculum support area were based on the interviewed administrators outside of the non-curriculum support area.

***Future research opportunities.***

Opportunities exist for future research in community colleges and other institutions of higher education. The findings of the study indicated that themes existed on NC, contributing to the campus and administrative cultures, as viewed by the administrators on the campus. I recommend that future research be conducted on another campus associated with the Urban College system. Using the same data collection methods, researchers could compare and contrast administrators' perspectives of campus and administrative cultures between two campuses from the same multicampus community college system. Researchers

could also determine if the same themes or different themes contribute to the campus and administrative cultures.

Additional studies that can be recommended include future research conducted on another multicampus system. Researchers, using similar data collection methods, would be able to compare how administrators in different colleges view the campus and administrative cultures. Researchers could also determine if campus and administrative cultures found in multicampus systems demonstrate degrees of similarity or are very diverse and unique to individual institutions.

In addition to conducting similar studies at Urban College or on other multicampus community colleges, consideration should be given to performing this study using a mixed-method approach or a fully quantitative approach. Through these approaches, additional data collection methods may contribute to the findings in the study. Data collection from the utilization of a quantitative approach could include surveys on roles and responsibilities, interactions within and between areas and colleagues, perceptions of administrators, and perceptions of dominant and subordinate cultures. Additionally, through the use of a quantitative approach, the degree of anonymity and confidentiality required when using the qualitative method may be resolved. Through the mix-method or quantitative method, a greater number of administrators identified as potential participants in the study may feel more comfortable in providing responses via a survey instrument as opposed to participating in the interview process.

This study has provided the administrators' perspectives on the campus and administrative cultures found on NC. A similar research study should be conducted on NC with the inclusion of the faculty's and staffs' perspectives of the campus and administrative cultures. Using similar data collection methods, comparisons can be made between the perspectives of the staff, faculty, and administrators regarding the campus and administrative cultures. By conducting this additional study, researchers would be able to explore multiple perspectives from multiple levels of individuals regarding the campus and administrative cultures found on a single campus of a multicampus system.

As additional research opportunities are investigated, consideration should be given to the degree of anonymity and confidentiality that may be required when conducting a study on campus and administrative culture. With this requirement in place, the ability to disclose and report information related to the findings of the study is limited. For future studies conducted in similar settings as this study, consideration should be given to require informed consent without guarantees of anonymity and confidentiality to the extent feasible.

### **Summary**

The findings of this study revealed that a number of themes served as contributors to the campus and administrative cultures found on NC. Themes which contributed to the campus culture included both external and internal components. The campus culture themes encompassed student-centered, location, size, Hispanics, and family. Themes that contributed to the administrative culture encompassed collaboration, inclusion, team, open, size,

and rewards and recognition. The findings of the study further revealed that correlations could be made between components of the campus and administrative cultures with the models as depicted by Kuh's (1989), Levin's (1997) cultural definitions, and Bergquist and Pawlak's (2008) six cultures of the academy.

When the findings were correlated to Kuh's (1989) conventional organization models, representation of the rational, bureaucratic, and collegial models were found. The findings for the campus culture supported Levin's (1997) cultural definition of the service culture. The service culture served as the dominant campus culture. Finally, the administrative culture found on NC correlated to three of the cultures as described by Bergquist and Pawlak (2008). These cultures comprised the collegial, managerial, and developmental cultures. The collegial culture, as defined by Bergquist and Pawlak (2008), served as the dominant administrative culture as components of this culture were demonstrated in three of the four service areas found on NC.

Administrators in educational institutions are in a position to influence the cultures that exist on a campus. Having an understanding of the campus and the administrative cultures on a campus can assist the leaders in the educational environment to infuse leadership that will be responsive to existing cultures and, if necessary, promote institutional change.

## LIST OF REFERENCES

- Al Abbar, M. A. (2000, April). Culture and sustainable development. *Technical Education and National Development*. TEND 2000: Proceedings of the technological education and national development conference. Abu Dhabi, United Arab Emirates. 2 Apr. 2000.
- Ayers, D. F. (2005). Organizational climate in its semiotic aspect: A postmodern community college undergoes renewal. *Community College Review*, 33(1), 1-21. doi: 10.1177/009155210503300101
- Bates, R. (1992, July). *Educational administration as cultural practice*. Paper presented at the Council for Educational Administration and the Australian College of Education, Darwin, Australia.
- Baughn, C. C., & Buchanan, M. A. (2001). Cultural protectionism. *Business Horizon*, 44(6), 5-15. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=125&sid=824c5c93-6732-4855-9f2e-54f31ba31cc7%40sessionmgr104>
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco, CA: Jossey-Bass.
- Betts, K., Urias, D., Chavez, J., & Betts, K. (2009). Higher education and shifting U.S. demographics: Need for visible administrative career paths, professional development, succession planning & commitment to diversity. *Empirical Research*, 7(2), 1-9. Retrieved from [http://www.academicleadership.org/empirical\\_research/623.shtml](http://www.academicleadership.org/empirical_research/623.shtml)
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson Education.
- Brice, A. (2002). An introduction to Cuban culture for rehabilitation service providers. [Monograph]. *Center for International Rehabilitation Research Information and Exchange*. pp. 1-23. Retrieved from <http://cirrie.buffalo.edu/culture/monographs/cuba/cb.php#s5b>
- Brint, S., Cantwell, A. M., & Hannerman, R. A. (March, 2008). *A student experience in the research university (SERU): Project research paper*. Paper presented at the Center for Studies, University of California, Berkeley, CA.
- Carspecken, P. H. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York, NY: Routledge.

- Casado, M. A., & Dereshiwsky, M. I. (2007). Cultural diversity in higher education: Implications for hospitality programs. *Education*, 128(2), 294 – 306. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=4&hid=125&sid=70856fc2-7b4c-4ed0-9025-dfe115e7d78f%40sessionmgr112>
- Chaffee, E. E., & Tierney, W.G. (1988). *Collegiate culture and leadership strategies*. New York, NY: MacMillan.
- Clott, C., & Fjortoft, N. (1998, April). *Culture and strategy in business schools: Links to organizational effectiveness*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cooper, J., & Kempner, K. (1991, November). *Lord of the flies community college: A case study of organizational disintegration*. Paper presented at the annual meeting of the Association for the Study of Higher Education. Boston, MA.
- Crutcher, B. N. (2007). Mentoring across cultures. *Education Digest*, 73(4), 21-25. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=125&sid=bd247cc7-b7e6-4eec-b892-0e28617225ee%40sessionmgr111>
- D'Ambrosio, M. (2000). *Leadership in today's world*. Retrieved from <http://www.stanswartz.com/DAMBROSIO.htm>
- Drew, G. (2009, Winter). Empirical research: Leadership and organizational culture: Can the CEO and senior executive teams in bureaucratic organizations influence organizational culture? *Academic Leadership*, 7(1). Retrieved from <http://www.academicleadership.org/article/leadership-and-organisational-culture-can-the-ceo-and-senior-executive-teams-in-bureaucratic-organisations-influence-organisational-culture>.
- Eddy, P. L. (2006). Nested leadership: The interpretation of organizational change in a multicollege system. *Community College Journal of Research and Practice*, 30(1), 41-51. doi: 10.1080/10668920500248878
- Ehrich, L. C. (2003). Phenomenology: The quest for meaning. In T. O'Donoghue & K. Punch (Eds.), *Qualitative educational research in action: Doing and reflecting* (pp.42-69). New York, NY: RoutledgeFalmer.
- Evelyn, J. (2001). Community colleges face a crisis of leadership. *The Chronicle of Higher Education*, April 26, 1- 7.

- Fincher, C. (1998, June). *Cultural change and continuity*. Paper presented at the meeting of Institute of Higher Education, Candler Hall, University of Georgia, Athens, GA. Retrieved from <http://www.uga.edu/ihe/perspectives/culture.pdf>
- Fisher, M. J. (2007). Culture and cultural analysis as experimental systems. *Cultural Anthropology*, 22(1), 1-65. Retrieved from <http://onlinelibrary.wiley.com.libproxy2.usouthal.edu/doi/10.1525/can.2007.22.1.1/pdf>
- Flint, N. (2000, December). *Culture club: An investigation of organizational culture*. Paper presented at the annual meeting of the Australian Association for Research in Education, Sydney, Australia.
- Freed, J. E. (1998, November). *The challenge of change: Creating a quality culture*. A paper presented at the annual meeting of the Association for the Study of Higher Education, Miami, FL.
- Guba, A. (2007). Dialogues between and among civilizations, values, and cultures. *Journal of Develop Alternatives*, 26,4, 84-103.
- Hanson, C. H. (2006). From learning to education: A new paradigm for the college. *Community College Review*, 34(2), 128-138. doi: 10.1177/0091552106292517
- Harada, M. (1991, August). *Criteria for evaluation of community college instructional deans*, 1-17. A paper published in the ERIC Clearinghouse for Junior Colleges. Retrieved from <http://www.eric.ed.gov/PDFS/ED338293.pdf>
- Harry, B., Sturges, K. M., & Klingner, J.K. (2005). Mapping the process: An exemplar of process and challenge in grounded theory analysis. *Educational Researcher*, 34(2), 3-13. doi:10.3102/0013189X034002003
- Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Education*, 1(4), 222-234.
- Heck, R. H. (2006). Conceptualizing and conducting meaningful research studies in education. In C.F. Conrad & R.C. Serlin (Eds.), *The Sage handbook for research in education: Engaging ideas and enriching inquiry* (pp. 373-392). Thousand Oaks, CA.

- Hilosky, A., & Watwood, B. (1997, February). *Transformational leadership in a changing world: A survival guide for new chairs and deans*. Paper presented at the Sixth Annual International Conference for Community & Technical College Chairs, Deans, and Other Organizational Leaders. Reno, NV.
- Hodder, I. (2001). The interpretation of documents and material culture. In C. F. Conrad, J. G. Haworth, & L. R. Lattuca (Eds.), *Qualitative research in higher education: Expanding perspective* 2<sup>nd</sup> ed. (pp.599–610). Boston, MA: Pearson.
- Holmes, G., & Boone, L. E. (2002). The importance of culture when creating audio-enhanced, web-based instruction. *TechTrends*, 46(2), 56-61. Retrieved from <http://www.springerlink.com.libproxy2.usouthal.edu/content/92g6104k2g7045n4/fulltext.pdf>
- Jensen, M. J. (2003). Going to university: Family histories and post-secondary credentialing. In C. Prichard & P. Trowler (Eds.), *Realizing qualitative research into higher education* (pp. 1-19). Burlington, VT: Ashgate.
- Jones, D. (2001, June). *Learning culture*. Paper presented at the annual meeting of Adult Education Research Conference, Lansing, MI.
- Julius, D. J., Baldrige, J. V., & Pfeffer, J. (1999, Fall). Determinants of administrative effectiveness: Why some academic leaders are more influential and effective than others. [Mongraph]. *Canadian Society for the Study of Higher Education*, pp. 1–18. Retrieved from <http://www.eric.ed.gov/PDFS/ED445619.pdf>
- Kellogg Foundation (2000, January). Returning to our roots: Towards a coherent campus culture. Fifth report. An open letter to the presidents and chancellors of state universities and land grant colleges. Retrieved from <http://www.aplu.org/NetCommunity/Document.Doc?id=185>
- Kezar, A. & Eckel, P. (2002, July/August)). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education*, 73(4), 435-460. doi: 10.1353/jhe.2002.0038
- Knutsson, K. E. (2001). Creating a dialogue among cultures. *Association Management*, 53(13), 46-47.
- Kuh, G. D. (1989). Organizational concepts and influences. In U. Delworth & G. R. Hanson (Eds.). *Student services: A handbook for the professional*. San Francisco, CA: Jossey-Bass.



- Lee, C. (2004). Creating a collaborative campus culture. *Community College Journal of Research and Practice*, 28 (6), 503-511. doi: 10.1080/10668920490277207
- Leubsdorf, B. (2006). Boomer's retirement may create talent squeeze. *The Chronicle of Higher Education*. 53(2), 1-6. Retrieved from [http://find.galegroup.com.libproxy2.usouthal.edu/gtx/retrieve.do?contentSet=IAC-Documents&resultListType=RESULT\\_LIST&qrySerId=Locale%28en%2CUS%2C%29%3AFQE%3D%28JN%2CNone%2C31%29%22Chronicle+of+Higher+Education%22%3AAnd%3ALQE%3D%28DA%2CNone%2C8%2920060901%24&sgHitCountType=None&inPS=true&sort=DateDescend&searchType=PublicationSearchForm&tabID=T002&prodId=AONE&searchId=R2&currentPosition=51&userGroupName=naal\\_usam&docId=A150481973&docType=IAC](http://find.galegroup.com.libproxy2.usouthal.edu/gtx/retrieve.do?contentSet=IAC-Documents&resultListType=RESULT_LIST&qrySerId=Locale%28en%2CUS%2C%29%3AFQE%3D%28JN%2CNone%2C31%29%22Chronicle+of+Higher+Education%22%3AAnd%3ALQE%3D%28DA%2CNone%2C8%2920060901%24&sgHitCountType=None&inPS=true&sort=DateDescend&searchType=PublicationSearchForm&tabID=T002&prodId=AONE&searchId=R2&currentPosition=51&userGroupName=naal_usam&docId=A150481973&docType=IAC)
- Levin, J. S. (1996, October). *Presidential succession and organizational change in the community college*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Memphis, TN.
- Levin, J. S. (1997, November). *The cultures of the community college*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Albuquerque, NM.
- Lincoln, L. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA; Sage .
- Locke, M. G., & Guglielmino, L. (2006). The influences of subcultures on planned change in a community college. *Community College Review*, 34(2), 108-127. doi:10.1177/0091552106292518
- Lorenzo, A. L. (1998). A framework for fundamental change: Content, criteria, and culture. *Community College Journal of Research and Practice*, 22(4), 335-348. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/detail?vid=3&hid=105&sid=11624228-fc9e-4581-b468-eabcccb275d8%40sessionmgr114&bdata=JnNpdGU9ZWWhvc3QtbGI2ZSZzY29wZT1zaXRl#db=aph&AN=675399>
- Love, P. (2003). Document analysis. In F. K. Stage & K. Manning (Eds.), *Research in the college context* (pp.83-96). New York, NY: Brunner-Routledge.
- Lu, L., (2006). "Cultural fit": Individual and societal discrepancies in values, belief, and subjective well-being. *The Journal of Social Psychology*, 146(2), 203-221.

- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research*. Thousand Oaks, CA: Sage.
- Mendoza, P., & Berger, J. B. (2008). Academic capitalism and academic culture: A case study. *Education Policy Analysis Archives*, 16(23). Retrieved from <http://epaa.asu.edu/epaa/v16n23/>
- Merriam, S.B. (1998). *Qualitative research and case study application in education: Revised and expanded from case study research in education*. San Francisco, CA: Jossey-Bass.
- Mish, F. C. (Ed.) (2009) *Merriam-Webster's collegiate dictionary* (10<sup>th</sup> ed.). (2001) Springfield, MA: Merriam-Webster.
- Muhammad, H. P. (2002, January). *Leadership in higher education for the new millennium*. Research Foundation for the State University of New York, New York 1-12. Retrieved from <http://www.eric.ed.gov/PDFS/ED459665.pdf>
- Ortiz, A. M. (2003). The ethnographic interview. In F. K. Stage & K. Manning (Eds.), *Research in the college context* (pp.35-48). New York, NY: Brunner-Routledge.
- Paxton, M. (2003). Ways in which students gain access to university discourse: The intersection of the academic curriculum and student voices. In C. Prichard & P. Trowler, *Realizing qualitative research into higher education*. (pp. 20-39). Burlington, VT: Ashgate Publishing Company.
- Peterson, R. A., & Anand, N. (2004). The production of culture perspective. *Annual review of sociology*, 30(1), 311-334. Retrieved from <http://www.jstor.org.libproxy2.usouthal.edu/stable/pdfplus/29737696.pdf?acceptTC=true>
- Perakyla, A. (2005). Analyzing talk and text. In N. K. Denzin & Y. S. Lincoln. *The sage handbook of qualitative research* 3<sup>rd</sup> ed., (pp. 869-886). Thousand Oaks, CA: Sage.
- Riggs, J. (2009, Winter). Leadership, change and the future of community colleges. *Academic Leadership – The Online Journal*, 7(1).
- Robles, H., J. (1998). *Leadership in higher education*. Retrieved from <http://eric.ed.gov/PDFS/ED426742.pdf>

- Roper-Huilman, B., Carwile, L., Lee, C., & Barnett, K. (2003, April). *Student activists in higher education: Exploring the relationships between perceptions of culture and change strategies*. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Sandlin, J. A. (2005). Culture, consumption, and adult education: Refashioning consumer education for adults as a political site using cultural studies framework. *Adult Education Weekly*, 55(3),165-181.
- Santilli, P. (2007). Culture, evil and horror. *The American Journal of Economics and Sociology*, 1, 173-193.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* 3<sup>rd</sup> ed., New York, NY: Teachers College Press.
- Shannon, D. A. (2007). *The socialization of adjunct faculty into the academic culture of a public community college*. (Unpublished doctoral dissertation). Florida International University, Miami, FL.
- Silvera, M. (2008). A culture of family – and college. *Diverse Issues in Higher Education*, 25,19, pp.18-19. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/detail?vid=3&hid=105&sid=69a511b0-d457-42da-a219-73c8e6fb2487%40sessionmgr113&bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=aph&AN=35043345>
- Smart, J., C. (2002, April). *Enhancing the educational effectiveness of two-year colleges: New perspectives and evidence of the role of institutional characteristics*. A paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.
- Sontag, S. (1973). *Photography*. In the New York review of books, 20,16, 95-112.
- Sperber, D.. & Claidiere, N. (2006). Defining and explaining culture; A commentary on Richerson and Boyd's Not By Genes Alone. *Biology and Philosophy*, 23(2), 283-292. doi: 10.1007/S10539-005-9012-8
- Stake, R. E. (2003). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* 2<sup>nd</sup> ed., (pp.134-164). Thousand Oaks, CA: Sage.

- Steers, R. M., Meyer, A. D., & Sanchez-Runde, C. J. (2008). National culture and the adoption of new technologies. *Journal of World Business*, 43(3), 255-260. Retrieved from [http://www.sciencedirect.com.libproxy2.usouthal.edu/science?\\_ob=MIimg&\\_imagekey=B6W5M-4S9FH9Y-1-1&\\_cdi=6574&\\_user=446474&\\_pii=S1090951608000096&\\_origin=browse&\\_zone=rslt\\_list\\_item&\\_coverDate=07%2F31%2F2008&\\_sk=999569996&wchp=dGLbVzz-zSkWb&md5=3bba407e3bee13f76a55dcae5a3e02a3&ie=/sdarticle.pdf](http://www.sciencedirect.com.libproxy2.usouthal.edu/science?_ob=MIimg&_imagekey=B6W5M-4S9FH9Y-1-1&_cdi=6574&_user=446474&_pii=S1090951608000096&_origin=browse&_zone=rslt_list_item&_coverDate=07%2F31%2F2008&_sk=999569996&wchp=dGLbVzz-zSkWb&md5=3bba407e3bee13f76a55dcae5a3e02a3&ie=/sdarticle.pdf)
- Thornton, C. H., & Jaeger, A. J. (2007). A new context for understanding civic responsibility: Relating culture to action at a research university. *Research in Higher Education*, 48(8), 993-1020. doi:10.1007/S1162-007-9058-3
- Thornton, C.H., & Jaeger, A. J. (2008). The role of culture in institutional and individual approaches to civic responsibilities at research universities. *The Journal of Higher Education*, 79(2), 161-182. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=105&sid=6e20dce7-8a49-4b44-b28a-22748730b66e%40sessionmgr111>
- Van Patten, J. J. (2000). *Higher education culture: Case studies for a new century*. Lanham, MD: University Press of America.
- VanWagoner, R., J., Bowman, L., S., & Spraggs, L., D. (2005). Editor's choice: The significant community college. *Community College Review*, 33(1), 38-50. Retrieved from <http://www.mvcc.edu/presidents-office-1/pdf/significant-community-college>
- Waller, W. (2003). It's culture all the way down. *Journal of Economic Issues*, 37(1), 35-45. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=105&sid=ad7d6a85-09ec-496c-9c7d-cfc404e4c998%40sessionmgr113>
- Whitt, E. J. (2001). Document analysis. In C. F. Conrad, J. G. Haworth, & L. R. Lattuca (Eds.), *Qualitative research in higher education: Expanding perspective* 2<sup>nd</sup> ed. (pp.447-454). Boston, MA: Pearson Custom.
- Yankelovich, D. (2006). Higher education in 2015. *Education Digest*, 71(5), 43-53. Retrieved from <http://web.ebscohost.com.libproxy2.usouthal.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=105&sid=1b4c5d43-34d4-435f-bee6-837f75fe2aae%40sessionmgr115>

## APPENDICES

### Appendix A – Guiding Interview Questions for Administrative Personnel

#### Campus Culture:

- Describe the rituals, beliefs, traits and activities you think exist on the campus?
- Based on your description, talk to me regarding the significance of these rituals, beliefs, traits, and activities.
- What things do you feel support the ritual beliefs, traits, and activities? From your point of view, how are they supported? What contributes to this support?
- How do you feel that you contribute to the rituals, beliefs, and activities? Why do you do this?
- What campus events do you participate in? Why do you participate in them?
- If you were asked to determine the cultures demonstrated on the campus, how would you do that? What would you say are the cultures on the campus? Why do you see these as the campus cultures?
- Describe the interactions of these cultures as you see them?
- What events seem to support the campus culture? What events seem to support the subcultures? In what way do they support these cultures?
- How do these cultures and subcultures experience, respond to, and seem to be influenced by each other?

#### Administrative Culture:

- Walk me through one of your typical workdays.
- How would you define the administrative culture on the campus? Describe the rituals, beliefs, and traits that you feel contribute to this administrative culture.
- Describe your role and involvement with this administrative culture. What is it like to work in this administrative culture? Describe your interactions within this culture?
- What things do you feel support the administrative culture on the campus?
- What are you doing or not doing that would contribute to the administrative culture you described? What are you doing to support or not support this culture?
- From your point of view, do any of the various subcultures differ in their perception of the current administrative culture?
- How do these cultures and subcultures experience, respond to, and seem to be influenced by the administration culture?

- Describe the initiation and maintenance of the socialization process of new administrators on the campus. How did you become socialized into your administrative role? How do you participate in this socialization process for new administrators?
- How would you describe the leadership style of the campus president? Academic Dean? Student Dean? Associate Deans?
- How do these leadership styles contribute to the administrative culture?
- How would you describe your leadership style? How do you feel your leadership style contributes or doesn't contribute to the administrative culture?
- How do you stimulate, challenge, and motivate individuals that you supervise? work with? or supervise you?
- What reward systems do you incorporate into your daily routine as a community college administrator?

Appendix B – Demographic Information Form

Participant ID Number: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Title: \_\_\_\_\_

Length of Time at Institution: \_\_\_\_\_

Length of Time in Current Position: \_\_\_\_\_

Number of Years Employed in Higher Education: \_\_\_\_\_

Number of Years Employed as an Administrator: \_\_\_\_\_

Number of Years at Current Campus: \_\_\_\_\_

Served under how many (see below) at this campus:

Campus Presidents: \_\_\_\_\_ Deans: \_\_\_\_\_

Current Age Group:

\_\_\_\_\_ 20-29                      \_\_\_\_\_ 30-39                      \_\_\_\_\_ 40-49

\_\_\_\_\_ 50-59                      \_\_\_\_\_ 60-69                      \_\_\_\_\_ 70-79

Male: \_\_\_\_\_                      Female: \_\_\_\_\_

Ethnicity: \_\_\_\_\_

Highest Educational Degree Received: \_\_\_\_\_

## Appendix C – Informed Consent

### CONSENT TO SERVE AS A RESEARCH PARTICIPANT

#### OVERVIEW OF STUDY:

**Title of the Research Study:**

Campus and Administrative Cultures in the Multi-Campus Community College Environment

**Institutional Affiliation and Primary Investigators:**

Florida International University, Modesto A. Maidique Campus  
11200 S.W. 8 Street  
Miami, Florida 33199

Benjamin Baez, Ph.D., Associate Professor, Higher Education, Educational Leadership and Policy Studies

Richard Prentiss, Ed.D. Candidate, College of Education

**Purpose:**

The purpose of this study is to explore the cultures that can be found on a community college campus and how leadership is given meaning by these cultures. Emphasis will be placed on the administrative culture on the campus.

**Procedures:**

Observations will be made of campus personnel during administrative meetings. Components to be recorded in fieldnotes during observations will include the physical setting, the participants, activities, interactions, conversations, discussions, verbal and non-verbal communications styles, subtle factors, and the impact of the researcher's presence. No personally identifiable information will be recorded or disclosed via the observation component of the proposed study.

Interview participation in this study will require one audio-taped interview with each participant, lasting for approximately 60-90 minutes. **Participation in the interview process is voluntary and not required.** Each interview will take place at a mutually agreed upon location convenient for the participant. The interview will be conducted face to face. Once the information has been obtained it will be transcribed and then analyzed by the student researcher. Data analysis will consist of coding the obtained information, reviewing and reflecting on the data, identifying any predominant and underlying themes as they may relate to campus and administrative culture and the meaning of leadership to develop a collective theoretical statement about the topic under study if appropriate.

**Risks:**



Participant involvement in this study is strictly voluntary and will not expose the participant to any more risks than would be taken in one's regular daily activities.

**Benefits:**

The study may not promote any major benefit to the participant that is participating on the observational component of the study. Participation in this study will offer each interviewed participant an opportunity to reflect upon the campus and administrative culture, share one's experiences in the administrative culture, describe leadership styles, and how individual leadership styles are given meaning within the administrative culture.

**Data Collection & Storage:**

Each participant will be assigned a number which will then be applied to all data related to the participant. The participant's name will not be placed on typed documents. A copy of the assigned numbers and corresponding names will be maintained on a laptop computer protected with both password and finger print recognition. All electronic files will be made available to the primary investigators only. All identifying information related to any study participant will be held strictly confidential and made available to the primary study investigators only, unless the disclosure of such as mandated by law. Once the study has been completed and the dissertation committee has signed off on the study, all identifying information will be destroyed.

**Contact Information:**

For any questions/concerns that the participant may have regarding one's rights as a study subject, one may contact Institutional Review Board Chairperson and The Office of Research Integrity at Florida International University at 305-348-2618.

For any questions and/or concerns related to this particular study one may contact the principal investigators, Dr. Benjamin Baez at 305-348-3214 or via email at [baezb@fiu.edu](mailto:baezb@fiu.edu) or Richard Prentiss at 305-237-4030 or via email at [rprentis@mdc.edu](mailto:rprentis@mdc.edu).

**Consent Statement:**

*I have read, understand, and have been given an opportunity to address any questions or concerns that I might have regarding my participation in this study. I testify that I am 18 years of age or older and that I freely consent to participate in this study. I understand that I am free to withdraw from this study at any time without suffering any type of negative consequence. I understand that there will be no monetary compensation offered to me for participating in this study. A copy of this consent form is available to me upon request.*

---

Study Participant's Name: (Print Name)

---

Study Participant's Signature

---

Date signed

---

Study Researcher's Signature

## Appendix D – Kuh's (1989) Conventional Organizational Models

### **The Rational Model:**

“Logic and order are preeminent values; organizational rationality implies that behavior is not random but purposeful, behavior is directed towards end-states or goals agreed upon in advance, and action is prospective rather than retrospective; behavior is guided by intended or anticipated outcomes rather than understood after the fact” (Kuh, 1989, p.213).

### **The Bureaucratic Model:**

“Organizational charts, job descriptions, and detailed policies and procedures abound; clearly defined roles, functions, responsibilities, and relationships; has more influence on how we think the institution is suppose to operate than any other view of organization” (Kuh, 1989, p.214).

### **The Collegial Model:**

“Organizing underscores the assumption that participatory governance is the most appropriate way to pursue institutional goals; responsive to persuasive arguments of colleagues; based on democratic principles” (Kuh, 1989, p.214).

### **The Political Model:**

“Acknowledges the importance of power and conflict resolution; emphasizes policy as vehicle for issue management; encourages involvement of disparate stakeholder groups”(Kuh, 1989, p.214).

## Appendix E – Levin’s (1997) Cultural Definitions for Community Colleges

### **The Traditional Culture:**

“Being contextualized within and related to, explicitly or implicitly, historical, political, and social forces. In this culture, traditions found in the community college environment play an integral role in the culture where the academic membership composed of faculty and administration play a key role. Even though the players serve an academic role, political motivations tend to be the driving force” (Levin, 1997, p.6).

### **The Service Culture:**

“Is influenced and maintained by those who attribute performance of an institution to improvement of students. Driving forces for this culture include a focus on students, nurturing them through student service personnel and counselors. Institutions emulating this culture promote an open access environment, are responsive and adaptive to the needs of the students and community at large. The service culture pays homage to teaching, learning, and services to students, stresses access for all, focuses upon student development and student performance, and demonstrates behaviors which suggest community responsiveness” (Levin, 1997, p.11).

### **The Hierarchical Culture:**

“Focuses on the mission, vision, goals and values are the primary force. In this culture, the chief administrator or president serves as “the interpreter and communicator of the mission. Additionally, this culture focuses on a reward

system that recognizes serve awards, student graduations, events that promote achievement and performance” (Levin, 1997, p.14).

**The Business Culture:**

“Characteristics of this culture include a response for competitiveness, workforce training, and an enhancement towards entrepreneurial behaviors. This culture functions to survive as an economically viable entity, whether through growth or down-sizing, by effectively and efficiently managing its resources, particularly its human resources” (Levin, 1997, p.17).

**The Collegial Culture:**

“A culture that finds meaning primarily in the disciplines represented by the faculty in the institution; that value faculty research and scholarship and the quasi-political governance processes of the faculty; that holds untested assumptions about the dominance of rationality in the institution; and that conceives of the institution’s enterprise as the generation, interpretation, and dissemination of knowledge and as the development of specific values and qualities of character among young men and women who are future leaders of our society” (Bergquist & Pawlak, 2008, p.15).

**The Managerial Culture:** “A culture that finds meaning primarily in the organization, implementation, and evaluation of work that is directed towards specified goals and purposes; that values fiscal responsibility and effective supervisory skills; that holds assumptions about the capacity of the institution to define and measure its goals and objectives clearly; and that conceives of the institution’s enterprise as the inculcation of specific knowledge, skills, and attitudes in students so that they might become successful and responsible citizens” (Bergquist & Pawlak, 2008, p. 43).

**The Developmental Culture:**

“A culture that finds meaning primarily in the creation of programs and activities furthering the personal and professional growth of all members of the higher education community; that values personal openness and services to others, as well as systematic institutional research and curricular planning; that holds

assumptions about the inherent desire of all men and women to attain their own personal maturation, while helping others in the institution become more mature; and that conceives of the institution's enterprise as the encouragement of potential cognitive, affective, and behavioral maturation among all students, faculty, administrators, and staff" (Bergquist & Pawlak, 2008, p.73).

**The Advocacy Culture:**

"A culture that finds meaning primarily in the establishment of equitable and egalitarian policies and procedures for the distribution of resources and benefits in the institution; that values confrontation and fair bargaining among constituencies primarily management and faculty or staff, who have vested interest that are inherently in opposition; that holds assumptions about the ultimate role of power and the frequent need for outside mediation in a viable collegiate institution; and that conceives of the institution's enterprise as either the undesirable promulgation of existing (and often repressive) social attitudes and structures or the establishment of new and more liberating social attitudes and structures" (Bergquist & Pawlak, 2008, p.111).

**The Virtual Culture:**

"A culture that finds meaning by answering the knowledge generation and dissemination capacity of the postmodern world; that values the global perspective of open, shared, responsive educational systems; that holds assumptions about its ability to make sense of the fragmentation and ambiguity that exist in the postmodern world; and that conceives of the institution's enterprise as linking its educational resources to global and technological

resources, thus broadening the global network” (Bergquist & Pawlak, 2008, p.147).

**The Tangible Culture:** “A culture that finds meaning in its roots, its community and its spiritual grounding; that values the predictability of a value-based, face-to-face education in an owned physical location; that holds assumptions about the ability of old systems and technologies being able to instill the institution’s values; and that conceives of the institution’s enterprise as the honoring and reintegration of learning from a local perspective” (Bergquist & Pawlak, 2008, p.185)

## VITA

### RICHARD DALE PRENTISS

Born – Concord, Massachusetts

1977	B.S., Health Sciences Florida International University Miami, Florida
1992	Master, Health Management St. Thomas University Miami, Florida
1981 to present	Urban College, Central Campus
1981 to 1998	Professor, Director Clinical Education Respiratory Care
1998 to present	Chairperson, School of Health Sciences
2006	Acting School Director Allied Health Technologies
2007	Administrative Coordinator Health Sciences & Related Studies
2008 – 2010	Administrative Coordinator, Academic Affairs