

**CHANGE, INSTITUTIONAL MORALE AND THE EFFECT ON LEARNER
PERCEPTIONS OF CLASSROOM INSTRUCTION**

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Dedication

This project is whole heartedly dedicated to my parents who have stood by me through the impossible, encouraged me through the improbable and were there to pick up the pieces or celebrate the successes. My thanks to them.

Abstract

The study begins with the history behind the current culture of change. Good to excellent morale in an institutional setting is a phenomenon that educational leaders strive to capture only to find out that at times it can be like looking for the Holy Grail. This study was designed to examine a specific time span in the working environment of Lethbridge Community College (LCC), a time of “paradigm shift” that motivated the direction and the effects of the change. In the second stage of the study the goal was to identify and define what organizational changes had occurred at LCC. Much of the literature germane to this topic concentrates on the ‘learning’ institution and the characteristics behind this movement. The third phase defines what are good to excellent morale indicators in an institutional setting. The fourth and fifth stages identify conditions of staff morale during the specified time of the study and how varying and/or constant morale levels at Lethbridge Community College and the Centre for Applied Management have affected ‘learner satisfaction’ with instruction, through analyzing student evaluation results. The key findings of the study over all demonstrated that learner perceptions of the quality of instruction has gone up appreciably from 1999-2000 to 2000-2001. Something quite different occurred in the morale levels tabulated from the staff interview respondents. Morale levels were slightly down in 2000-2001 and the number of respondents selecting average to very poor responses rose noticeably. The results of this study will contribute to a critical look at the importance of institutional morale and its effects in the classroom.

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TABLE OF CONTENTS

Dedication	iii
Abstract	iv
Acknowledgments	v
Table of Contents	vi
List of Tables	ix
Chapter 1: Introduction	1
Rationale	2
Background to the Learning Paradigm and Lethbridge Community College	3
Definition of Terms	5
Chapter 2: Literature Review	7
The Concepts and General Background of the ‘Learning Paradigm’	8
Dynamics of Organizational Change	13
Disenchantment	18
Conditions That May Impede Change	24
Conditions That May Support Change	28
Leadership and Change	31
Accountability and Change in the Community College System	34
Institutional Climate / Morale.....	37
Professional Ethics	44
Learners Evaluating Instructors	46

Chapter 3: Methodology.....	52
General Method Intent	56
Lethbridge Community College Sample Base	53
Subjects	53
Demographics of the Subjects	54
Data Collection	55
Interview Questions	56
Interview Data Transcription	58
Student Evaluation Forms and Questions	59
Open and Thematic Coding	59
Limitations of the Study	63
Chapter 4: Data Analysis	66
Good Morale Indicators	67
Average to Poor Morale Indicators	69
Matrix Question/Morale Level Responses	71
Student Evaluations	75
Question 18	79
Assumptions	80
Chapter 5: Discussion	81
Stages of Change	81

Resistance to Changes	84
Perpetual Transition	85
Self Preservation	86
Disenchantment	88
What is Good Morale	89
Professional Ethics	91
Leadership and Change	92
Learners Evaluating Instructors	93
Conclusions	96
References	102
Bibliography	107
Appendices	108
A. Student Evaluation Form a Questions	108
B. Student Evaluation Form b Questions	109
C. Student Evaluation Form c Questions	110
D. Respondent Interview Questions and Answers	111

List of Tables

Table

1.	Table 1.1: Interview and Thematic Sub-categories; Questions 5,7,9 & 11	62
2.	Table 1.2: Total Responses for Good Morale Thematic Areas	67
3.	Table 1.3: Number of Responses for Average to Poor Morale Thematic Area: Questions 5,7,9 & 11	69
4.	Table 2.1: Total Morale Response Levels for the Centre of Applied Management Questions 12,13,14 & 15	71
5.	Table 2.2: Total LCC Morale Levels Questions 4,6,8 & 10	72
6.	Table 2.3: Total Morale Level Responses from Questions 4,6,8,10,12,13, 14 & 15	73
7.	Table 3.1: Student/Learner Evaluation Results	63
8.	Table 3.2: Total Number of Learner Responses for Form A	76
9.	Table 3.3: Total Number of Learner Responses for Form B	77
10.	Table 3.4: Total Number of Learner Responses for Form C	78
11.	Table 4.1: Question #16	74
12.	Table 4.2: Question #17	75

Introduction

I began this study to research and establish the history behind the recent dynamism of change at Lethbridge Community College (LCC), and to describe the current environment in the classroom as it is perceived by the learners in the Centre for Applied Management. This was accomplished through a combination of interview questions and comparison of college record statistics from the current year and the previous year.

The interviews contain a series of questions that attempt to determine the respondents' opinions of the 'morale' environment in the Centre for Applied Management and at LCC, and the extent to which they believe it effects the instructional environment in the classroom. The comparative data collected through student evaluation forms provided the learner's perception of classroom instruction. The average responses for each year of the learner were used as indicators and was compared to institutional morale indicators and interview questions. These indicators, interview questions and student evaluation results were felt to have some potential to determine learner perception of classroom instruction.

The results of the study will assist me in the challenge of evaluating methods of instruction in the centre, and establishing what direction we would like to go as a team. Clear team goals will help me facilitate appropriate individual professional development choices. Through this study I hope to enhance my administrative capabilities to better assist learners in realizing a productive and positive experience in our centre, and to help those professionals instructing the classes meet the demanding pace of our changing teaching environment.

The challenge of assessing morale and its effect on learner perceptions in a

community college environment during a faculty negotiation year, in the middle of a major paradigm shift, and from the perspective of leadership through facilitation, requires special understanding of the unique cultures of change within the learning community. The direct stakeholders in this complex community are the learner, faculty members, and administration. To succeed in such circumstances, the stakeholders must be able to determine and be aware of the roles they play in shaping learner perceptions toward classroom instruction.

For example, administrators can observe and modify the learning environment to facilitate faculty and learner success because they have specific knowledge of how change is effecting the climate of the institution and the goals of instruction. Faculty members can adapt their content through ongoing curriculum development and modify the learning environment to facilitate learner success through an awareness of how their own morale and institutional morale affect learner perceptions of instruction in the classroom. The learners can take responsibility for, and be open to, learning course content through active engagement in the classroom and greater awareness of how their behavior influences the environment of the classroom.

The goal of this study was to quantify morale levels at Lethbridge Community College during specified years. The study attempts to analyze what learner perceptions were within the same specified years, determine if there were any relationships between the two conditions and, finally, make recommendations based on the findings.

Rationale

I chose to conduct this study for the following reasons:

1. To identify the history behind the current culture of organizational change within

Lethbridge Community College (a learning institution, and the reasons behind the cultural shift in the overall college community system).

2. To identify and define some of the organizational changes that occurred in the Lethbridge Community College environment.
3. To identify what the morale and climate was at Lethbridge Community College in 2000-2001, compared to the previous academic year 1999 - 2000.
4. To identify how varying and/or constant morale and climate levels at Lethbridge Community College in the Centre for Applied Management have affected 'learner satisfaction' with instruction in the classroom, through analyzing student evaluation results.

Background to the Learning Paradigm and Lethbridge Community College

Lethbridge Community College (LCC) is a public, board-governed comprehensive community college serving the workforce education needs of learners and employers in southern Alberta and an increasing number of learners from southern Saskatchewan, southern British Columbia and central Alberta. LCC has annual enrollments of approximately 3,731 learners in credit programs and 12,875 learners in non-credit programs. The college currently has 497 full time staff and 618 part time staff. 92% of LCC graduates entering the labor force obtained employment within six months of graduation, 97% of the graduates say that they are satisfied with their overall LCC experience and 86% indicate that they would choose LCC again (1999 KPI survey).

The college board is composed of faculty, learners, community members and administration. It has been the primary driving-force behind the development of college policies and procedures over the years and has also influenced the way the college has

developed in other areas. The college serves learners from a variety of socioeconomic, ethnic, and educational backgrounds by providing high quality programs and strong learner-support. LCC offers a diversity of certificate and diploma programs in the areas of apprenticeship training, agriculture, business and management, communications and media, criminal justice, computer information technology, environmental science, engineering and related technologies in selected areas, general studies, human services and health sciences, and trades in selected areas.

LCC currently offers one applied degree and it is the college's intent to offer additional applied degrees in practical specializations in areas where the college has a demonstrated expertise.

Over the last five years, Lethbridge Community College has undergone a transformation from a traditional community college organizational structure and a top down, hierarchical management style, to a 'Learning Centred College' organization, with a flatter, team-based management matrix. The values that underpin the college's operation are accessibility, accountability, ethical behavior, human development and teamwork. The strategic goals for 2000-2003 are to expand access, enhance learning, emphasize quality, strengthen partnerships and empower employees. As with many extensive institutional structural shifts, staff morale has changed significantly in years when most of the growth occurred. The main question addressed by the study is, "How does change effect the climate in the classroom and learner perceptions, and is there a measurable relationship in years that have varying morale levels?" The study took place over a collective bargaining year and the subsequent year after the agreement was signed.

Definition of Terms

Morale: mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship within a group and/or an individual.

Climate: a region or zone and any prevailing conditions affecting life, activity ...an atmosphere.

Evaluation: evaluation is an assessment by measurement, rating, or ranking of instructor success in the classroom involving value judgments based on consultation and classroom observations. Evaluation can be formative (meant to facilitate the professional development of instructional staff) or summative, for the purpose of official reporting of effectiveness of the teacher, which may lead to a decision regarding the acceptability of teacher performance. The information gathered for this study is summative by nature. Information was gathered to address the relationship between morale and instruction and determine how it effects the overall learning environment in the Centre of Applied Management.

Instructor and Teacher: Without exception instructor is used in place of teacher.

Learner: the word 'student' has been replaced by the word 'learner'. The term learner, as a new educational term for 'student,' is meant to imply that the learner is an active member of a learning partnership with the instructor. Learners challenge the theory, the process and the method by which information is shared with them in a learning environment. 'Learner' is not defined in the new Lexicon Webster's Dictionary. 'Learner' is categorized as a noun in the Webster's New World Dictionary and Funk & Wagnalls Standard College Dictionary, but not defined in the educational focus of a 'Learning Environment or Institution'.

Paradigm: a paradigm is an exemplar of understanding and making sense of information about a specific subject area. When people are functioning within a system, they are operating according to its paradigm. Paradigms include rules and regulations that establish boundaries, provide rules for success within the boundaries and act as filters for data.

Reliability: reliability means precision. In educational and psychological measurement, perfect reliability -- perfect precision -- is never achieved. The question is not whether data are perfectly precise, but whether they are precise enough and of the right kind of precision to serve a particular purpose.

Central Tendency: the inclination to rate toward the midpoint of a scale, especially on bipolar.

Proximity Error: the tendency to rate adjacent items similarly

Logical Error: the tendency to rate items similarly because the traits they represent "ought" to go together.

Literature Review

The Concepts and General Background of the 'Learning Paradigm'

“The metaphor of a classroom is a powerful one. This most basic and fundamental unit of academic life – the sanctity of the classroom and the authority of the teacher within it – is about to be turned inside out”.

(Plater, 1995, p. 27)

This quotation may sound as if it offers warnings of a disaster on the horizon, or an educational armageddon, but the concepts behind a learning institution are far less ominous and much more benevolent than the quote makes the paradigm seem. Much recent literature is careful to state that the learner has always been the first priority in community colleges, and the current interest in learning is the next evolutionary step in the continuing quest for quality education.

The learning paradigm could be seen as being the right ‘term’ at the right ‘time’. The nucleus of the learning-centered approach, or learning paradigm, is based on learning outcomes (Barr and Tagg, 1995, as quoted in Roueche, Johnson & Roueche, 1997, p. 139). The learning-centered environment necessitates that the learner demonstrate outcomes rather than recall facts, such as dates, processes and theories. The role of the instructor is paramount for developing and putting into place the strategies of modularization and achieving outcomes that are self-paced, with a flexible start and finish.

The reliance on time as a unit of measure is changed to reflect mastery of a subject instead of time on task, recognizing what is well known in the educational community, that learners, learn at different rates (Rouche, Johnson,& Rouche

1997, p. 39).

Leonard (1992) says “The conventional classroom . . . “is the isolation cell, the lock-up” (p. 28). If the student is to be freed for more powerful learning experiences and if the teacher is to be freed to facilitate that learning in a more powerful way, then the walls must crumble and the boundaries made limitless (As quoted in, O’Banion, 1997, p. 11).

Proponents of the new model anticipate that any traditional system will not last long when the learning paradigm is put in place. Processes, procedures, roles, and responsibilities will undergo a metamorphosis. For example, funding is now being directed by measures of learner-competency (in the form of Key Performance Indicators in the province of Alberta), or exit skills as a gauge of effectiveness rather than being based on the number of students in a particular program at a particular time.

This new shift in educational perspective has taken upwards of twenty years to mature into a recognizable force and is almost a complete separation from the previous system. Educators are now being held responsible for the outcomes of programs, student levels of knowledge and their relevance to real world applications (Rouche, Johnson, & Rouche, 1997, p. 17).

The learning college is a relatively new concept, but built on grounded values in vocational training. O’Banion (1994) suggests that the strong emphasis on teaching in the community college has led some reformers, to cast ‘the teaching college’ as an obstacle to transforming community colleges into more learning-centered institutions. Yet, the interest in teaching is really a reflection of the interest in learning. In the final analysis, the great majority of community college faculty believe that “The purpose of teaching is

to help students make passionate connections to learning” (p.xvi).

The introduction of this new learning paradigm does not necessarily make the previously held values defunct. Rather it turns them slightly in perspective into a more circular learning model where the learner learns and teaches the instructor and vice versa. Basically, the ‘learning college’ recognizes the role of the learner as a more responsive and involved one and sets up the policies and procedures to accommodate such action.

“The learning college creates substantive change in individual learners” (O’Banion, 1997, p. 48). How is this lofty goal accomplished? Through a number of practical applications and theories, including respect for individuals as customers and an expectation of their active participation in their own education. Participation of both the learner and the instructor in the process of learning is a corner stone. On-going staff development to create a more team-based cooperative model of working is imperative. Innovation and risk taking in the classroom is encouraged. Infusing employability skills and critical thinking into all curriculum is also a key strategy. Offering various models of delivery is yet another characteristic of the learning college (Rouche, Johnson & Rouche, 1997, p. 142).

Change needs to be vindicated in the growth of any learning community. Learning should galvanize new ways of seeing, thinking and participating that lead to changed behavior and desirable outcomes. The learning college engages learners in the learning process as full partners, assuming primary responsibilities for their own choices.

If full partnership in learning is facilitated, learners can become more aware of their surroundings, more aware of the process of learning, of how to manipulate the learning process themselves to enhance their own learning and more aware of the content

because of it. Learners can also take on the responsibility for making their own choices about goals and options and develop the abilities to voice them in a learning environment. Service to learners should include assessing the learners' levels of abilities, achievements, values, needs, goals expectations, resources and situational limitations (O'Banion, 1997, p. 49).

O'Banion (1997) provides the basis for questions administrators may ask themselves. If a learning college creates and offers as many options for the learner as possible, then, while conducting daily activities administrators can ask: does this budget improve and expand learning? Does this staff professional development plan improve and expand learning? Does remodeling of space or the addition of situational technology expand and enhance learning? Does the faculty evaluation process advance and expand learning? Do the existing policies and procedures advance and expand learning? (p. 52).

In learning institutions, the learner is offered choices of such things as educational activities, time, place, structure, staff support and delivery methods, all with specific outcomes to measure the level of competency upon exit. So what does this do to entrance requirements? Entrance requirements are one of the many long standing procedures that have numerous polices to follow them and are very entrenched in the traditional education system. Even staunch supporters of the learning paradigm face challenges getting around the entrance requirements question. If an institution is 'outcomes based', however, why would it be necessary to have entrance requirements?

Why can't colleges accommodate applicant needs upon entrance and still ensure a high quality in our outcomes? Throughout the literature it is apparent that a complete answer to this question has not been demonstrated. After all, how can institutions like

colleges be all things to all people? How do most community colleges deal with this dilemma? The colleges in Alberta still support entrance requirements, but most offer more alternatives than were offered previously, and direct refusal has become uncommon, replaced by the offering of options that can be provided to the learner. Needless to say, there has been a subtle transformation to learning institutions in their purest sense in the Alberta college system.

O'Banion (1997) also states that a learning college should assist learners to form and participate in collaborative learning activities when possible in their current and developing environments. To transform an institution into a learning college is to turn the concept of a 'community of scholars' into a 'community of learners.' This individual attention to programming and/or curriculum application may require a change of focus from the 'faculty to the learner' in the classroom environment to 'learner and learner' (p. 54).

Where did the term 'learning paradigm' originate?...Most likely in the United States. It has emerged out of efforts to deal with an ever-threatening trend in the American educational system of falling standards, increased demands and decreasing funds. The Education Commission of the United States produced the much acclaimed document 'A Nation At Risk' (1983) as an open letter to the American people. It's most frequently repeated warning declared, "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people" (The National Commission on Excellence in Education, 1983, p. 5). This document sent a ripple of concern through the entire educational system, informing all areas in education that they were not immune to the impending crisis

(O'Banion, 1997, p. 5).

Canadian institutions may not have felt the pinch of falling standards, increased demands and decreasing funds as early as their American counterparts, but they most certainly have felt them since. In looking back on the inception and the implementation of many of the policies recommended in a *Nation At Risk*, O'Banion (1997) states that ,“Academic standards made no visible turn upwards in the Seventies, when the seeds of the reform movement were sown. Its green shoots broke ground in 1983 when a plethora of proposals made the need for reform visible to the American public” (p. 7). Of course, many critics of the reforms say that the overwhelming perception of the public, leading proponents, business executives, policy makers, and educators themselves is that the reform effort launched by *A Nation at Risk* in 1983 has been a spectacular failure (O'Banion, 1997, p. 6).

A number of special commissions and task forces in the U.S. have been created since 1990. They place great emphasis on the importance of the learner and the improvement and expansion of learning processes. The Wingspread Group on Higher Education (1993) created a self-assessment checklist for institutions of higher education to determine if they were ‘putting student learning first’ and ‘creating a nation of learners’ (O'Banion, 1997, p. 24). Out of the ashes of the original reform movement evolved the idea of the ‘learning paradigm’ championed by many supporters, one of the strongest of whom is Terry O'Banion.

As noted by Drucker (1992) in ‘Managing for the Future’:

Every few hundred years throughout Western history, a sharp transformation has occurred. In a matter of decades, society altogether rearranges itself –its

worldview, its basic values, its social and political structures, its arts, its key institutions. Fifty years later a new world exists... our age is such a period of transformation (as quoted in O'Banion, 1997, p.17).

A very distinctive impression came out of the literature pertaining to the learning paradigm; the support for this movement is phenomenal. With supporters armed with the powerful perspective that the learner is central to the educational process, and supported by policy makers, the community college system appears well-poised to lead the enormous change needed to create a new kind of learning enterprise.

Dynamics of Organizational Change

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”

Marcel Proust (1871-1922)

Stated in simplified terms, all change invokes three main experiences. These experiences may be felt on a personal, institutional, community or even a global level. They are an ending, followed by a period of confusion and distress, leading to a new beginning (Bridges, 1980, p. 9). Endings begin with something going wrong. The lesson in all such experiences is that when we are ready to make a beginning, we will shortly find an opportunity (Bridges, 1980, p. 109).

It is probable that new beginnings are accessible to almost everyone, and almost everyone has trouble with them. “Much as we may wish to make a new beginning, some part of us resists doing so as though we were making the first step toward disaster. Everyone has a slightly different version of these anxieties and confusions, but in one way or another they all arise from the fear that real change destroys the old ways in

which we established our security”(Bridges, 1980, p. 141). Bridges bases his ideas on a theory of personal development that supports that all situations of change go through a cycle of disorientation through to reorientation and they apply to each one of us on an individual and global basis, in varying degrees and at varying times (p. 5).

Resistance to change is a hallmark of higher education and not uncommon to all other large communities or organizations. The old adage ‘to right a ship takes more than short order’ is somewhat of an under statement. “The most difficult lesson for the quality crusader to learn is that real improvement just plain takes a while to accomplish” (Rouche, Johnson, & Rouche, 1997, p. 112, Crosby Reflection # 125).

The first thing an organization will need to face is the sense of loss over the ‘ending’, whatever that ending may be. Individuals will feel unexpected losses because to an extent that they seldom realize, people in an organization come to identify themselves with the circumstances of their lives. Who we think we are is partly defined by the roles and relationships that we have, both those we like and those we do not. But the bonds go deeper even than that (Bridges, 1980, p. 13).

Bridges (1980) recognizes that transitions have a characteristic form and are a means to an end in themselves, meaning that they are an essential part of the ‘change’ equation. It is not possible to jump from an ending to a new beginning without experiencing the transitional period in between. Some individuals in the midst of change may insist that this jump past the transitional stage is possible. It is not unheard of for people to forget or devalue the difficult challenges in between while enjoying the beginning of something exciting. Every phase of change has such a transitional period, and failing to complete it satisfactorily means that a person or an organization goes into

the next phase with unfinished business (p. 35).

Arnold Toynbee pointed out in 'The Study of History' that societies gain access to new energies and new directions only after a 'time of troubles' initiates a process of disintegration wherein the old order comes apart; and he showed how often the new orientation is made clear only after what he calls a "withdrawal and return" on the part of individuals or creative minorities within the society. The crucial change, it seems, takes place in some in-between state or outside the margin of ordinary life (Bridges, 1980, p. 15).

Where the parameters become blurred is when the incidence of change increases so that a person or organization is in a state of perpetual transition. This may appear to be true in the educational community where change does not occur quickly and we may be still accommodating one change movement while another is making itself known. Individuals may be stuck in transition between situations, relationships, and identities that are themselves in transition, placing even more pressure on the individual and the organization (Bridges, 1980, p. 4).

A look at the daily newspaper should convince anyone that things are changing rapidly. Another source of discomfort is that tremendous conflict develops due to greatly different value demands of a changing microcosm or the affects of a pluralistic society. We often attach a value to organizational change, making it right or wrong, good or bad. Frequently, significant change is so complex it is almost impossible to express in such black and white terms, further antagonizing opposing sides. Change advocates have to confront the question, 'If you can't say this is a entirely good idea then what are we doing it for?' Those opposed and those for alike are confused when values collide within any

system.

Roueche, Johnson & Roueche, (1997) go on to say: What are educators in a public, tax-supported institution expected to do about employability skills, work ethic, demands of technology, decreasing public funds, socialization of students, increased public scrutiny, customer versus student, and a myriad of other value-laden issues? Boards of education have a great deal of difficulty agreeing and very often it is left to legislators to mandate through policy before the educational community is relieved of its paralysis. Even then those involved ask, ‘what right does the government have to legislate our education because in fact by legislating our education they are legislating our behaviour?’ What can the instructors do when they are caught between community demands, governmental authority and their own judgement in the classroom? (p. 18).

Very complex questions arise in the transitional phase of change and many people tend to do what appears expedient ... resist. Some individuals, having decided to repress inner prompting to change, at this point turn away from the opportunities for development provided by transition and, instead, deal with these opportunities as temporary and unanticipated interruptions in an otherwise stable environment. “In the short run these people seem to gain by avoiding the time-consuming shifts and inner reorientations that others experience. But in the long run they lose – becoming the brittle beauties of the suburbs and the company yes-men who rejoin them at the end of the day” (Bridges, 1980, p. 40).

It is not just value judgments or fear of change that temper its progress. As the educational enterprise grew into a multi-billion dollar business, a complex structure

developed to support and manage that business. With such a huge infrastructure, the tendency towards self-preservation on an organizational level becomes apparent. There are tens of thousands of specialized educational personnel at the federal, regional, provincial, and county levels managing and coordinating educational programs and practices. Each specialist has a vested interest in maintaining his or her territory, and any suggestion of change is a threat to the established order (O'Banion, 1997, p. 28). Bridges (1980) argues that organizations and interpersonal groupings, teams, divisions, centres of all kinds, are 'systems'. The members are not autonomous entities that happen to be together, but are actually parts of a larger whole and are affected by anything that happens to that whole. It is characteristic of all systems that although their members may consciously try to change the parts that they or others play in the system, the members also often unwittingly perpetuate the system in its current form by undermining attempts to change it (p. 68).

As in many macro environments, the bureaucracy is what eternalizes some of the working norms, policies and procedures. Education is not immune. O'Banion (1997) states that, "the bureaucracy perpetuates the time-bound, place-bound, efficiency-bound, and role-bound architecture of our traditional system." He also states that, "if learning is to become the primary focus of restructuring educational systems, the educational personnel who maintain the bureaucracy will have to be enlisted or they will have to be bypassed or eliminated" (p. 29).

This may sound very heavy handed and indeed it may be, but in any large organization that undergoes major changes there are those who take on the change and welcome the transition, there are a few who move on to other opportunities for

employment of their own choosing and there are those who are released from employment. One could call this latter group casualties of the change. They cannot endure the confusion and disorder in the transitional stage or they cannot agree with the endings and the beginnings. Bridges goes on to say, "No wonder the individual with the promotion got the virus! No wonder so many people find their situations complicated by illness shortly after retirement. What about the frequency of colds during honeymoons and during the first week of school? Such thoughts accompany the realization that transition takes its toll on people physically as well as mentally and socially" (p. 24).

Bridges (1980) says; it is not just the pace of change and its frequency that disconcerts us, but the fact that many individuals have lost faith that any of the transitions they are going through are really getting them anywhere. To be "up in the air," as in times of transition, is endurable for most people if it 'means something' or if it is part of a movement toward a desired end that is definable. To be in a state of transition in itself is not desirable, but transition toward growth is (p. 4).

Disenchantment

I know that most men, including those at ease with problems of greatest complexity, can seldom accept even the simplest and most obvious truth if it be such as would oblige them to admit the falsity of conclusions which they have delighted in explaining to colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives.

Leo Tolstoy (1828-1910)

"Disenchantment, you can quickly discover, is a recurrent experience throughout the lifetime of anyone who has the courage and trust to believe in the first place"

(Bridges, 1980, p. 99).

When individual are separated from their old identity and an established situation, or some important aspect of it, they can 'float free' in a kind of limbo between two worlds. But there is still the reality in people's heads, – a picture of the 'way things are' which ties them to the old world with subtle strands of assumption and expectation (Bridges, 1980, p. 98).

Having a foot in two places can present problems and is most likely when disenchantment will occur. Disenchantment, whether it is a minor disappointment or a major shock, is the signal that things are moving into transition. Knowing where you are in the change process, however, may not make it any easier. Think of the disenchantments of your own childhood: that there is no Tooth Fairy; that parents sometimes lie and are afraid; that best friends let you down; and now, that your present organization has betrayed your trust (Bridges, 1980, p. 99). Many significant transitions not only involve disenchantment, they begin with it. But like the other aspects of endings, it may be only slowly that faculty can begin to see the disenchantment experience as meaningful (Bridges, 1980, p. 99).

The rigor associated with the implementation of any new change limits the successes and progress that can be seen on a daily basis. To the casual observer, the institution may often look as though nothing has changed. It is important to keep in mind that the road to success is rarely a straight line. A change in administration or a board can affect the implementation of ideas and processes. Nonetheless, the overall process must somehow remain visible and become a daily part of why the institution exists, not just a set of dusty documents, nor the exclusive property of administrators. In a community

college, as an organization, encouraging ownership is hard because it is so easy to become mired in the day-to-day details of running the college and serving the learners. For this reason, it is vital to avoid the temptation to leave the process in the hands of ‘the administration’ after input from various sources has been gathered.

What can be done to mediate disenchantment when organizational change occurs? First, administrators can make sure the new plans are clear and make sense to the individuals involved. Bridges (1980) proclaims that, “one of the first and most serious casualties of disorientation is our sense of and plans for the future” and that “disorientation is meaningful, but it isn’t enjoyable. It is in times of confusion when ordinary things have an unreal quality about them” (p. 102-103).

As an example, a faculty or staff member tries to get a menial task done but the policy, or procedure, or both has changed. What starts out as being a small thing can quickly become a very time consuming, big thing.

When small things become big there is danger of increasing the occurrence of disenchantment, ‘well, I believe in this change, but nothing is going easily and that must be a sign that it isn’t working’. Things that used to be important don’t seem to matter much now. What to do next? What are the plans? (Bridges, 1980, p. 12).

The primary theme in all of the literature pertaining to change is that in order to make a significant change in a college community, or any organization, it must be a conscious and consistently high institutional priority. The board of trustees, administrators, and faculty must be committed to creating and implementing policies and programs that will make a difference. It must be well planned.

We can know what we are as individuals or as a group only after we have first considered what it is we are trying to become. We can know whether what we are doing is absurd only after we have identified the goals we are trying to achieve. We can know the meaning of our individual jobs only after we have recognized the reason for our coming together as an organization. We are nothing more than what we do, and we can become nothing more than what we see ourselves achieving in terms of goals (Hughes, 1965, p. 8-9).

The second element that is essential to successful change and tempering disenchantment is 'belief'. Rouche, Johnson and Rouche (1997) in their study of change in a college in Baltimore, they write of one faculty member who remarked, after looking at statewide data on learner success in relation to local economic conditions, that the likelihood of change at BCCC was almost hopeless: "Unless you change the economy of Baltimore, you can't change the student success rate." The authors caution that this kind of attitude must not become a self-fulfilling prophecy. If a college is to improve its effectiveness, there must be an abiding belief that positive change is possible (p. 127).

To temper disenchantment, there must be consequences for poor performance. Without consequences, the credibility of the change will be lost and the effort will have been for naught.

The courage of the leadership of any college will be tested by evidence of excessive costs; questionable or poor program outcomes; program and service mismatches between funds and mission and reduced faculty productivity and workloads. Allowed to go unattended, clear violations of the plan of action will destroy confidence that the college is serious about meeting its obligations and

will increase concerns about public returns on public investments in higher education (Rouche, Johnson & Rouche, 1997, p. 189).

To ensure that there are consequences to activated plans, there needs to be measures of performance. When spoken out loud this is not a very popular idea but, in fact, institutions have been evaluating performance for a long time. Evaluation of programs and instruction is nothing new, but what and how we evaluate can be.

The 'new' form of measurement promoted in the literature is 'outcomes based', a pretty ominous term when first presented. There is a certain 'neurosis' in higher education, which works against true progress, and it is that people do not want to stand up and be counted, so to speak. Some people fear an emphasis on the measurement of outcomes. Authors such as Rouche, Johnson & Rouche (1997) suggest that part of the solution to the neurosis about measurement may be not to measure everything, but to find meaningful measures of key indicators of performance and to properly interpret and use the data. It is also not recommended to use the data in a punitive way, but as information to be assessed and interpreted into practice. All colleges begin with a vision and a mission, but that vision or mission can not be translated into reality unless the college keeps track of progress, and that means measuring results. There needs to be a plan. It needs to be followed and it needs to be measured to see how well it is being followed. Then it is more likely that appropriate adjustments will be made (p. 130).

Yet another action to temper disenchantment is not to allow blame to become the rule of the day. It may be easy to point to lack of funding as the number one problem for any institution, but that analysis would often be incorrect. Lack of money is frequently used as an excuse to avoid addressing other serious problems, such as ineffective

teamwork, poor performance evaluation, and administrative shortcomings. For example, as in Rouche, Johnson & Rouche (1997) some faculty said, “Yes, I haven’t been too productive, but that’s because the administration did not reward additional effort.” Some of the administrators responded, “We never had enough money to keep the faculty happy” (p. 131).

This type of reciprocal blaming consumed the psychological energy of the college, leaving less energy to focus on solvable problems and more time spent on pointing fingers. This is not to say that money is unimportant or lack of it not an issue for an institution, but the lack of it should not serve as an excuse for ignoring workable problems that are within a college’s control (Rouche, Johnson & Rouche, 1997, p. 131).

Throughout the literature it is strongly acknowledged that the creators or custodians of a program or institution will find the task of making changes formidable. The following quotation, taken from O’Banion (1997) on this very challenge, is attributed to George Washington:

One of the difficulties in bringing about change in an organization is that you must do so through the persons who have been successful in that organization, no matter how faulty the system or organization is. To such persons, you see, it is the best of all possible organizations, because look who was selected by it and look who succeeded most within it. Yet these are the very people through whom we must bring about improvements (Creating More Learner Centered Community Colleges, p. 28).

If faculty are to become champions of the new change, these final precautions

should be taken to guard against disenchantment. Never malign the past. Many leaders, in their enthusiasm for a future, ridicule or ‘talk down’ the things done before.

When the past is slighted faculty may consolidate the resistance against the transition because faculty identify with the way things used to be and, thus, feel their self-worth is at stake when the past is attacked (O’Banion, 1997, p. 28).

In summary, the literature suggests that ‘life’, be it organizational or individual, goes forward regardless, and even as we look in vain for ways to get the machinery going again and to battle disenchantment, we are doing unwittingly much of what we need to do to be changed (Bridges, 1980, p. 135). We forget how confusing beginnings really are, and we imagine some clear and conscious steps that we should to be taking. The novelist John Galsworthy (1867-1933) said it best, “The beginnings . . . of all human undertakings are untidy” (p. 135). Great growth needs great patience, William Shakespeare was quoted as saying, “How poor are they who have not patience! What wound did ever heal but by degrees?” (Bridges, 1991, p. 124).

Conditions That May Impede Change

“Most educators are familiar with the observation that making any major change in education is as difficult as moving a cemetery: you get no help from the residents.”

(O’Banion, 1997, Creating More Learner Centered
Community Colleges, p. 27)

The current model of education was created for an earlier sociological order, at the turn of the last century, when 90 percent of the population left school after the eighth grade and when the industrial revolution began to replace an economy built on agriculture. When nations changed from an agricultural to an industrial economy, the old

school structure remained but was updated and streamlined to fit the new industrial model. 'Scientific management' and hierarchical organization, the foundational principles of bureaucracy, were introduced in the schools, in part to socialize youth in the values of order and discipline. The first and largest impediment to change in the educational community is resistance to change itself.

“Changes will not come easily to education, an institution described as “1,000 years of tradition wrapped in 100 years of bureaucracy” (O’Banion, 1997, p. xiv). In the daily operation of the systems we maintain it is easy to forget where it all started and how many similarities to the original model still remain. Because we try to fix part of the system with out disturbing most we end up in a very interesting situation.

As O’Banion (1997) observed, “Fixing what is broken by repairing the pieces or grafting on a prosthetic technology will not address core issues. The reform movement of the past decade has been trimming the branches of a dying tree” (p. 7).

When people are functioning within a system, they are operating according to its paradigm. A paradigm includes rules and regulations that establish boundaries, provide rules for success within the boundaries, and act as filters for data. What is obvious to people within a paradigm may be invisible to people outside of it, and vice versa. But a college faculty as a whole can be highly resistant to change. Their allegiance to the discipline guilds and their unification under the protection of academic freedom are pillars of conservatism fortified against change (O’Banion, 1997, p. 29).

It is safe to say that if faculty are operating in an old paradigm, then they may be unaware or don’t recognize the significance of the new paradigm. Some educators are myopic to the necessity to change due to working within a different paradigm

of community colleges, one which college leaders have labeled the 'instruction paradigm' (O'Banion, 1997, p. 194).

They don't take ownership, and lack of ownership is a major impediment to change in the college educational system.

Covey (1999) explains in the following statement: "Organizations that have followed the 'top-down', hierarchical, authoritarian approach over a long period of time gradually cultivate a culture of institutionalized dependency" (p. 271). Faculty get accustomed to outside-in approaches to change and development and begin to become acclimatized only to them.

Then when faculty begin to undergo training that focuses on the inside out, their attitude is, "This is good, but the person who really needs it is not here. But if the leader cultivates open communication, and builds trust, and if market forces are dynamic, changing and threatening, the culture that emerges will begin to develop an external focus on surviving and effectiveness in the educational community. Gradually a common sense of direction, purpose and values emerges. Trust increases" (Covey, 1999, p. 271).

Covey states that;

Another significant obstacle to change is that without support some individuals cease to become real change catalysts because they gradually become seduced by cultural norms and the expectations of peers, and settle back into the old paradigm. People have to have enough internal security to be thick-skinned.

When people do not possess internal security, then they usually try to get it externally, aligning themselves with present norms. While they feel approved of and their work is accepted by their peers, they cease to be agents of change

(p.265).

Protectionism is a central challenge for today's educators, for most have been successful within the framework of the traditional model of education. Why would anyone want to make major changes in a system that has rewarded them for performing well as learners or has provided them with jobs? While most educators don't feel that the system is perfect, they still feel that they can work within its boundaries, back to the saving the branches of a dying tree analogy (O'Banion, 1997, p. 7).

Very strong resisters to educational change, at times, can be the National Education Association in the U.S., with 22 million members, and the American Federation of Teachers (AFT) with 885,000 members. If the NEA and the AFT were to merge, as some have predicted, they would become the largest single labor union in the world. "There are times when education reform is only as innovative as the union contract allows" (Hancock & Brant, 1995, as quoted in O'Banion, 1997, p. 19). Teacher unions can choose to mobilize organized resistance to any changes in the educational system, including those designed to place learning first, if they so choose.

A final hurdle to change is that some instructors feel that college instruction in general is the one professional area that expects so much of its members and pays so little. Instructors are expected to be knowledge experts, assessors, evaluators, managers, data controllers, group facilitators, counselors, information processors, lecturers, problem analysts, problem solvers, coaches, mentors, behavior controllers, and value interpreters. "And their final question is where does it all stop and main concern is 'I don't have time for this'. No wonder they fall back on the foundations they know well. They teach as they were taught" (O'Banion, 1997, p. 14).

The question is how to avoid resistance to change as much as possible or at least reduce the impact of it. Bridges (1980) offers the following advice: take your time in decision making, arrange for temporary structures, don't act for the sake of action, recognize why you or anyone else involved is uncomfortable, explore the other side of the change, listen to other people's points of view, use transition as the impetus for a new kind of learning, set up a distinct framework for the change when ever possible, state how the transition is going to be managed, praise the abilities of those involved (p. 78).

O'Banion (1997) supports, Bridges, noting faculty may complain about the time required to continue the present structure while they are also involved in creating a new structure. The keys to fielding concerns in this area are: develop skills needed to be successful in the new change; avoid power struggles between centres, divisions or institutions; and give regular reports to those involved about the big picture and how it is progressing. The goal is to continue to live comfortably while the house is being completely remodeled and the task is to remain ever perseverant (p. 31).

Conditions That May Support Change

The key is that they need complete, current, and accurate information so they can adapt. It is scary business to make full disclosure, and that is why most in management do not. They don't know what is going to happen and often feel that their own motives or earlier decisions will be questioned. It simply opens a Pandora's box when involving people. But if you don't it opens up in other ways ... in an atmosphere of low trust, in spawning more cynicism, and in accusations and hostility (Covey, 1999, p. 217).

Many themes and suggestions in the literature deal with conditions that may

support change, or slow it up. Rouche & Baker (1987), for example, suggest that extensive input from the administration, board of trustees, faculty, staff, learners, and community is needed to instill ownership (p. 126). Rouche, Johnson & Rouche (1997) go on to say individuals whose responsibilities and duties will be affected by the change should be involved in discussions about evaluation and process. “Both positive and negative inputs are vital to the process of acceptance” (p. 93). Negative input may be especially important, because the staff need to know that they are being listened to. Opportunities for candid discussions in informal sessions and teams boost members’ confidence that they can influence their environment, reduce the concerns that current problems are not threats but rather are challenges, and promote individual ownership of the plan of action. Before the implementation of any change, the executive and board must commit to the change process itself. Some control must be given up to allow the staff and faculty to build their own bridge to the change. All parties involved have to recognize that the way things have been managed in the past may not be the most effective way to manage them in the future. Faculty’s efforts must be recognized and shown appreciation for (Rouche, Johnson & Rouche, 1997, p. 93).

According to O’Banion (1997), leaders are challenged to know their staff, and understand that not all staff resist change. Some recognize and welcome it. Leaders can identify those individuals who will work as catalysts for change, encourage and support them, and place them in strategic places to effect changing processes (p. 28).

Moreover, according to O’Banion (1997) leaders of change initiatives recognize innovation, reward and support it. Most innovations emerge in isolation as stand-alone programs or practices championed by a select group whose members are often unaware

of or uninterested in other innovations occurring throughout the institution. Most staff are strongly committed to the basic values of a learning-centered institution without even being aware of what they are at times (p. 27). “They are cynical about quick fixes and simplistic solutions but I think, if asked, every instructor wants to be a better teacher; every administrator and member of the support staff wants to do a better job; everyone in the community college wants to give students what they need to be successful; everyone wants the institution to improve its services to students and to each other” (Roueche, Johnson & Roueche, 1997, p. 57).

O’Banion (1997) encourages leaders to recognize these qualities in the staff and give them a little guidance in the direction they want to go. He notes that no one ever said that team work implies lack of leadership. Because of historical commitment to quality instruction, the community college is the ideal spawning ground to create a more learning-centered institution (p. 42).

Covey (1999) offers similar advice: “Instill or seed principles of responsibility, accountability, risk taking, entrepreneurship, interdependency into the culture and into the institutional structures and systems, and a moral authority will form around those principles with-in the college community. As a result of these actions trust will be strengthened and become the foundation for releasing tremendous human potential” (p. 80).

Lastly, Covey (1999) advises, the most important ingredient to assisting change is that any model must be custom-designed to fit the needs of the institution undergoing the change. No single approach is appropriate for everyone or everything involved (p.271).

Leadership and Change

As Thomas Sergiovanni (1984) and others have noted, excellent leaders in educational institutions are not merely competent. Rather, they have a vision of what the college ought to be and work to instill an identifiable culture among the inhabitants of the organization. In other words, outstanding administrators are symbolic, cultural leaders who build an organizational climate and culture through selective attention to specific goals and behaviors. Their very actions clarify direction and build commitment leading to consensus regarding the organization's basic purposes.

(Rouche & Baker, 1990, p. 120)

Exceptional leaders understand and recognize the decentralized authority structure of a college. They understand the informal power structure, they are effective in resolving conflict, and they have a willingness to confront what could be potentially destructive situations.

The following leadership recommendations are made by Rouche and Baker (1990), specific to leadership qualities and actions:

- Draw upon the strengths of the college in order to promote constant improvement
- Recognize momentum
- Relate decisions to historical strengths
- Relate decisions to realistic assessment of current circumstances
- Identify forces that are helpful in moving the change forward and be consistent
- Use appropriate power and authority for a given setting
- Implement in increments and above all have integrity in everything you do

- Use the principles of situational leadership
- Possess a sense of direction
- Think of future possibilities
- Apply educational convictions
- Think globally
- Implement a structure for change
- Respect the expertise of others
- Have a bias for action, but be flexible
- Possess a sense of personal commitment
- Act positively, act with energy
- Possess vision and concern, possess a motivational orientation, and above all be clear on personal convictions
- Show openly a respect for all staff and learner expertise, believe in the expertise of faculty on most educational matters
- Know the limits of staff skills
- Be sensitive to ideas, convictions, and feelings of others
- Listen well, delegate responsibility clearly, effectively, and appropriately by matching individual strengths with the tasks
- Grant autonomy when delegating assignments
- Have tolerance for mistakes
- Communicate regularly with internal teams

Good leaders must recognize that in order to be effective they must rely on

good people (p. 122).

Rouche & Baker contend that “Outstanding administrators show great concern about timely decisions.” They also, “depend heavily on the contributions of others, and are willing to change direction if new information requires them to do so” (p. 128).

Rouche & Baker further state that, outstanding administrators demonstrate a great deal of flexibility in their day-to-day actions and decisions, recognize that slow change is progress, move the institution forward by breaking tasks into achievable steps, motivate staff to accomplish as many of the steps as possible, regard people as more important than procedures, listen, communicate, and develop a good rapport with the people they direct (p. 129-132). They are approachable and work effectively to keep all communication channels open. They are extremely supportive of people and possess warm interpersonal skills. In this way, administrators can be successful at motivating others while growing trust within the organization and nurturing self-respect (p. 138).

Any leader in times of change will come up against many obstacles; developing a model for institutional change takes time and consistent leadership and, unfortunately, the short tenure of college presidents and boards impedes progress. Institutions should work toward stable leadership above all.

“Leaders will face this paradox in change: you must involve people, but you can’t involve all of them!” The people who are affected need to be involved. But as the numbers of individuals involved in decision making increase, the more likely it is that major change will be slowed and, in some instances rendered motionless. Each time the group gets bigger, a unifying single vision is more difficult to create. The leadership challenge is to pinpoint a fair balance between wide faculty participation and centralized

activity (Rouche, Johnson & Rouche, 1997, p. 128).

Leaders may experience strong resistance; their message may seem to be ignored at times, but they must never give up. Leaders should use every opportunity to communicate and reinforce the vision and mission of their institution and the need to be accountable to both.

Over time and many trials as individual faculty members become convinced that the leadership is seriously committed to the change and to their input, there will be a release of creativity and ideas that faculty will want to share, and as the transition emerges and matures, more and more participants will take responsibility for communicating their needs and their ideas.

Lastly, and most importantly, a strong leader should be aware of the power of ‘the Pygmalion effect’, the belief in someone’s ability to achieve (Rouche & Baker, 1987, p. 148).

Accountability and Change in the Community College System

“In my professional lifetime, few issues have vexed the academic world so deeply as accountability does today.”

(Marchese, 1994, p. 4)

Twenty five years ago, *Accountability and the Community College: Directions for the 70's* pronounced educational accountability as, ‘an idea whose time had come; recommended that colleges define their own responsibilities before others outside the institutions do; and predicted that ‘accountability is inevitable because it is needed so desperately.’ It is a reality today and colleges must respond to the challenges of accountability and associated measures of institutional effectiveness because it is the

right thing to do and a way to restore public faith in the educational community (Rouche, Johnson & Rouche, 1997, p. 17).

“Taxpayer, government officials, and accreditation associations have given colleges more than enough evidence, through legislative and policy statements, and actions, that they are serious about educational accountability” (Rouche, Johnson & Rouche, 1997, p. 18). Some colleges choose to avoid the signs, or at least are slow on the up take.

Why should colleges comply? The literature states, first, that it is in their best self-interest to do so. Community colleges supporters will find it more and more difficult to support them in the future without documentable evidence that they are working towards providing the best service for students and their communities (Rouche, Johnson & Rouche, 1997, p. 18).

Provincial governments will continue or begin to deny funding and constrict fiscally those colleges that do not comply with their demands for accountability and improved assessment. While most of the movement to more effective assessment is being imposed on colleges externally, nearly one in five colleges across the United States are taking up the challenge and adopting practices that exceed those required by their boards or external groups. According to Ewell (1994), “Far more than any sector, the proof of effectiveness for the community college lies in the judgments of those whom the institution is bound to serve - students, employers, other colleges and universities, and members of the local community” (p. 12).

What does accountability mean for a college? In short it is a way of linking the appropriateness of its objectives, the effectiveness of the use of resources in pursuing

these objectives, and the degree to which those objectives are achieved. In a study done by Rouche, Johnson & Rouche (1997) the following numbers communicate a very clear message; in Canada, only 43% of colleges have objectives that are linked to their mission statement and, of that 43% only 18% of those institutions routinely monitor mission-related objectives (p. 43). Rouche, Johnson & Rouche describe accountability as having the following characteristics: specific plans for assessment, including descriptions of intended instructional outcomes; a proposed methodology for gathering and processing evidence; a proposed organizational structure; goal statements; and a required reporting of results on a regular schedule. Institutions themselves should pay the costs of assessment and there should be fiscal penalties for any failure to comply. It is an expectation of the process that local assessment programs will induce campus-wide change and, in turn, help fulfill growing state or provincial-level demands for accountability (p. 11).

Higher education is about preparing for life, and about influencing values. Accountability makes common sense in these terms. The surprise should be over higher education's resistance to the accountability movement. Very often, instead of leading the movement, practitioners in higher education are it's biggest opponents. However, the general public in the United States and Canada, investing billions a year in education, has a right to call for a report card. The overarching question can no longer be: "Should we be accountable?" Rather, it must be: "How shall we demonstrate accountability?" (Rouche, Johnson & Rouche, 1997, p. 54).

How has accountability affected morale in institutional settings? Accountability

has prompted change, the most change to hit the educational system in a long time.

Change disrupts security in the workplace and security has a lot to do with morale.

Faculty and staff are being asked questions that may seem unfair. The questions require answers that reflect the faculty's, 'commitment of academic values, self-examination, and change' (Marchese, 1994, p. 4) and their dedication to gaining back the 'perception of integrity' bestowed upon them in the past by the public and which now must be 'earned back again by example and right action' (Ewell, 1993, p. 26 as quoted in Rouche, Johnson & Rouche, 1997, p. 4).

Institutional Climate/Morale

"Visiting someone's house generates a feeling about that house and the living that goes on inside." (Rouche & Baker, 1987, p. 95)

The house may look messy but feel comfortable and lived in or give a feeling of disorder, sloppiness, and confusion. The house may be neat and well-kept and give a sense of friendliness and order, or it may be so neat and formal you're afraid to sit down, afraid you might mess something up. If you know the people in that house, you may have even more specific feelings. The house may have a feeling of strict discipline, or it may feel chaotic, or agreeable, cooperative, and comfortable. How the house looks and how the people who live in it behave with one another tell you things about the relationships and lifestyle of the house's inhabitants (Rouche & Baker, 1987, p. 95).

Climate is intangible and also a force that cannot be overlooked. Climate is influenced by leaders, history and cultures within an organization, which come together to create the 'feeling' of an organization.

Rouche and Baker (1987) conclude that organizational climate literature agrees on several characteristics: “That climate is defined through the perceptions of the people in it, that it influences their behaviors through leadership styles, that cultures and subcultures are a part of the make up and that it sets an organization apart from others, just as personality does with people” (p. 96).

Individual faculty members derive meaning and motivation for their efforts from a collective sense. They in turn contribute to a collective sense of purpose and are motivated through a variety of social processes in which they engage (Berger & Luckmann, 1967, p. 141).

All people belong to multiple cultures. Faculty are members of their national cultures; they also belong to various subcultures based in many other social characteristics and groupings. Gender, ethnicity, age, type of degree, religion, preferences or interests, social background, hobbies, full-time faculty or part-time instructors, faculty hired at the same time and status could all provide the basis for social characteristics that lead to the formation of subcultures. These cultures/subcultures influence both motivational content and processes. Although authors disagree somewhat on their relative importance, organizational cultures have two major elements -- substance and forms. The substance of cultures consists of those meanings or sets of ideas which people come to share and pass on from one generation to the next. Because these ideas are arrived at, with difficulty, as people face the challenges of life, they tend to relate to them with strong emotions. Members of universities and colleges are no exception. The substance of their organizational cultures includes emotionally charged ideologies, values and norms. Ideologies are shared belief systems that bind people together and explain their worlds to

them in terms of causes and effects (Beyer, 1981, p. 92). People often cling to their cultural ideas and practices long after they have outlived their usefulness (Ferguson, 1936 as quoted in Bess, 1997, P.171). This may explain the perplexity in reluctance to change many faculty members appear to display.

Individuals in an organization may describe the organization as “a great place to work” or “a demanding place where effort goes un-rewarded” or “a bureaucratic black hole.” These statements are attributed to climate, and climate will alter both performance and growth (Litwin, Humphrey, & Wilson, 1978 as quoted in Rouche & Baker, p. 95). Campbell (1970), as quoted in Rouche & Baker (1987) describes climate as having:

- Individual autonomy
- A degree of structure imposed on the situation
- A orientation toward a reward system
- A degree of consideration, warmth, and support
- Work pressure, change and innovation that are also related to morale and coping behaviors
- Climate is solidified by the longevity and power of its leadership, although leadership is an important component of climate, it is not climate in itself (p. 97).

There are categories of climates as stated by Lightfoot (1979). For example, a traditional climate is created by ‘follow the rules to the letter’. It is not simply the use of rules and procedures – every supervisor must use them. The supervisors who create a crisis climate do not plan or control at all and a purposeful climate provides a good balance of the traditional and crisis climates (p.87). It includes sound planning and

control and emphasizes goals and results. Responsibility is delegated, and a teamwork problem-solving approach is taken on.

Organizational climates have a powerful influence on people's feelings. Students, faculty and administrators often have different belief and value systems that come into cultural conflict. The primary arena for cultural conflict between faculty and administrators is the control of task performance. Faculty feel they alone have sufficient knowledge about their tasks to know how they should be performed.

Administrators feel they also have specific knowledge; about how to achieve efficiency, and how to meet the demands of legislatures, and regulatory agencies. Each group seeks to control in different ways how the institution runs (Rhoades & Slaughter, 1991, p. 107). One treatment for conflict is to further differentiate a system (Clark, 1984, p. 74). Leaders must find ways to resist pressures toward uniformity and create greater acceptance of the idea that diversity within the system is a strength. The cultural leadership that can integrate the diverse concerns of faculty, and develop or revitalize ideologies and practices, can help make instructing an exciting and rewarding enterprise for faculty at all levels of the organizations (Bess, 1997, p. 68).

There are many cultural influences, both within and outside academic organizations, which draw faculty members away from concern for their instructing and toward other pursuits. Most faculty members make the extra effort every day to help make gains possible, but not everyone in an organization will be 'on board' in terms of commitment. Some faculty members see institutional growth as an important issue, but not as 'their problem'. As well, having mission and vision statements does not guarantee that every faculty member knows what's in them, believes in them, and transfers that to

the learners (Rouche, Johnson, & Rouche, 1997, p. 129).

Colleges are caught squarely between the realities of mass education and the increasing demands for the ideal of individualized instruction in learning centred concepts. This is an ideal that requires an endless investment of instructor time and energy (Bess, 1997, p. 91).

Faculty members' commitment to individualized instruction in the under-funded milieu of mass education creates a constant sense of inadequacy and dissatisfaction, not only with themselves but with the system of which they are a part (Bess, 1997, p. 91).

Good morale means feeling good about your job and your job environment. Educators' jobs consist of their individual and combined efforts to help learners learn. Their job environment is the physical and human environment of the college. Lack of significant payoff in either of these two areas leads inevitably to poor morale and challenges associated with it.

As Marc (1976) states, poor morale or low job rewards is a relative condition which ranges in intensity in a given institution.

At the low end of the spectrum is physical fear, perhaps best illustrated by the inner-city instructor who is afraid to go to work. It does not matter why a faculty member is at the low end of the morale spectrum, the feelings are the same...bad. It is just a matter of degree. Anyone experiencing these feelings is experiencing a condition that directly affects personal and professional self-concept and effectiveness (p. 101).

'Payoff' is a word that has real meaning for everyone. It suggests that you will receive something of value for your efforts. What you receive may nourish your body,

your mind, your soul, or your pocketbook. Maybe it will be a promotion, approval, or recognition from your boss, a feeling of belonging, the internal satisfaction of a job well done, or any number of rewards that make you feel accepted and worthwhile.

‘Payoff’ relates to the basic questions most of us ask either consciously or unconsciously before we do anything: “Why am I doing this? What’s in it for me?” (Bess, 1997, p. 76).

A clear understanding of how payoff works is essential to the improvement of morale in any organization. Few people can work for nothing and if the rewards in terms of feelings of acceptance and self-worth are not proportionate to the effort, the situation is set for low employee morale, which ultimately affects learning (Bess, 1997, p. 79).

Bess (1997) suggests there is a certain amount of growing disenchantment in many public educators today. He argues, we must begin dealing with the deteriorating morale among instructors, or our chances for improving the climate for learners will be irreparably damaged. According to Bess, morale deserves far more attention and commitment than it is currently receiving (p. 82).

Faculty are expected to model values and to serve as role models for the learner in times of conflicting societal values. Instructors are expected to serve as role models for learners in times when roles and values are in a state of change. There are demands on instructors for public accountability, mass education and the ideal of providing the best education for the individual student paradigm shifts and organizational change (Manitoba Teachers’ Society, 1981, p. 6).

The Manitoba committee suggests the following ways to help reduce instructor stress and improve morale: include instructors in the decision-making process, establish personnel policies and procedures which instructors understand

and accept as fair and equal, provide leadership which encourages all instructors to develop their full potential, recognize that good working conditions are fundamental to effective teaching, encourage the maintenance of physical fitness and good general health, create the climate necessary to achieve and maintain high staff morale. Instructors should: Bring their concerns to the attention of their administrator, grieve when unrealistic demands are placed upon them, work through their association to negotiate better working conditions, and assume responsibility for their continuing professional development and their own morale.

‘Effective people’, not complex programs, systems, or attractive materials, are what makes the real difference in promoting learning. There has been little done to help teachers and administrators develop and maintain feelings of personal worth and professional satisfaction because the problem of morale is related to conditions and emotions that people with status and authority do not seem able to deal with (Bess, 1997, p. 59).

Many employees have at one time or another in their careers felt powerless or out of control. In such situations individuals feel confused and helpless, no longer in control of their own destiny. Their emotional profile is usually hopeless, and/or resigned.

When people feel that their options are closed, that they are trapped, manipulated, or stuck in their personal lives, they may give up, or withdraw (Marc, 1976, p. 14). If faculty and administrators are to increase their sense of ‘ownership’ of an organization, more effective methods of gaining individual and collective control over their work environment must be used. If instructors feel they have no control over their environment, their feelings will ultimately affect the learning environment (Bess, 1997, p.

114).

What is imperative to good morale? First, success with learners is necessary to instructor morale. Marc (1976) has informally surveyed hundreds of teachers, asking them the question, “What is the greatest satisfaction you receive from your work?” By far the most frequent responses are related to success with learners: “When the learners get it.” “When learners recognize that I care.” “When I know that I taught a good lesson.” These are typical comments (p. 86). If colleges are to improve, faculty are going to have to begin looking realistically at their own behaviour and their potential. “Examining and knowing ourselves is perhaps the most difficult and demanding of all human enterprises, and one that cannot be forced” (Marc, 1976, p. 55).

A final point to note is that people create the climate and contribute to the morale in it. Excellent instructors have every intention of making a difference in their learner’s lives and to have a profound impact on the learners assigned to them (Rouche & Baker, 1987, p. 148). With this in mind, then, an institution’s main goal should be to facilitate these instructors, if it wants to encourage a successful environment for the learner.

Professional Ethics

“We admit there is uncertainty in meeting our students’ needs, but we try to contain that uncertainty by allowing discretion in our work.”

(Wagner, 1996, p. 76)

Discretion in work, however, is the single variable in an instructor’s working career that acts as a conduit to problems. Instructors’ skills may vary; the new instructor may not have the experience to handle uncertainties, and the entrenched instructor may not want to ‘try anything new’. Some instructors may value intrinsic rewards more than

the learner, some are so sure of their skills that they forget about the actual needs of the learner, and some instructors ignore or don't think they are responsible for the needs of their organization. "There is certainly a call for agreement on institutional and professional values and a call for professionals to work cooperatively with each other and their institutions" (Baker, Rouche & Gillett 1990, p. 290).

Instructors are responsible for a vast array of duties that exceed the responsibilities of ordinary citizens. They have responsibilities for developing self-esteem, social skills and academic proficiencies in the learner. Strike & Soltis (1985) state that these 'special duties', then, are those that instructors undertake specifically in their public role as professional instructors (p. 64). They have a special duty to learners, colleagues, their discipline, the profession, the institution and the community. Of course, there are instructors who insist that their responsibilities end 30 minutes after their last class.

After that, these instructors claim, what they do on their own time is their business and no one else's. Most would disagree, noting that preparing lesson plans and grading essays, tests and projects are duties that often extend far into the night and far beyond the grounds of the campus. And their responsibilities do not end there. Society restricts behavior that outrages the moral sensibilities of the community in order to have instructors serve as moral role models to learners. What counts as "outrageous" is something instructors must figure out by taking into consideration the mores of the community they serve (Strike & Soltis, 1985, p. 89). The rightness of this societal demand is debatable. What is viewed as morally right can, and will, conflict. When it does, the instructor must address what is appropriate within the moral tradition of the

profession.

It is important for teachers to acknowledge duties they have toward one another as members of a professional community. Mutual professional respect is an essential ingredient. Every instructor has a duty to report any abusive practices toward students by a colleague. Every instructor also has an obligation not to interfere with the legitimate instructing practices of colleagues. A instructor has a right to exercise judgement in matters of pedagogy without interference from colleagues. This obligation has historically been called academic freedom (Strike & Soltis, 1985, p. 87).

Classrooms exist first for the learner. Instructors must ensure that the integrity of the curriculum is never sacrificed. Instructors have an obligation to continue exploring their instructional methodology.

Instructors have a duty to the institution they are employed by. There are duties inherent in being a member of a team. Teammates have a right to depend on each other. Instructors have a duty to honor their profession through what they say and do. They have this duty regardless of their circumstances (Strikes & Soltis, 1985, p. 68).

As stated very clearly in the literature, all of these responsibilities are important in managing a professional career as an instructor and are not an easy group of tasks to facilitate and accomplish. Educators have their work cut out for them in private and public arenas.

Learners Evaluating Instructors

“When the teacher likes their job and what they teach, the enthusiasm rubs off on the students and the way a teacher acts may be more important to students than how much the teacher knows.”

(Unknown student, Centra, 1977, p.56)

To 'believe in' student rating or 'not to believe' in student rating seems to illustrate the two opposing camps in the literature. Performance evaluation of faculty is one of the most difficult tasks at any college.

Franklin P. Jones said, "Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger." When asked, "Would you like feedback about how to improve in your work?" nearly everyone says, "Yes."

Then, when constructive feedback is given, most persons struggle to accept it in a positive way (Rouche, Johnson, & Rouche, 1997, p. 129).

Professional development of faculty has been a very difficult endeavor traditionally and the use of student evaluations as part of the evaluation process has been criticized since its adoption. Some faculty believe that undue faith has been placed on student ratings, and view the student evaluations as a popularity contest (Rouche, Johnson, & Rouche, 1997, p. 129).

Authors such as Bess (1997) do not hold the student evaluation process very highly and contend that it is a form of administrative control that displays the trappings of rationality, but not the substance.

Bess (1997) goes further to state that, although scientific-sounding terms such as statistical norms, reliability and validity are frequently used to legitimize teaching evaluations, it is unclear exactly what they measure and clear that they do not adequately measure many aspects of instruction (p. 112).

Bess states that the reasons they are utilized to such an extent are because they allow the learners/clients to express their satisfaction or dissatisfaction with instruction

and the instructors to receive feedback about instruction, presumably to improve instruction. Administrators can use the numbers generated by such surveys to document implied good or poor performance, to reward or reprimand individuals, and to signal to their superiors, the institution, and the community that they are exerting some rational control over the instructional process and paying attention to learners (p.94).

Bess is not alone in his view point. Theall and Franklin (1990) state that ;
Student 'evaluations' are a corrupt practice of the '60s, one of the many from that era that I hope will be completely forgotten. They are an easy sop to the students from administrators . . . who are unwilling or unable to do anything to really improve teaching. . . . I happen to think that there are some really rotten teachers . . . who should be forced to shape up or leave. But that's a job for strong deans and chairmen, not student 'evaluators' and educationists like yourself (p. 162).

Centra's (1977) point of view is quite different from that of Bess, Theall and Franklin. He says, that most faculty and students would prefer not to be evaluated, since evaluation can be threatening and poorly defined and can result in inaccurate judgment. However, he concludes that unless people are willing to live with decisions made at random or unsupported by data of any kind, evaluation is necessary (p. 54).

Learner evaluations in the past have been used primarily in personnel decisions and to improve instruction. However, there have been developments since the work of Centra and Bess. For example, the province of Alberta is using student satisfaction ratings as part of funding indicators. The debate will heat up from here and, as educators, we need to recognize that like it or not learner evaluations are here to stay for a considerable while and they cannot be ignored. Centra's (1972) research results suggest

that the use student evaluations to improve instruction is of benefit. Most instructors made some adjustments in their teaching within as little as half a semester after receiving the rating results. Over a longer period of time, a wider variety of instructors made some positive changes (p. 156).

Instructors who change as a result of learner ratings are probably those who place a high value on collective student opinion. Some instructors write off learner evaluation as unreliable or unworthy and, for these faculty, changes are unlikely even though they may be needed (Centra, 1975, p. 68). Festinger (1957) developed the dissonance theory, wherein the information or feedback provided by evaluation techniques may produce in the instructor some dissonance or dissatisfaction that helps to open him or her to change. So, the process, be it uncomfortable, is a necessary evil, one which will be more closely monitored than ever before (p. 126).

If Centra (1977) is correct and the instructor most likely to adjust as a result of learner evaluation is an instructor who holds the learners' collective opinion highly, then perhaps this is an instructor who is most desired as an employee. Others who don't fall into this area of thought should take note. What the learner has said deserves to be taken seriously. Instructors may not like learner comments, and those comments may not even be completely true or fair, but they are what the learner feels. They are the attitudes and opinions and emotions they take into their adult lives as taxpayers (p. 82).

Even Bess (1997) concedes that, if properly designed, 'student rating' programs can have some modest effect on improving instruction at an institution. But he does caution that ratings are not a panacea for teaching challenges and should be accompanied by a variety of teaching improvement activities on campus (p. 128).

Doyle (1975) may have a more tempered perspective than Bess when he says: Reliability means precision. In educational and psychological measurement, perfect reliability -- perfect precision -- is never achieved.

The proper question, then, is not whether data are perfectly precise, but whether they are precise enough and of the right kind of precision to serve a particular purpose. A reasonably thorough review must begin with a reasonably thorough explication of the meaning of reliability. Reliability does mean precision. But, like heat, reliability is perhaps better understood in terms of its opposite (p. 33).

Theall and Franklin (1990) offer good recommendations from their findings as a fair compromise to not using learner evaluations at all. First, administrators should ensure that the data collected is as reliable as reasonably possible, then be thoughtful as to what is done with it. They state that the downfall of rating systems has little to do with the validity and reliability of ratings and that inappropriate use of ratings can easily come about when policies and procedures are unclear, when there is no faith in the reliability of how the data was collected, or when reports of results are given out without regard for how they may be used and whom they may effect. Having valid and reliable data does not ensure that the information will be used for its best purpose. The authors view ratings in terms of the goals they serve, their functional components, and the conditions that influence or determine the outcomes they achieve (p. 18).

Whether the reader is a believer in learner evaluation and rating, or not, this section with some student comments from evaluations listed in Sabine (1971) should appear to be just as valid today as it was 25 years ago:

- “He made you work hard enough so that when you got a good grade, you were proud of it.”
- “She had a mind you wouldn’t believe. Just about any subject had a place of ease in her conversation.”
- “Knowing what to expect from a teacher makes a student more confident and secure.”
- “He set up a schedule and stayed on it so you knew where you were and when to be prepared.” “ He did something for everyone of us and didn’t let anyone down.”
- “She wasn’t worried about doing things by the book; she was interested in people.”
- “In his lecture, he didn’t just repeat the book but instead presented interesting material that went beyond the text.”
- “Her job was from 8 to 3, and that was it. No real dedication or interest. This can turn a student off for good.”
- “We want guidance, we want an education, but we want it from people who aren’t afraid to admit that they make mistakes” (p. 82).

Methodology

General Method Intent

It was the intent of this study to gather information from learners/students and staff to determine whether institutional morale in Lethbridge Community College (LCC) has an effect on learner perception of instruction in the classroom. The first part of the study proceeded by identifying, securing, and interviewing a range of staff members and their corresponding students. As Neuman (2000) states, “The interview is a short-term, secondary interaction between two strangers with the explicit purpose of one person’s obtaining specific information from the other” (p. 274). In this case the respondents were not strangers, but co-workers in a well-known environment. The interviews relied on the memories of the respondents and covered both structured questions and some conversational elements.

The questions covered a historical time period of one year previous and the current year. The first portion of the interview contained framework questions such as, “In which department and program are you employed?” The framework questions established the position that staff members held, how long they had been employed by the college and how long they had worked in the Centre for Applied Management. The direction of the latter portion of the interview questions was more intensive and conversational. It probed the memories, observations, perceptions, and insights of the respondents. A sample of one of the questions is as follows; “How would you describe the institutional climate at LCC in the academic year 1999-2000?”

The conversational or open-ended questions focused on gaining an understanding of the respondents’ perceptions of the morale of the two corresponding years and any

potential relationship between how they felt at the time and what the morale was at the time and any effects that may have occurred in the classroom. The questions were intended to allow the respondents to voice their opinions about morale in the Centre for Applied Management and LCC and guidance was not offered to accommodate the study.

The second research portion of the study was the utilization of existing student evaluations of instruction in the classroom. A representation from both consecutive years was taken. The results were combined and graphed in search of a general sense of how the learners perceived the instruction to be. It is a premise of this study that if the student evaluations rise or fall, this is an indicator of learner satisfaction. In an overall sense it is their perception of instruction.

The third portion of the study then took the interview results from 1999-2000 and compared them to the student evaluation results of the same year to see what relationship might exist. The same action was taken with the data for the consecutive year 2000-2001.

Lethbridge Community College Sample Base

The record of Lethbridge Community College campus population, as based on 1998/1999 LCC profile data, states that there are 3304 full time learners, 427 part time learners and 12, 875 non-credit learners, with full time staff of 497 and part time staff of 618. The staffing mixture consists of 39% academic/instructional, 46% non-academic/support and 15% administration/ managerial.

Subjects

The study was conducted in the Centre of Applied Management within LCC. The centre consists of 830 full time learners, 400 part time learners and 125 non-credit learners, with full time staff of 45, part time staff of 77 and a support staff of 5. The

staffing composite consists of 89 % academic/instructional, 4 % non-academic/support and 7% administration/managerial. The study sample for the learners comprised 75% full time learners and 25% part time learners (according to institutional standards). Out of the over all population a sample of 146 learners filled out the standard student evaluation form and submitted it in 1999-2000 and a sample of 147 learners filled out the student evaluation form and submitted it in 2000-2001.

The interview sample for the staff comprised 5 full time Program Leaders, 2 full time faculty, 1 adjunct faculty and 3 hourly instructors, as specified in Question # 1 of the interview. All of them spend full time hours instructing/assisting or administering programs on campus and are fully involved in various campus activities.

The program areas in which the interview subjects work represent 6 out of the 8 program areas in the centre: two people from Travel and Tourism, one person from Interior Design and Merchandising, one person from Office Administration, two people from Fashion Design and Merchandising, three people from Computer Information Technology and two people from Business Administration.

Demographics of Subjects

The average age of learners in the study is 26.22 years old (according to institutional statistics). All learners in the sample study lived in Lethbridge and the surrounding areas for the semester year. The learner sample contained male and female respondents and a cross section of cultures and program origins. The average age of faculty is approximately 40.18 years old. All faculty live in Lethbridge and the surrounding communities. The faculty sample contained male and female subjects and a cross section of cultures and programs of origins. Over all, faculty subjects have been

employed by LCC for an average of 8.05 years. The range of years of employment is from 2 to 17 years. Efforts were made to ensure that both sample subject groups, learners and faculty, were a good and reliable representation of the make up of the Centre for Applied Management and, relationally, the total campus.

Data Collection

Data were gathered for the study through the following processes:

Faculty and staff interviews were conducted to see how they view the climate and/or morale at LCC over two consecutive years and if they believe that morale or climate has an effect on their teaching. The interviews were done over a two-week period and held in the same controlled environment.

Eleven student/learner class evaluations were compiled from the years 1999-2000 and 2000-2001 for a comparative analysis of learner perceptions of classroom instruction. At LCC, student evaluations are distributed to most classes depending on where in the evaluative process the instructors are and what job classification they have. If the instructor is classified as 'hourly', an evaluation is done for every section or class. If the instructor is classified as 'adjunct' then an evaluation is done once a semester. If the instructor is classified as 'faculty' then an evaluation is done every two years. The sample group has been designed around the availability of the student evaluation results and the corresponding instructors in the interviews, when ever possible. When respondents' student evaluation results were not available, a substitution was put in and aligned with the correct year. For example, an extra respondent # 2 student evaluation was substituted for an absent student evaluation for respondent #3 in the same year. Because 'faculty' are never evaluated for two consecutive years it was imperative that

student evaluation substitutions be put in for the purposes of this study. The researcher firmly believed that to remove 'faculty' from the sample interview respondents would seriously harm the instrument of the study and adversely effect the results.

The student/learner evaluation results from the selected sample group have been compiled into averages for comparison purposes and should show indications as to learner perception of faculty morale and whether or not they thought it had an impact on the quality of instruction they received.

Data outcomes available through the provincial Alberta Colleges Institutes Faculty Community College Association Climate included surveys from 1999-2000 and 2000-2001. The analysis of these survey results was expected to indicate whether the climate/morale changed from the previous years and in what area of focus the change occurred.

Interview Questions

Attempts were made to keep the interview questions as standard as possible. However, sometimes a question had to be explained or rephrased to clarify the intent for the subjects. Dictionary definitions of what climate is and what morale is were given to the subjects before the interview was started. "An important problem for interviewers is that many respondents are unfamiliar with the survey respondent role and the respondents often do not have a clear conception of what is expected of them" (as quoted in Neuman, 2000 p. 275 by Turner and Martin, 1984 p. 282). Careful attention was paid to ensure that respondents knew what their role was in the interview process and that they felt comfortable and un-threatened

Eighteen questions were developed for the interviews with faculty. Questions 4-

11 sought to determine what morale and climate levels were at LCC in 2000-2001, compared to the previous year 1999-2000. Questions 12-18 were more specific to morale and climate levels at LCC in the Centre for Applied Management, and how they might have effected 'learner satisfaction' with instruction in the classroom. The questions were engineered with framework questions first to set some parameters in which the subjects work and then the thematic questions followed.

Framework Questions (1-4)

1. In which department and program are you employed?
2. What is your position or title?
- 3a. How long have you been in this position?
- 3b. How long have you been a member of the College staff?

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at L.C.C. in the academic year 1999- 2000? (Last year)
5. What were some of the conditions and factors that influenced institutional climate in 1999 - 2000? (Last year)
6. How would you describe the 'staff morale' at Lethbridge Community College in the academic year 1999 - 2000? (Last year)
7. What were some of the conditions and factors that influenced institutional staff morale last year?
8. How would you describe the institutional climate at L.C.C. in the academic year 2000 - 2001? (This year)
9. What were some of the conditions and factors that influenced institutional

climate in 2000 - 2001? (This year)How would you describe the “Staff
Morale” at Lethbridge Community College in the academic year 2001
2001? (This year)

10. How would you describe the ‘staff morale’ at L.C.C. this year, 2000-2001?
11. What were some of the conditions and factors that influenced ‘staff morale’ at LCC last year?
12. How would you describe the climate of the Centre for Applied Management in the academic year 1999 - 2000? (Last year)
13. How would you describe the ‘staff morale’ of the Centre for Applied Management in the academic year 1999-2000?
14. How would you describe the ‘climate’ of the Centre for Applied Management in the academic year 2000-2001?
15. How would you describe the ‘staff morale’ of the Centre for Applied Management in the academic year 1999-2000?
16. Do you think that Centre or institutional morale has an impact on how successfully you teach?
17. Do you think that Centre or institutional morale has an impact on how learners perceive how successful you are in the classroom?
18. If there were variations learner perceptions of your success in the classroom in either 1999 - 2000 or 2000 - 2001, why do you think those variations occurred?

Interview Data Transcription

All data was transcribed from audiotape to typed form exactly as spoken. Then

efforts were made to ensure the legibility of the information and all such things as ticks, ums, ahs, ok's, and umkay's were removed. Sentence structure was revised to produce complete sentences or to reduce run on sentences. Any revisions were done with the express interest of keeping the original meaning intact and unaltered. The names of the interview subjects were removed and replaced with numbers 100 - 111 to protect the identity of the participants. All efforts were made to protect the integrity of the script.

Student Evaluation Forms and Questions

When they are in the cycle of evaluation, faculty members have a choice of three forms. (see appendices A, B & C for forms a, b, & c) For the purposes of this study a sample from each form with the corresponding questions was taken. Each form was thematically coded, labeled for easy identification and graphed separately for comparison to the staff interviews. The questions and content of the forms are sufficiently different to make a direct sequential question-for-question comparison impossible, but special attention was paid to recognizable themes that ran through both the interviews and all three forms. None of the questions on any of the forms was subjected to any alterations for the purposes of this study.

Open and Thematic Coding

When coding interview data there are two simultaneous activities that take place: data reduction to identified the unique components and the categorization of data into specifically identifiable themes. Open coding is characteristically used when the first ratification of the data is done. In this study it occurred during the first analytical pass through the interview responses. While coding labels are assigned to specific or direct interview answers, categories that are less readily identified, critical perceptions or terms

that keep presenting themselves through the script, key events and/or themes that evolve are also labeled.

The first step in the validation process is to examine the wording of an evaluative statement: What do the words themselves say? If ratings say, “The respondent raised challenging points,” are these words dependable? At this level if a statement is reliable, it is to that same extent valid. This equivalence of reliability and validity is perhaps most clearly seen in the case of a rating scale. If a narrative statement is clearly given and clearly understood, it means what its words say (Kelly as quoted in, Meehl, 1941, p. 58).

In this study the direct and distinctively defined answers to the interview questions 1- 3b were coded as “Framework Information” for respondent background information only. Then the interview questions that lent themselves to the rigor of thematic coding were selected and analyzed for recurring statements of morale levels at LCC and specifically in the Centre for Applied Management. Questions 7, 9, 11 and 18 of the interview questions were selected for thematic coding due to their introspective perceptual nature; they were not easily answered with yes or no or simple short answers. The literature review provided the foundation for identifying the basic themes asked through the interview questions and ascertained from the respondents, regarding morale, institutional change and some of the concepts behind it. Those questions that were answered in shorter, readily identifiable responses (questions 6, 8, 10, 12, 13, 14 and 15) were input into a matrix with specific ratings of morale, such as very good, good, average, poor very, poor. In addition, year indicators and amounts of responses were aggregated. The responses were then entered into the thematic categories and the

corresponding year. They were then graphed to assess any relationship between morale levels of the year as indicated by the answers and the student evaluations or perceptions of the instruction in the classroom. The two remaining questions 16 and 17 were answered in primarily yes or no terms and were directly graphed to show comparison and contrast.

“A good thematic code is one that captures the qualitative richness of the phenomenon. It is usable in the analysis, the interpretation, and the presentation of research” (Bolyatzis, 1998, as cited in Neuman, 2000, p. 421).

Data identified in this study were categorized under three broad themes related to the research questions: a comparison between 1999-2000 and 2000-2001; issues related to morale; and perceptions of classroom instruction. All answers to the student evaluation forms and interviews were indexed under these basic categories first. Then the results were itemized to a more specific selective coding set of categories according to the characteristics outlined in Table 1.1 and table 1.2.

Table 1.1

Interview and Thematic Sub-categories
Questions 5, 7, 9 & 11

Circumstances Contributing to Morale

Good Morale Indicators

good management
 program growth
 partnership growth
 positive attitude of the staff
 better sense of direction
 achievement of goals
 time to change
 students being valued as customers
 increase in team work
 new staff are proactive
 a sense of control
 settling in change
 positive attitude for the future
 peers supportive
 more community involvement
 new staff fresh perspective
 participative style of the team leader

Average to Poor Morale Indicators

resistance and fear of change
 incompetence at highest level of
 management
 lack of communication
 lack of trust
 lack of funds
 frustration with lack of change
 perceived lack of opportunity for input
 increase in team work
 incompetence at a higher management level
 job descriptions were unclear
 not very friendly atmosphere
 need for better sense of direction
 adjunct roles unclear
 fatigue in faculty
 increase of team work
 faculty frustration
 hardware and software problems
 workload issues
 turmoil in organizational leadership
 don't want to make changes
 issues are not being resolved
 concern with new building and lack of
 computer labs
 in the trenches management of daily
 affairs

Table 3.1

Student/learner Evaluation Results

Form A - All of the time, most of the time, some of the time and none of the time

Form B - Strongly agree, agree, neutral, disagree and strongly disagree

Form C - Extremely good, very good, good, average, poor, very poor and extremely poor

After the selective, open and thematic coding was done for each year, the data were compared and assessed with reference to the question outlined in the introduction of this study; how do change and institutional morale effect learner perceptions in the classroom?

Limitations of the Study

The writer acknowledges the following limitations inherent in this study. All of the interview subjects are supervised by the author of this study. They may have been nervous about expressing their concerns in a candid manner, even though the interview results are kept completely anonymous and an atmosphere of trust was established.

It could be questionable whether the results of the study could be applied to the larger provincial faculty community, though recommendations from the theory present a possibility in a parochial sense. Yin (1984) suggests that in such cases any error lies in attempting to generalize conclusions to other studies, rather than to the theory

itself. Just as a scientist does not attempt to select “representative” experiments, the ethnographer should not be required to select a “representative” environment. Instead, Yin supports the selection of a single experience that can be used to reflect broader theoretical issues. This allows for what Yin calls an analytical generalization (p.22).

The use of interviews to ascertain the perceived morale levels in the community college environment is limited in the sense of knowing the dependability, intent and objectivity of the participants. These are not measurable. Participants may have interpreted the questions differently or misunderstood the context. Although caution was taken, wording of the interview questions or the tone in which the questions were asked may have prejudiced the validity of the answers. It appears that the validity of the faculty interview data must be considered in this light.

The most important limitation of this study is that faculty perceptions could be based on a multitude of factors. These factors are not identified. It must be emphasized that this is initial research, to be seen as a beginning point. The study asks the questions WHAT are the perceptions and not WHY, or HOW these perceptions were formed. These questions are relevant for further research. There is not a researchable barometer of what is an acceptable level of morale at an institution. Is the morale poor, some what poor, good some what good, great, some what great or excellent and how is excellence defined? The point is that varying levels of morale may communicate varying categorizations, to any particular faculty member. In other words, it is in the eye of the beholder. This makes the questions answered from a perceptual basis very susceptible to the personal make up of the individual answering the questions.

Another source of limitation is the environment. Lighting, ventilation and general

comfort in the rating situation could conceivably affect ratings, as could the social milieu at the time of, or immediately before the rating. Because timing of interviews could also effect the rating morale levels are not static. All of the interviews were conducted within a two-week period. The physical environment seems unlikely to have had any great bearing on student ratings of instruction, but the impact of the social circumstances surrounding the rating situation could have considerable impact. Unfortunately, there seems to have been little if any student ratings research on this latter potential source of unreliability Schachter, in Glass, (1967), for an example of social influence on ratings of another kind.

Bess (1997) states that it is possible for faculty to manipulate the out-comes of student/learner evaluations of teaching, to the degree they are rewarded with outcomes faculty desire, the manipulation of ratings is not likely to improve educational outcomes. A few examples may include giving easy grades on quizzes or midterm examinations, excusing or postponing assignments due just before the evaluation, testing on only pre-designated portions of assigned materials, and giving students time off for several class periods before the evaluation (p.104).

Whether or not these practices actually occur, the stories about them are cultural forms that express the anxieties and temptations faculty experience about student evaluations, and their existence highlights how strong a motivational factor these evaluations and the ways they are used can become (Bess, 1997, p.91).

The thematic areas of this study do rely on judgment, perception and the memories of the respondents. This in turn makes the data and analysis of the results subjective in nature, but no less valid.

Data Analysis

The study was designed to be a comparative study between 1999-2000, 2000-2001. Student evaluations were used to determine learner perceptions in the classroom and morale indicators were derived from staff interviews. As a result of the open thematic coding examination of the interview data, based of combining both study years, (questions 5, 7, 9 & 11), the responses were categorized into several broad concepts. The concepts were then separated into two types of responses, good morale indicators and average to poor morale indicators.

Good morale indicator responses were representative of four themes stated in sequential order as to the degree of responses:

- Program and partnership growth
- Positive attitude of staff
- Better sense of direction and achievement of goals
- Participative management style of the team leader

All findings were subsequently assigned to these themes after sub-categories of responses in each were defined. Then, the themes were ranked according to the number of responses in each sub-category aligned under a major theme.

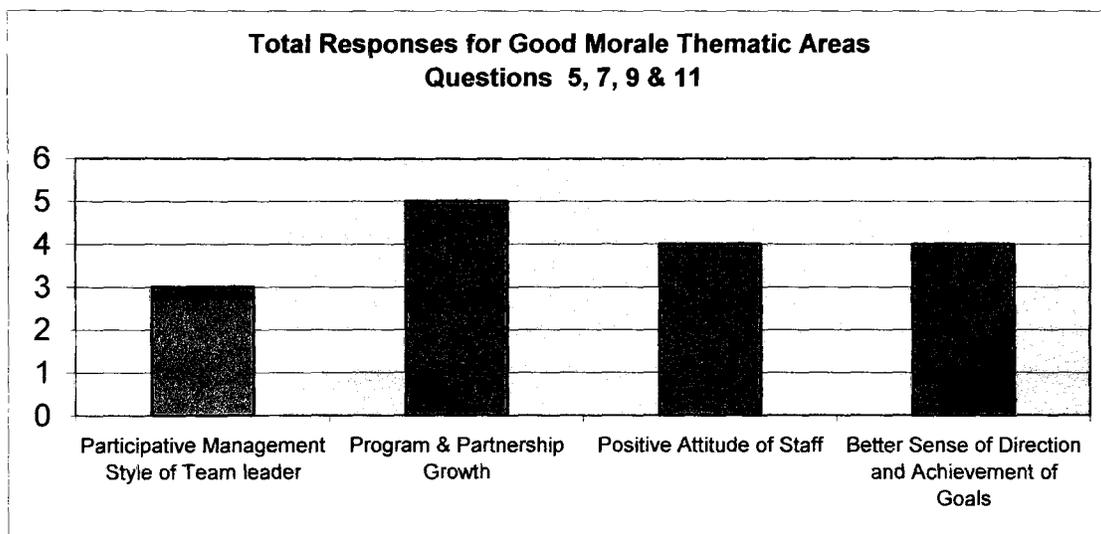
Average to poor indicator responses were representative of eight major themes stated in ranked order based on numbers of responses:

- Fear of change
- Collective agreement issues Lack of communication
- Lack of opportunity of input

- Lack of trust
- Lack of change
- Incompetence in higher level management
- Lack of funds

Good Morale Indicators

Table 1.2



As demonstrated in Table 1.2, the most apparent contributor to good morale appears to be the growth in program areas and the increase in community partnerships. [5 out of 11 (45%)] respondents commented that program and partnership growth is a significant area that contributes to good morale. However, positive attitudes of staff, [4 out of 11 (36%)], a better sense of direction and achievement of goals, [4 out of 11 (36%)], and the participative management style of the team leader, [3 out of 11 (27%)], are all seem to be very important. All were supported by respondents comments, such as, “Last year the participative management style of administration was a major factor that had influenced the morale of staff at that college in the sense that we were involved or

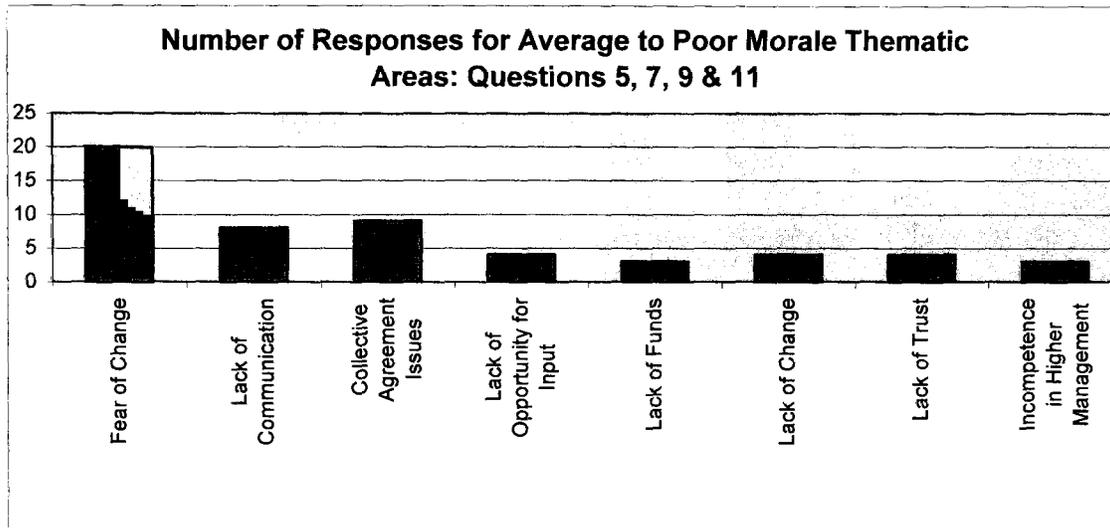
encouraged to have input in most major decisions” and “I would say that morale is generally good. There is a lot more growth in the college and we are looking forward to our new building” and “I think that LCC is forming more and more partnerships out in the business community.” Over the past two years there has been a great deal of growth in specific program areas contributing to increased numbers of students, and enhanced learner satisfaction with curriculum.

One respondent stated that “in general, people had sort of a positive attitude for the future and what was happening in their individual programs and departments.” The same respondent also thought that “student enrollment might have something to do with that, as well advancement in their own programs.” Many positive comments were often qualified with the challenges that change presents. As an example, one respondent observed “There’s a lot of change at foot and I think once that sort of settles down I think people will once again feel confident about what is happening.”

Generally what was observed from the responses to these questions was that there are positive influences at work at LCC, and in the Centre for Applied Management, but that the effort and stress related to ‘change’ have detracted from the positiveness of the experience.

Average to Poor Morale Indicators

Table 1.3



As demonstrated in table 1.3 the dominant thematic indicator for the average to poor morale rating is fear or resistance to change. Change, as noted earlier, comes in many colors. It demands attention and contribution whether the respondent is willing or not, whether the change is good or not, and whether the result is effective or not. This study was not meant to evaluate whether the changes that LCC has gone through and continues to go through are positive ones or not. The study was particularly designed to discover what activities contribute to varying morale levels in an institutional environment.

The analysis of the interview results indicate that ‘change’ is the largest contributing factor to poor morale levels. One respondent commented: “Overall, there are many changes happening with programs moving into different buildings, new staff in different areas, growth in programs, trying to get certain equipment and facilities and

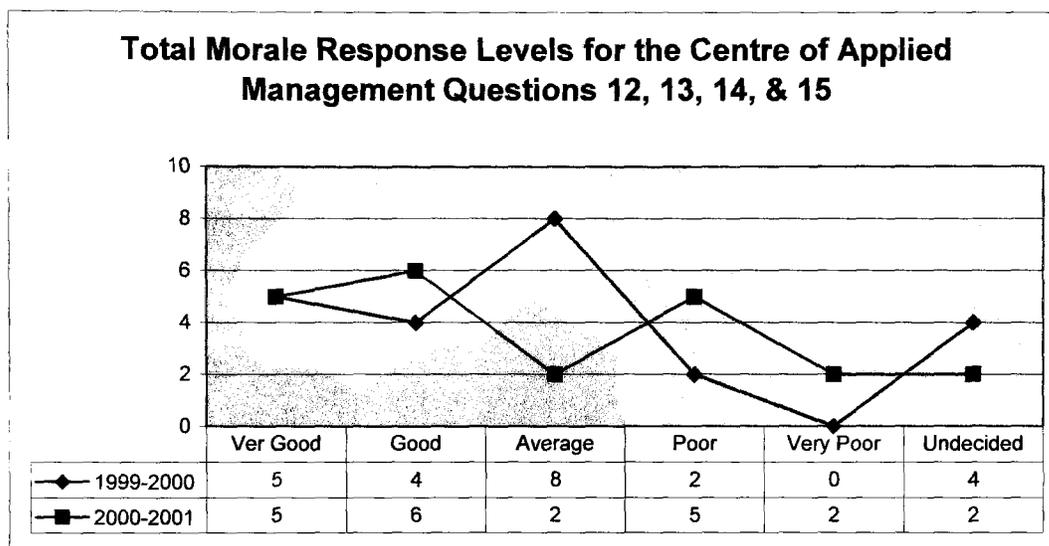
resources for their own individual programs and budget and organizational concerns and so on ...”

The list does not end there and this may have implications for the ‘limbo’ stage of change which LCC is experiencing. As one of the respondents noted, in reference to morale: “I would say it’s sort of in limbo.”

The second-ranked indicator of average to poor morale is collective agreement issues. Many unresolved issues that came up in the interview results of the study. In particular, the issue of adjunct positions, which were created approximately five years ago, is a source of concern for several faculty members. It is apparent that administrative interpretations of collective agreement clauses have contributed to a lack of trust. One faculty member observed, “people, after being here for a long period of time, sort of believe they are part of a family or a life-long organization.” This statement was made with reference to the concern that the institution is not looking after its people any more and that the ‘family’ is suffering. “I think some faculty felt that they were cut adrift and that was part of it.”

Matrix Questions/Morale Level Responses

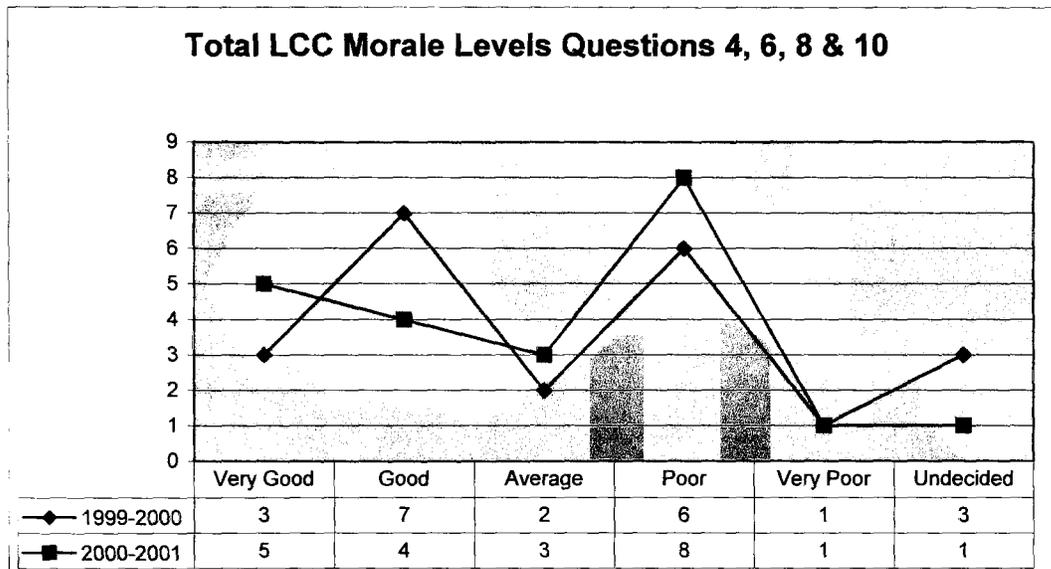
Table 2.1



The interview questions were partitioned into enquiries relating to the Centre of Applied Management and LCC as a whole. For purposes of clarity, questions 12, 13, 14 & 15, referring to Centre morale levels, will be analyzed first. As outlined in Table 2.2 there was no change in the very good category between the two years (23%) supported it. In the next category, 4 out of 22 (18%) felt morale was good in 1999-2000, while 6 out of 22 (27%) said it was good in 2000-2001. The most predominant indicator was 8 out of 22 (36%) of the interview respondents in 1999-2000 felt the morale levels were average, as compared to 2 out of 22 (9%) in 2000-2001. The poor indicator increased to 5 out of 22 (23%) in 2000-2001 from 2 out of 22 (9%) in 1999-2000. The undecided category went down in 2000-2001 from 4 out of 22 (18%) in 1999-2000 to 2 out of 22 (9%) in 2000-2001. There was a much greater divergence of opinion and there was less indecision in 2000-2001. Ratings in the good to very good categories went down marginally in 2000-

2001, while the average category increased noticeably. There were more respondents in the poor to very poor categories in 2000-2001. Overall, morale levels appear to have gone down in 2000-2001.

Table 2.2



The responses to questions 4, 6, 8 & 10, as outlined in Table 2.3, show that 7 out of 22 (32%) respondents felt that morale levels were good in 1999-2000, compared to 4 out of 22 (18%) in 2000-2001. 6 out of 22 (27%) felt the morale levels were poor in 1999-2000, compared to 8 out of 22 (36%) in 2000-2001. More respondents [5 out of 22 (23%)] thought the morale levels were very good in 2000-2001 as compared to 3 out of 22 (14%) 1999-2000. The undecided category went down from 3 out of 22 (14%) in 1999-2000 to 1 out of 22 (5%) in 2000-2001. The results from these interview questions appear to demonstrate a shift in perception of morale downward from 1999-2000 to 2000-2001 and less indecision in the latter year.

Table 2.3

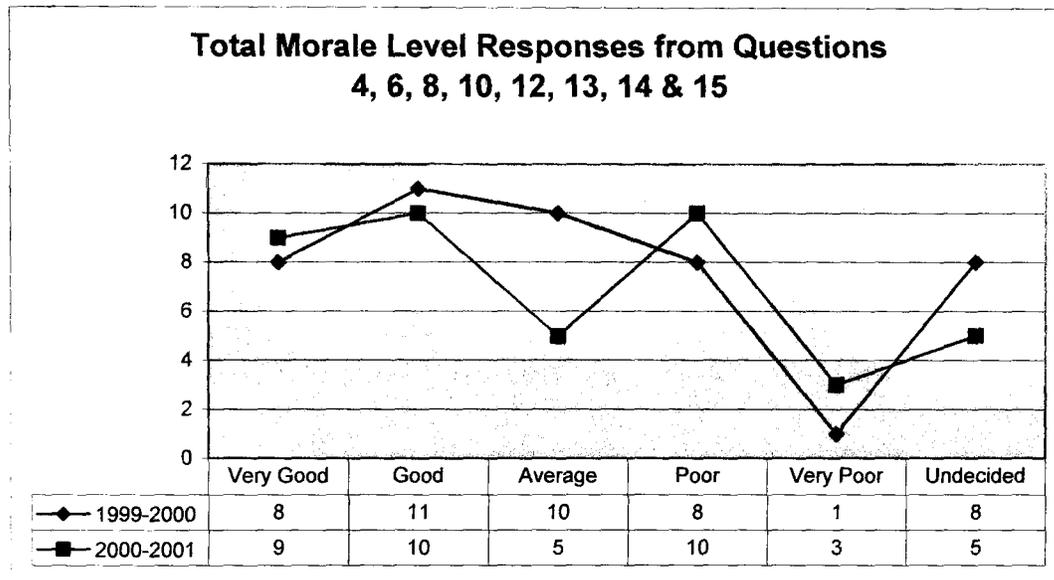
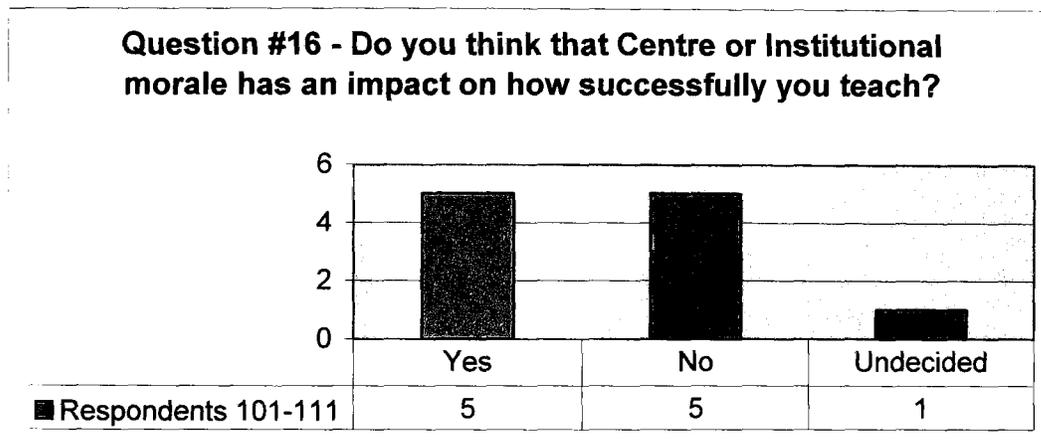


Table 2.4 illustrates the combination of morale indicators for both the Centre and the institution. In the total morale level analysis the very good category show a marginal change from 8 out of 88 (9%) in 1999-2000 to 9 out of 88 (10%) in 2000-2001. The good indicator rose slightly in 2000-2001 from 11 out of 88 (12%) in 1999-2000 to 10 out of 88 (11%) in 2000-2001. The strongest movement between the two years is observed in the average indicator. Responses dropped from 10 out of 88 (11%) in 1999-2000 to 5 out of 88 (6%) in 2000-2001. The poor indicator rose from 8 out of 88 (9%) in 1999-2000 to 10 out of 88 (11%) in 2000-2001, a slight increase. The very poor indicator also went up in 2000-2001 from 1 out of 88 (1%) in 1999-2000 to 3 out of 88 (3%) in 2000-2001. The undecided category went from 8 out of 88 (9%) to 5 out of 88 (6%) in 2000-2001. These results appear to demonstrate that while a few respondents felt that morale levels had marginally gone up in 2000-2001, the strongest responses were in the

average, poor and very poor indicators. This increase on the negative side of the graph appears to indicate that 'overall' morale levels went down in 2000-2001. As well, there were fewer undecided responses in 2000-2001, ranging from 8 out of 88 (9%) in 1999-2000 to 5 out 88 (6%) in 2000-2001.

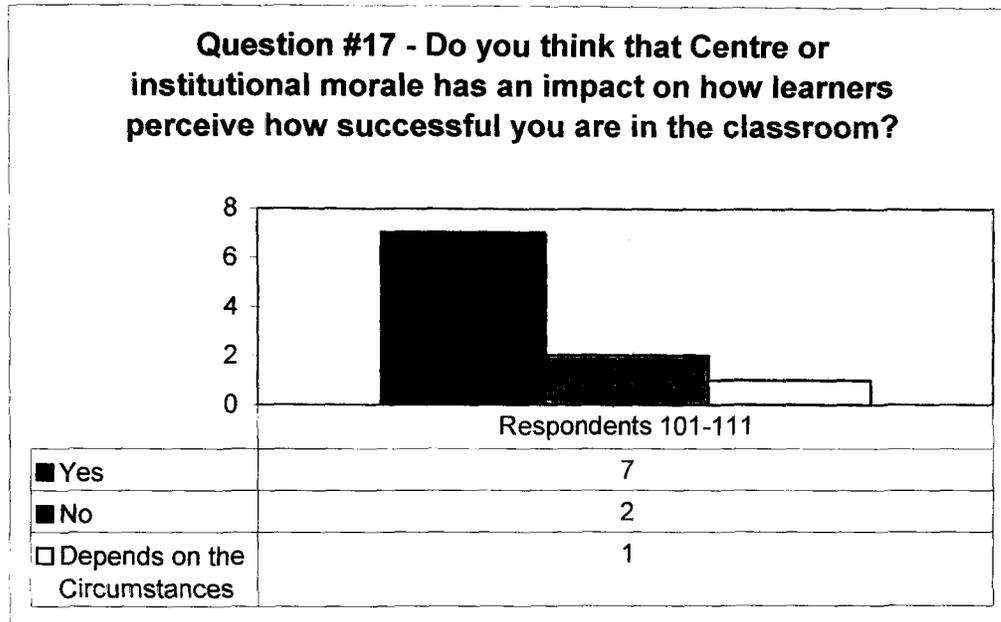
Question 16

Table 4.1



The respondents in Table 5.1 Question 16 polarized into two very distinct groups - those who believe that Centre or institutional morale has an impact on how successfully they teach and those who do not believe that there is an impact. There was one lone respondent who reserved the right to analyze the circumstances and was undecided.

Table 4.2



The findings of Question 17, reported in Table 5.2, are more conclusive. Most respondents indicated they do think that Centre and institutional morale has an impact on how learners perceive how successfully they teach in the classroom. Why would some instructors perceive that their morale levels have little or no impact on learner perception while institutional morale levels would have an impact on learner perception of their instruction?

Student Evaluations

As identified earlier in the study there are three student evaluation forms, Form A, Form B, and Form C. for the purposes of this study, the forms will be assessed alphabetically. The order in which they have been assessed bears no relationship to the importance of each form.

Table 3.2

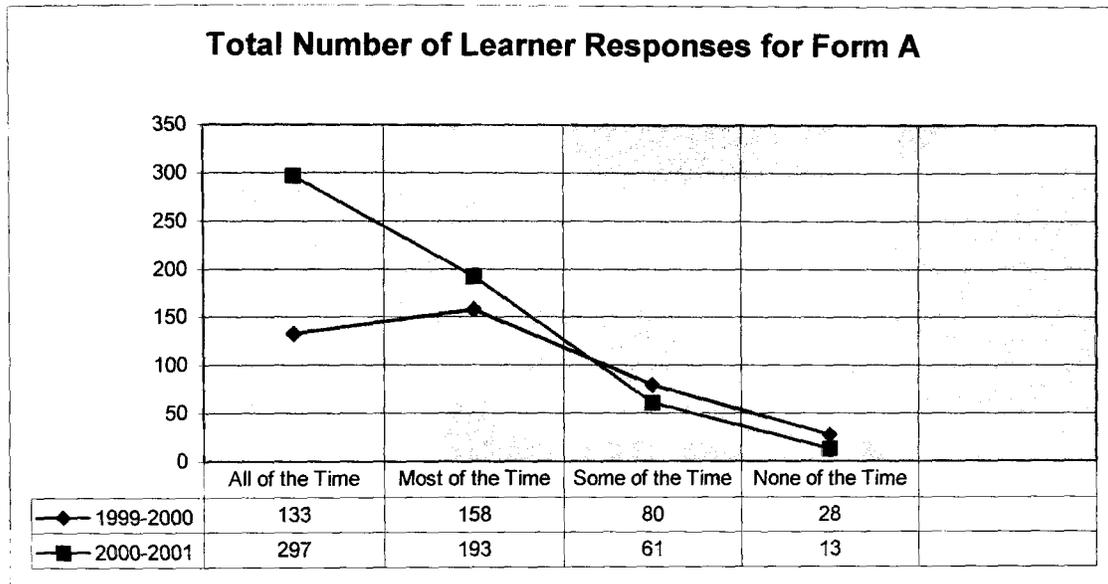


Table 3.2 demonstrated that morale levels in 2000-2001 were considerably higher in comparison to 1999-2000. This was a large increase in learner perceptions in the 'all of the time' category. Responses in all other categories are roughly comparable. This would imply that there were far fewer unsatisfied learners taking classes in 2000-2001.

Table 3.3

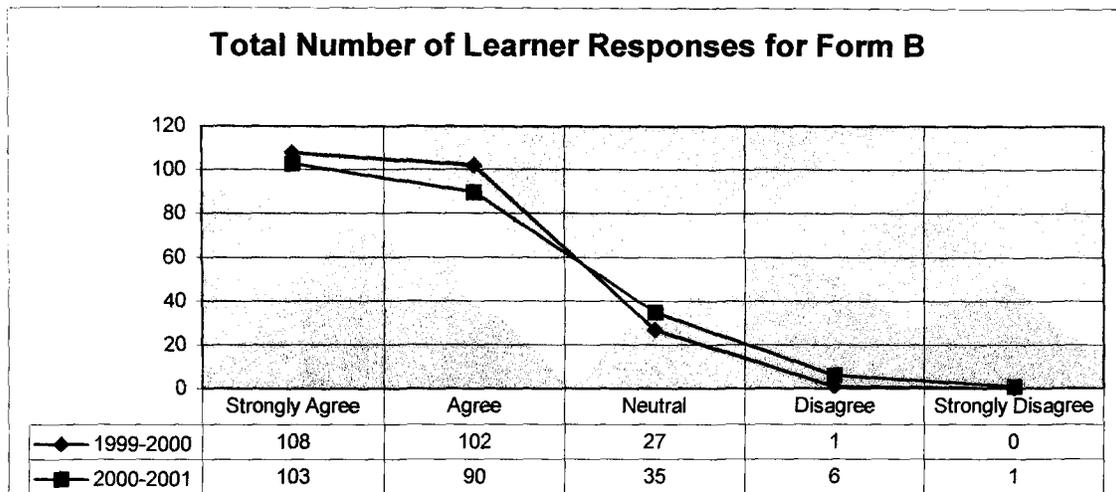
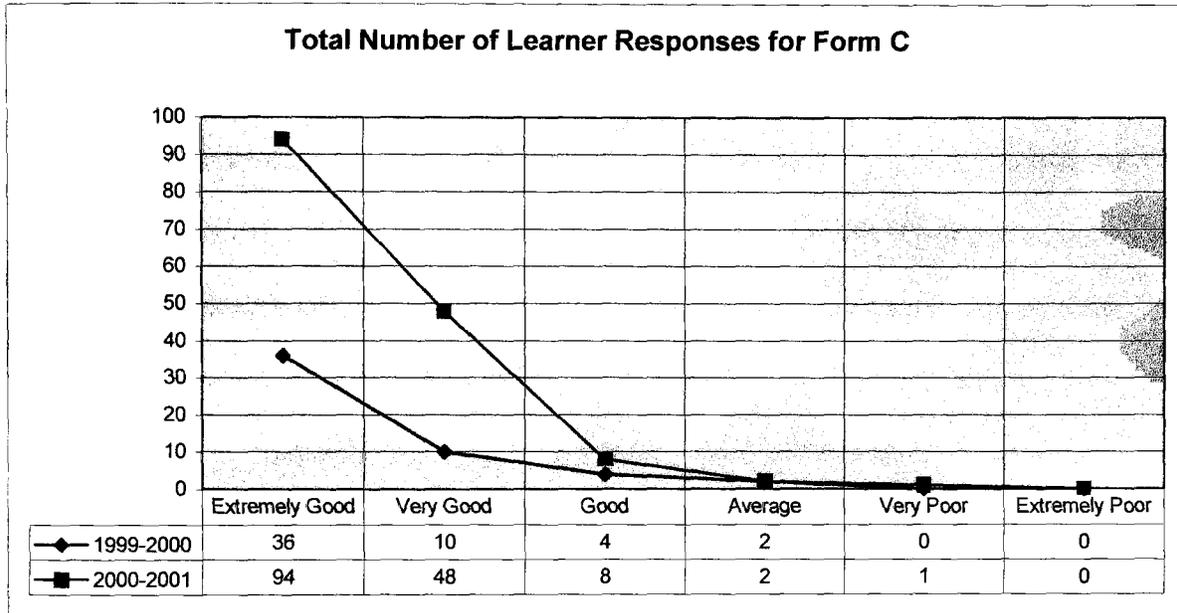


Table 3.3 illustrates that results from 1999-2000 show virtually no change from the results in the year 2000-2001, with a note made of a small downward change for the 'agree' indicator and a small rise in the 'neutral' indicator in 2000-2001, as compared to 1999-2000.

Table 3.4



The results in Table 3.4 show a pronounced change in perception in the Extremely Good and the Very Good categories between the two years. These results would imply that students were more satisfied with instruction at the college in 2000-2001 than in the previous year.

It is impossible to combine Form A, B and C for evaluative purposes, so this has not been attempted. The results of student evaluations over the years 1999-2000 and 2000-2001 would appear to indicate that the overall perception of the quality of instruction has improved over the two years.

Question 18

If there were variations in student perceptions of success in the classroom in either 1999-2000 or 2000-2001, why do you think those variations occurred? The reason this question was added into the interview mix was to clarify as many as possible outside factors that respondents felt might contribute to varying morale levels. The respondents are all individuals coming from entirely different perspectives on general issues, so some individualization was required. The action of clarifying potential variables is meant to identify possible limitations of the study. Respondents were asked to identify variables in their individual lives that might contribute to variations in morale levels. The identified variables are stated in the following descriptions:

- Frustration with environment where computer labs and software are not working
- Issues in Administration in the Centre
- If the student feel they are directly effected this will make a difference
- A poor group of learners
- Having to fight for lab space
- Change in formatting of the course
- How you present yourself that day and how you feel
- Communication issues between me and the learners
- How the program is evolving
- More experience then last year
- What is going on in my personal life
- Teaching a new course or a different course then last year

Assumptions

As in many studies there are a number of assumptions that underpin the credibility of the study. One of the assumptions is that the major groups involved -the learners, the instructors and staff have answered their perspective interview questions to the best of their ability. There is also an assumption that CAM instructors and support staff were diligent in gathering the data to formalize learner/student evaluations. It is therefore assumed that the results of the study reflect a reasonable reading of the level of morale and perception in the classroom environment in the Centre of Applied Management. Also, the researcher assumed that the instrument/interview and student evaluation forms were constructed well enough to determine an accurate depiction of perceptions from the respondents.

Discussion

In this investigation of LCC and the Centre of Applied Management morale levels, institutional change and the effect on learner perceptions of classroom instruction, most results appear generally consistent with observations drawn from the literature. The following characteristics will now be considered and compared with categories corresponding to those in the literature review.

- Stages of Change
- Resistance to Change
- Perpetual Transition
- Self Preservation
- Disenchantment
- What is Good Morale
- Professional Ethics
- Leadership and Change
- Learners Evaluating Instructors

Ways in which change impacts faculty and staff will be outlined and links will be suggested between morale levels and learner assessment of instruction.

Stages of Change

“With all change there is an ending, followed by a period of confusion and distress, leading to a new beginning.” (Bridges, 1980, p. 9) Endings could represent a sense of loss for the respondents, or a sense of relief. Since a sense of loss can be very hard on an individual, it may be that those individuals who experience the highest sense of loss stand to be the largest resisters of the change. Those individuals who

feel their needs to be a change, or are ambivalent about the change, most likely resist the least, and work through the change stages quicker. One characteristic often identified as being part of change is chaos, or loss of security (Bess, 1997, p. 57). This state of mind appears to be evidenced by several of the respondents in this study. However, the majority of those with negative perceptions of morale do not appear to be fully aware of why they are experiencing discontent.

Growth toward industry specifications and learner needs is usually a positive pressure on any program. Growth is still a pressure, however, and can contribute to negative morale indicators such as growing pains with and the fear of the unknown. Is 'this' growth a good thing? What sort of issues does it raise and has our Centre team looked at all the variables thoroughly enough? Many challenges arise in times of change. Some are exciting and some are exhausting. Overall, both good and bad change takes a considerable amount of energy whether reluctantly or openly accepted. The first reaction of many respondents in this study is a tendency to try and point a finger at those persons representing the source of discontent or representing the change, mainly management. This promotes an 'us against them' attitude. There were many references to fear or reluctance to change as being at the root of the challenges, but no references as to the process of change and where the institution was in reference to stages of change.

It seems ironic that so few of us take the time to learn about such things as the stages of change in order to more fully understand what institutions and individuals are experiencing. How can individuals make productive plans if they do not consider the overall picture of change, what it represents, and the current stages in the process of change?

If we as individuals do not understand what is behind certain actions or events and are left to react to them, willingly or unwillingly, we may certainly experience feelings of helplessness, resentment, resistance and fear of the outcome, in varying degrees. Some individuals in this study have responded by embracing the situation, taking charge of change and finding out everything they can about it. As one respondent noted, "I found the lack of change to be frustrating here and so do my instructors because they are industry people." Others have dug in their heels and refused to take part. They have tried to ignore the entire situation, attending to it passively or trying to sabotage the efforts of change agents - foxhole behavior. This attitude is typified by a respondent's comments in reference to the new changes, "if you don't get really involved you don't get upset about it."

To get to the final stage of change 'new beginnings' chaos issues have to be resolved. The new beginning stage is a time of rebirth, of optimism and large accomplishments. To demonstrate how onerous it can be to get to this stage, even respondents who were positive about morale in the college and the Centre qualified their statements by saying such things as, "things will be better once some of this change has settled down" and "maybe if we solved one or two issues we could move forward."

Judging from the results of the study, LCC is not at a place where its members can proclaim new beginnings yet. There are still many unresolved issues that plague the institution and thwart the efforts of anyone hoping for 'new beginnings'. One of the issues delaying progress was identified by a respondent in the following: "We've been told that there's a great amount of communication, but I don't believe there has been. I don't believe we've been given an opportunity and I don't think we're going to be given

that opportunity, and no one believes it either.” In general if individual people do not feel that their opinion matters, then they will stop giving input and they will not support the change. Chaos will prevail. Perhaps it will until the faculty and staff feel they are being heard; or until the original plan, a learner centred institution, is held to and the challenges worked through; or the original plan is thrown out and new changes are instituted that will work better for the institution.

Resistance to Change

Based on the interview results, it appears that there is an even chance that faculty members will either embrace change and work with it or revert to one or other of the methods of resisting it. Resistance to change is fear-laden and actually has the potential to have an adverse effect on the change process. Fear has the potential of stalemating change, or prolonging the chaos stage of change. References to staff member anxiety can be seen in the following responses:

- “When you have re-engineering going on the staff kind of become anxious because they don’t know what could happen”
- “All this stems from the fact that as human beings when change comes and since we don’t know what the change will bring, we have fear of the unknown.”

What do most people do when they are frightened? Fight, flight or freeze.

Ironically, one of the conditions the resistant respondents are most concerned about, they help create, and it prolongs chaos and lack of resolution. Particular challenges come into play directly as a result of their resistance.

“Resistance to change is the hallmark of higher education and not uncommon to

all large communities or organizations”(Rouche, Johnson, & Rouche, 1997, p. 112).

Perpetual Transition

“Individuals may be stuck in transition between situations, relationships and identities that are themselves in transition, placing even more pressure on the individual and the organization” (Bridges, 1980, p. 4). An example of a relationship change that may perplex individuals is the line of promotional succession. If people work all of their professional career lining themselves up for promotion in their existing environment and then the conditions of the game are drastically changed, where does that place those people, where do they fit? Such a situation took place at LCC when the administrative executive decided to change from Deans positions to Team Leaders positions. With that change, sources of power and duties changed as well. If anything is sacred in an adult educational institution it would be the position of a Dean. To change this is to change the entire environment and all relationships in the institution. ‘Deans’ are an ‘institution’ in educational institutions; the term ‘team leader’ is not even referred to in learner-centred literature.

Most respondents expressed a sense of confusion as to the college’s direction regarding this change. While some initiatives were seen to fit into the overall goals set by the institution, some seemed to derive from an unknown source, without consultation. Many administrative actions were seen to be at odds with the concepts of team-work, consultative leadership and a learner-centred college. There were very many initiatives in play in LCC at the time of this study that may or may not have had anything to do with being part of its progression toward a learner-centred institution. For many staff members, not being able to understand the origin of change played a very high role in

their perception of the chaos stage of change. “We so often attach a value to organizational change, making it right or wrong, good or bad. Very often significant change is complex enough, making it almost impossible to express in such black and white terms further antagonizing the opposing sides” (Bridges, 1980, p. 4).

What causes perpetual transition? Observation taken from the respondents interviews would suggest:

- confusion in common goals
- not being included in the decision-making behind a specific change
- any of the methods of resistance to change
- fear of the unknown
- disapproval of the leadership, possibility of poor leadership
- sabotage due to any of the above reasons

Not all respondents were confused. One instructor stated, “I don’t think it was a lack of communication. I kept hearing that last year, ‘well we didn’t know’. ‘We didn’t know’, but then how come I knew, I just put my e-mail on all the time and there it was.” Statements such as this may imply that some staff members chose not to be informed. One effect of that would be confusion, and a perception of lack of consultation. This notion was captured by a statement made by another respondent: “I think they were closed up, didn’t want to know and wanted to use that against the change. They liked things the way they were.”

Self Preservation

We protect what we feel comfortable with and what we know... “the educational community has grown into a huge infrastructure and the tendency towards

self-preservation on an organizational level becomes apparent. Each specialist has a vested interest in maintaining his or her territory, and any suggestion of change is a threat to the established order” (O’Banion, 1997, p. 28). LCC is not immune to this phenomenon. There are staff members who look at some policies and procedures, or job descriptions, as foundational to their existence and will do everything in their power to preserve them, be it rational or not. To complicate the issues, when individuals attach themselves to what they see as being foundational to their existence, there may not ever be whole-heartedly on what the foundations really are. For those respondents who believed morale in LCC and the Centre was poor to very poor, common themes through their discontent were faculty negotiations, issues around workload and the behavior of leadership.

References to being a family were made by many respondents. Several suggested that family members were not being treated properly. Possibly one of the most revered states in a family is ‘stability’. If a work environment is stable, the ‘family’ is less threatened. Some respondents that felt LCC was operating like a ‘healthy’ family and confirmed this idea with statements such as, “I found my fellow instructors very supportive, the administrators very supportive of what I was doing.” Self-protection can be viewed as a matter of survival and not something as pedestrian as a selective value judgment.

An observation made by the author of this study is that Lethbridge is a sleepy city and protects its creature comforts, norms, values, and conservatism. Cautious reluctance to change and pride in lack of adversity is at the root of the community. It would not be a big surprise if some of those values held dearly in the community have materialized in

one of its largest institutions, LCC. In general, most of the respondents who viewed morale as poor to very poor have been at the institution the longest and appear fully entrenched in the culture of the college and the community surrounding it. In reflecting these cultural views they may be saying, 'change is not a good thing and we had better keep this family stable'.

Disenchantment

Disenchantment, Bridges (1980) claims, occurs in most of our lives at varying times, for those who 'believe' in their work (p. 99). Faith or belief in the work collective is a courageous or altruistic position to take and, for the most part if most conditions go the way the employee wants them to go, it is a rewarding attribute to possess. Change is inevitable and with change comes forced adjustment. With adjustment can come disenchantment if the changes are not what individual employees desire. One respondent's disenchantment can be seen in the following statement: "I think that negotiations or perhaps the process of enacting the change was faulty when making team leaders, administrators. That was one thing that we fought for a couple of years to make sure they were faculty members." When the faculty association work was not adopted and they were forced to support an opposing change, they became disenchanted with the change. A constant noted in the literature is that concerns always surface from faculty associations to the institutions they serve. This is one of their underlying reasons for existence. If the institution is moving along as it should, then the 'concerns' are not very unified and can be scattered in content, therefore lacking power. However, when members of a faculty association generally have feelings of disenchantment, then their concerns will be relatively united. This is the case, apparently, at LCC and the concerns

with workload, team leader positions, adjunct positions, credit hours in a course, and release time for program leaders or chairs form a disproportionately large part of the responses of many faculty members in this study.

Some of the negotiation decisions centred around the stages between part-time hourly and full-time faculty have not produced the results that were intended. There are still issues unresolved and clarity as to what an adjunct is still haunts the institution. Standards have been established but then both camps involved are left to interpretations, and the disagreements ensue. This brings into the equation morale indicators such as lack of communication and trust that many respondents expressed.

It is almost impossible to ascertain exactly where a group of people acquire their feelings of 'lack' of trust. What has appeared to have happened at LCC is that many of these issues still remain open and unresolved, or misinterpreted. One respondent observed: "Things are not being resolved. I guess from the past there was a belief that certain things were going to be taken care of." Specific concerns have generalized to issues surrounding the leadership of the college, and to the whole question of trust. Disenchantment has set in for some of the staff. Many respondents who have a closed 'belief' system set up around the institution maintain that the changes are not going in the 'right' direction for 'their' college community, or family.

What is Good Morale

Good morale means feeling good about your position and the environment in which you work. College educators' position descriptions consist of their individual and combined efforts to help learners learn. Their environment is made up of all the physical and human characteristics of the college. Lack of significant payoff in any of

these areas can lead to poor morale and challenges associated with it. Many variables may exist in individuals' lives to predispose them to poor morale, no matter what the quality of the work environment. "I think everyone is trying to do good job but, ... the honeymoon is over," one respondent suggested. Of course, the reverse may be true, the sky may be falling down around some people but they will still insist that conditions are great. This point is best illustrated through the following comment: "Everyone gets along very well and you can joke around with any of them, which is good. You need that in your working environment I think, because you spend most of your life there." An alternative explanation is possible. It may be that some staff members have a tendency to allow the reputation of people, places or things corrupt their judgment rather than staying objective about the conditions at hand, or they may become increasingly morose or overly optimistic about their environment.

As Rouche, Laurence, Johnson and Rouche (1997) state, the presence of clear goals and the measurement of high results by high-performance people do not lead to success without a strong and abiding positive mental attitude. A positive mental attitude is described as a pattern of thought that dwells more on possibilities than on problems. It is a belief that change is possible. The concept of the positive mental attitude is based upon twin assumptions: people can choose their outlook on life and are free to decide whether the outlook will be positive or negative, and people who achieve are people who think they can achieve. This phenomenon has been called the law of expectancy (p. 127).

The subjectivity of many respondents' perceptions becomes very apparent when to analyzing their ideas of what good morale is to them individually. Improving or

assisting the facilitation of the stages of change, raising the level of communication, resolving collective agreement issues and taking care in enacting them, getting constant input on the changes that are being brought forward, creating an environment of trust and finding creative ways of improving the funding situation, are all seen as ways to improve morale. Other good morale indicators identified by the respondents such as program growth, partnership growth, positive attitude of staff, a sense of direction, achievement of goals and participative management style, when put into action, could then be identified as facilitating the growth of good morale. Morale levels fluctuate with change and need to be constantly monitored. These respondents generally agreed that when decisions are made is as important as how they are put into action; they want to be in on the ground floor. Those respondents who thought morale was good appear to respond more to 'possibilities' rather than 'problems'.

Professional Ethics

Almost 50% of the respondents believed that their personal morale did not have any effect on the learner and yet some of those same respondents felt that institutional morale did have an effect on learners. This result presents an interesting dichotomy. Why would instructors believe that their personal morale did not have an effect on the learner? A potential answer to that question could be professional discretion in the work place, which is said to be "the single variable that can work as a conduit to problems" (Baker, Rouche & Gillett, 1990, p. 290).

All of the student evaluations done for the respondents by the learners were relatively positive. It could be concluded that most of the respondents have taken into consideration the mores of the community they work in (Strike and Soltis, 1985, p. 54).

“Some instructors ignore or don’t think they are responsible for the needs of their organization” (Baker, Rouche & Gillett, 1990, p. 290). If this is the case then could this frame of mind be transferred to not taking responsibility for the actions of their institution and therefore not claiming to understand or support the actions of the organization?

This study appeared to identify some of this sort of behavior, an underbelly of disenchantment, an atmosphere of disbelief in the leadership. I found myself wondering ... is this behavior unethical or unprofessional? Like other researchers, I concluded, “there is certainly a call for agreement on institutional and professional values and a call for professionals to work cooperatively with each other and their institutions” (Baker, Rouche & Gillett, 1990, p. 290). There are times when individual’s disengaged response to the management of daily activities could be considered unethical. It is not enough for staff members to hide and hope that the change will not effect them personally. One respondents answer to the challenges of ‘morale’ was “I try to just stay in my own little world. So, I try not to let those kinds of things effect me.” This type of self-preservation, however misguided, is an attempt to withdraw from taking responsibility for the institution. There may be unethical behavior in the lack of professional activity, responsibility or personal investment in the institution. Many of the respondents who are disillusioned or disenchanted with their environment do display ‘fox-hole’ behavior. The respondents who felt positively about morale seemed to take greater responsibility for the institution. This could imply that they still believe in their work environment and that they were not disenchanted at the time of the study.

Leadership and Change

“Outstanding administrators are symbolic, cultural leaders who build an

organizational climate and culture through selective attention to specific goals and behaviors” (Rouche & Baker, 1990, p.12). I notice that Rouche and Baker refer to behaviors as well as goals. Many leaders spend a great deal of energy focusing on the goals and assume the behaviors will fall into place when in fact what appears to happen is the behaviors have the potential to create a polarization into opposing camps, those for or against change. One respondent commented about some fellow co-workers in this way, “I’m just thinking of certain individuals who are upset with what is going on around here and it just seems to be eating at them and it’s going into all aspects of their life.” For an administrator to focus only on goals and disregard behaviors like this is an error in facilitating change, one that could hold up the process indefinitely.

Learners Evaluating Instructors

“In the context of student ratings, implicit theories are preconceptions of how a particular instructor should behave, based on the rater’s accumulated experience with instructors and instruction” (Whitely and Doyle, 1974, p.42).

The student ratings taken from the study were at odds with the results of the interview questions, in that the learners’ perceptions of how the instructors were doing improved in 2000-2001 as compared to 1999-2000. I would venture to say that this is not just a case of the students being an easier group to get along with. I sense that the institution and the Centre of Applied Management must have performed better in the latter year. An increase in learner satisfaction should indicate that learner perceptions of the quality instruction in the classroom were also higher in 2000-2001.

Instructors tend to be very apprehensive or nervous about student evaluations. Student evaluations have been under fire since their inception in the 60s. Their validity

and application have always been a source of concern. What has seemed to happen over the years is that there has been a realization that student evaluations are not going away and, indeed, if utilized appropriately, they are a valuable tool. Student evaluations allow learners to express their satisfaction or dissatisfaction with instruction. As well, they allow instructors to receive feedback about instruction, presumably to improve instruction. This activity in its truest form is the ideal situation. The instructor is given a chance for professional self-reflection and the opportunity to improve or adjust for better outcomes. Of course, when feeling threatened, the first reaction for an instructor would most probably be self-preservation. Self-preservation can effect how an instructor reacts to student evaluation. For example one respondent stated that, "I don't know how perceptive they are." Alternatively, more respondents had responses such as, "the students really have their ear to the ground" and "they're just learning a lot easier and enjoying it more." If the evaluations are excellent then they are used as a badge of honor. If they are bad, then the instructor is less likely to believe in the validity of the process, saying such things as, "they put too much weight on student evaluation anyways and maybe if the learners were required to put their names on them the result might be more accurate."

When the respondents were asked if institutional morale effected learner perception in the classroom, the response was that in general they thought it did. When the respondents were asked if they thought that their personal morale levels effected learner perceptions in the classroom, the answer was generally, 'no'. For example, when asked if institutional or Centre morale had an effect on their classroom teaching typical responses were, "no, I find that my teaching is a focus and if the institution morale is

down, it doesn't effect it," and " even if I'm having a bad day my students aren't going to know it because I'm a professional." When asked if institutional or Centre morale had an impact on how the learners perceived their success in the classroom, some respondents said such things as, "yes, I think it does. If a student knows that an instructor does not want to work there, they don't learn near as much." This may imply that some instructors will choose not to take responsibility for the institution, or for poor evaluations, keeping the option open to point a finger at the institution, or the process. Why else would some instructors perceive that their morale levels have little or no impact on learner perception, but institutional morale levels would have an impact on learner perceptions of their instruction? The answer may also be related to levels of disenchantment among those respondents who felt morale levels were low. Disenchanted individuals may be less likely to take responsibility for the institution because they feel a sense of general dissatisfaction with the institution as a whole. Less disenchanted instructors might be more likely to boast of their affiliation with the institution and take greater responsibility because they feel they are more of a part of the institutional family.

Conclusion

“I don’t know what your destiny will be, but one thing I know: The only ones among you who will really be happy are those who have sought and found how to serve.”

Albert Schweitzer

When assessing the student evaluation forms; Form A, the learner perception of the quality of instruction in the classroom appears to have increased considerably in 2000-2001. On Form B the results were constant, while on Form C the learner perceptions of the quality of instruction in the classroom showed a dramatic increase. Overall, the learner perception of the quality of instruction has gone up appreciably from 1999-2000 to 2000-2001. Something different occurred in the morale levels tabulated from the staff interview respondents. Morale levels were slightly down in 2000-2001 and the number of respondents selecting average to very poor responses rose noticeably.

It appears that faculty morale levels, as reported by LCC instructors, do not have an effect on how learners perceive the quality of instruction. This result is a little perplexing to the author because all of the literature reviewed supports the opposite assumption, that morale levels of faculty and staff most certainly effect the environment in the classroom and, therefore, the quality of instruction. There may be many variables that caused these results. For example, there could be other practices, policies or procedures that caused the learners to be more content with the college and this may have contributed to their feelings of satisfaction in the classroom. There may be individuals in the faculty who truly can separate their classroom role from their institutional role, meaning they operate positively in the classroom and then in some other fashion in their institutional role. There are many possibilities, none of which can be substantiated for the

purposes of this study, but all of which could form the basis of another study.

Whether a relationship between good morale and learner perception in the classroom is a reality or not, poor morale is not a good thing among staff and should be effectively confronted. The results of this study do show a link between the two comparative years. However, they show a decline in levels of faculty morale and an increase in faculty dissatisfaction with certain administrative practices. Many of the following recommendations, from an administrative perspective, will coincide with concepts drawn from the literature that address morale levels issues.

“Exceptional leaders understand and recognize the decentralized authority structure of a college, they understand the informal power structure, they are effective in resolving conflict, and they have a willingness to confront what could be potentially destructive situations” (Rouche & Baker, 1990, p.120).

If disenchantment is not acknowledged as a powerful force in the climate of an institution then all of the efforts toward achieving the goals of the institution may be for naught. The disenchanted will do everything to sabotage the goals, and nothing to bring the goals to completion, leaving the initiative for fulfilling the goals to a depleted force. Both actions will hurt the initiative and may contribute to its failure. The unfortunate outcome of trying to complete goals at all costs is the staff may perceive that they have not been heard by the administration, as some of the respondents expressed. Lack of communication, lack of trust and unresolved issues can become the un-welcomed offspring of ‘goals achieved at all costs’.

It is important to have a college-wide commitment to ongoing internal and external assessment, goals, vision and mission statements, policies and procedures. It is

important to identify critical or strategic issues through assessment activities.

Research efforts should be initiated to provide more useful data and information at appropriate times in the annual cycle. Strategic thinking should be seen as guiding operational planning and operational planning as guiding the allocation and reallocation of resources. There is a need to develop and enforce a strategy and process for planning, including a simple format to achieve it. Institutional decision-making should be focused on addressing the critical issues expressed and supported by all stakeholders - the province, the administration, the learners, the faculty and staff. The budget, policies, vision statement, mission statement, systems and procedures should support and implement the important values. As Covey (1999) suggests, "When developing a mission statement work on it regularly over a year, it is a process that should not be rushed. Faculty, learners, staff and members of the community should be invited to the meetings. Ask them, "What should we continue doing here?" "What should we start doing?" "What should we stop doing?" (p. 177).

When enacting the vision and mission statements, It is important to keep in mind that institutional effectiveness is more of a process than an event. The education of our diverse student body is complex and does not easily lend itself to the quantifiable data, charts, and formulas demanded by the agencies to whom we are accountable. Snapshots of effectiveness information are often incomplete because they represent one moment in a perpetual journey toward becoming the kind of institution we affirm ourselves to be in our mission statement(Baker, G., Rouche, J. & Gillett-Karam, R., 1990, p. 292).

A work climate that encourages faculty and staff to give 100 percent of their

energy to providing quality client services is essential as LCC responds to increasing enrollments and declining budgets. What are some of the ways this may be accomplished? First, data must be used for improvement, not punishment. “Grooming a positive mental attitude is essential and should be incorporated into professional development. And, most importantly; positive people must be sought out to fill the vacancies in faculty and staff positions” (Bridges, W., 1980, p.22). The effect of being deeply respected and understood is truly astounding. Covey (1999) states that:

people become open, their defenses are lowered and they tend toward a creative orientation. The bonding that results from it comes from the overlapping vulnerabilities of the people involved. It all starts with one person being willing to be vulnerable and influenced through understanding the other. This humility almost always softens the stance of others, and when it does, it usually leads to others first becoming open to influence and then to synergy (p. 226).

Continuous training is a must for all involved at LCC, especially those in positions of leadership.

“Faculty must participate in all aspects of developing human capital for the community and in helping students to accomplish their academic and career goals. For this to occur, both the faculty member and the college student must be empowered” (Baker, G., Rouche, J. & Gillett-Karam, R., 1990, p. 292). In order to bring institutional empowerment into reality there must be a firm sense of trust, trust that as professionals, the faculty will make good and just decisions that align with the values of the college.

Many of the concerns expressed about change by the staff could be rectified if some or even one or two of these events were not in flux. Since change is inevitable, as

stated in the literature review, then perhaps leaders need to focus more on the degree and timing of change. What type of change should be undertaken, and how much can an organization manage in one time period? Comments made by many of the respondents in the interviews raised elements of concern about communication in LCC and suggested the flow of information was not 'whole enough'. It is very difficult as an administrator to decide how much information is too much or too little, but the following statement made by Covey (1999) seems to capture the challenge:

People are amazingly resilient and capable of coping with difficult and challenging new realities. The key is that they need complete, current and accurate information so they can adapt. It is scary business to make full disclosure, and that is why most in management do not. It simply opens up a Pandora's box when you involve people. But if you don't, it opens up in other ways -- in an atmosphere of low trust, in spawning more cynicism and in accusations and hostility (p. 217).

The challenge of leadership is to build a culture with shared vision and a principle-centered value system. Once such vision and values are embedded into the hearts and minds of the people and into the norms of the culture, then particular types of management problems are essentially solved. People will be better able to manage themselves because they will have within them the criteria for decision-making (Covey, 1999, p. 177).

Members of a college community are inspired by vision as educators, driven by goals, and measured by standards. The view is definitely worth the climb. However, there are no guarantees. The rewards of institutional effectiveness and good morale will

eventually mirror the intensity of effort put into pursuing worthwhile goals in appropriate ways. Patience is essential, but we are challenged as professional college educators to seize 'opportunity'.

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Student Evaluation Form B Questions

1. The objectives of the course were made clear.
2. The instructor's organization and preparation was satisfactory.
3. The instructor's voice was clearly heard.
4. The instructor's directions and explanations were clearly understood.
5. The instructor' encouraged students to ask questions.
6. The instructor answered questions satisfactory.
7. The instructor's methods used to determine my final grades were clearly identified at the beginning of the term and throughout the term.
8. The testes/ exams/projects used by the instructor were consistent with course objectives.
9. The instructor's attitude contributed to positive and helpful relationships with the students.

Student Evaluation Form B Questions

1. I gained a good understanding of concepts in this field.
2. I developed creative ability in this field.
3. I deepened my interest in the subject matter of this course.
4. I learned to value viewpoints.
5. I developed more confidence in myself.
6. I developed skills needed by professionals in the field.
7. I tried to relate what I learned in this course to my experience.
8. I attended class regularly
9. The instructor stressed important points in lectures or discussions.
10. The instructor appeared to have a thorough knowledge of the subject.
11. The instructor used examples or illustrations to help clarify course material.
12. The instructor maintained an atmosphere of good feeling in the class.

Student Evaluation Form C Questions

1. The course assignments related closely to the objectives.
2. Class sessions are effectively planned and class time is used effectively.
3. The teaching methods and techniques used by the instructors are effective.
4. The instructor knows the subject well.
5. The instructor is interested in the subject.
6. The instructor creates an environment which fosters student involvement.
7. The instructor provides alternative ideas to those presented in course material.
8. The instructor respects differing points of view.
9. The instructor demonstrates a professional interest in helping students.
10. The instructor's grading policies and procedures for this course are fair.

Interview Questions and Answers

Framework Questions; Subject #101

1. In which department and program are you employed?

The Program is Interior Design Merchandising and the department or the Centre is Applied Management.

2. What is your position or title?

I am the coordinator of the Interior Design and Merchandising Program and Instructing in the department as well.

- 3a. How long have you been in the position?

Since December 1999.

- 3b. How long have you been a member of the College staff?

Since December 1999.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 99-2000, so last year and that's the climate the whole institution to the best of your knowledge?

I would say generally good. Yes.

5. What were some of the conditions and factors that influenced that climate last year, like why do you think it was generally good?

I think there was a lot of growth in the college and I think we are of course, looking forward to potential new buildings and growth in the physical facilities as well. I think that was part of it in a big way and also just, in general, some of the increase in student enrollments and new faculty and staff.

6. How would you describe the staff morale at Lethbridge Community College in the academic year 1999-2000, so morale last year over the whole institution?

Since I really only began to get to know people and become introduced to people, I didn't really know a lot of people at that time across the campus, but the people I did meet was generally very high. I think, good.

7. What were some of the conditions and factors that influenced the staff morale last year?

I think, in general, people had sort of a positive attitude for the future and what was happening in their individual programs and departments. I think student enrollment has something to do with that as well and probably advancement in their own programs.

- 8&9. How would you describe institutional climate at LCC in the academic year 2000-2001 so this year, that's the climate of the overall institution?

Well there's some been some major changes as of late, so I think that it's kind of nicked the overall climate. I think people are just really concerned about the unknown and what's going to be transpiring in the next few months, but I think with everything considered all the new construction and the positive aspects of what's been going on in the last year, I think it's generally still very good. But again, I think people are sort of concerned about future issues and what's gonna happen.

10. How would you describe the staff morale at LCC in the academic year 2000-2001?

Again I think that people are just a little concerned about what's happening. There's a lot of change at foot and I think once that sort of settles down I think people will once again feel confident about what's happening and the morale will increase again. (So you'd say the morale is poor or average or good or?) I would say it's sort of in limbo. I would say right now good in some cases, average in others for other people who are sort of unsure

about what's going to happen. Other than that I think it's generally good.

11. What were some of the conditions and factors that influenced staff morale, I think you kinda (yes) you kinda covered that didn't you?

Just changes in centres. The change, the reduction in Centres from 11 - 7, (correction; the organizational structure at the college is being reduced to 8 Centres), changes in programs, concerns about new buildings and facilities, things like that. Just overall there are many changes happening with programs moving into different buildings, new staff in different areas, growth of programs, trying to get certain equipment, get you know certain facilities and resources for their own individual programs and budget considerations and concerns and so on.

12. How would you describe the climate of the Centre for Applied Management last year, 1999-2000?

I think it was very good. I thought all the meetings... they were generally very positive. Some concerns about things that came down from upper administration not from within Centre, but affected our Centre. Things like release time and budget concerns I think that this probably had a bit of a negative impact, but generally very good.

13. How would you describe the staff morale last year in the Centre for Applied Management ?

Again very good with a few points of contention, but generally very good. Everyone seemed to have a positive attitude for the future.

14. How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

I think it's improved. I think there was concern about some of the issues. I think they

were resolved in some ways and I think generally just looking forward to again the new building for the Centre. I think people are very excited even though there's some issues to be worked out. So, I think things generally are very good.

15. How would you describe the staff morale of the Centre for Applied Management in this year?

I think it's certainly improved as well. For the same reasons really.

16. Do you think that the Centre or institution morale has an impact on how you, how successful you teach?

I think students really have their ear to the ground. I think they really know what's going on in some ways. So sometimes what has an impact on student concerns and those concerns of course are directed down to me as well, but I think it doesn't effect the classroom teaching specifically like actual teaching. But I think just generally, again the morale of the overall program it kind of filters down.

17. Do you think that Centre or institution morale has an impact on how learners perceive how successful you are in the classroom meaning your evaluations, does it effect them?

I think sometimes, it depends. I think it really depends a lot on their overall experience with other instructors within a program. In interior design the issue of the potential for an applied degree, a lot of students are concerned about those things and sometimes that filters down and it comes out through evaluations. That's uncertainty.

18. If there were variations in student perceptions of your success meaning your student evaluations in either last year or this year why do you think those variations occurred? Again I really think it's that students have an overall educational experience and they don't really segregate things into compartments. Really, I think they perceive the overall experience of their education so everything that happens including changes in programs, changes in courses, whether they are improvements or not, and I think that filters down again through evaluations eventually.

Framework Questions; subject 102

1. In which department and program are you employed?
I'm employed in a Business Department and the Centre for Applied Management Program, also the CIT department.
2. What is your position or title?
Instructor, Hourly Instructor. .
- 3a. How long have you been in this position?
2 years. Right. Almost 2 years.
- 3b. How long have you been a member of the college staff?

Over my life time (laugh) probably eight years, eight or ten.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 1999-2000, so last academic year?

Good. Do you need better description than that? (Well the next question will bring that out actually)

5. What were some of the conditions and factors that influenced institutional climate in 1999-2000. So why do you think it was good?

I think being part of, and I'm more closely related with the CIT department, but our program leader keeps us moving along so that we can always be more dedicated and learning things. So I think that helps with the atmosphere. (And the over all Institution? And the institution itself?) I think it's maybe not as good. You hear people say that it's not the same kind of thing, it's not the same place to work that it used to be, that you don't see the friendliness and I think that's apparent when you have the Christmas social and not very many people come like they used to.

6. How would you describe the staff morale at, at LCC in the academic year 1999-2000?

I think the staff morale is quite good.

7. How would you describe the institutional climate at LCC in the academic year 2000-2001?

The academic climate did you say? (Yes) I would think that it's more settled than last year because of some of the things that happened with the faculty agreements and things like that. With the roll overs from adjuncts to full time, I think that's helped settle some people down about job security and things like that, so I think that's helped.

8. What were some of the conditions and factors that influenced institutional climate in 2000-2001, so expand on what you just said.

Well I think by then after having adjuncts who could be released at any time, I think that by giving them full time positions certainly shows that the institution itself is showing more dedication towards faculty and makes everybody feel better even though I'm an hourly. It gives me better hope toward having a more secure position than just a temporary one.

9. How would you describe the staff morale at LCC in the academic year 2000-2001?

The academic morale or the staff morale? (Sorry the staff morale.) I think that's quite good too. I don't see a lot of dissatisfaction and maybe that's just because I don't ... I try to avoid the politics. Really I do, I don't like to get involved with that kind of thing so I try to you know, work in my little world and hopefully things start going smoothly. So I'm happy.

10. How would you describe the climate of the Center for Applied Management in the academic year 1999-2000.

Again I think it's quite good. You didn't seem to have a lot of turnover of staff or a lot of grumbling. So it's always those coffee room talks that are probably the best indicators and I didn't really hear a lot of that kind of grumbling.

11. How would you describe the staff morale of the Centre for Applied Management in the academic year 1999-2000?

And I think that's, oh, the staff morale! For last year, wasn't that the last question? (No, no. Number 10 was how would you describe the climate of the Centre for Applied Management in academic year 1999-2000, so remember climate is the atmosphere of the

larger zone.) Again I think people were fairly satisfied. I think that they are generally satisfied. I don't think you can please everybody all of the time, but I think that generally they are satisfied.

12. How would you describe the climate of the Centre for Applied Management in the year 2000-2001? So that's this year.

Right. I think the climate is showing a change with the new building and things like that. We're now starting to think more about the future and how we teach, we're starting to look at how we teach now and how we might be teaching in the future, which is exciting to me. You know, it's interesting to go through that process and have somebody, something initiate change. It's quite interesting to watch the group dynamics and how that does effect the morale. People talk now, people are all talking together about what they teach and what do you think about this and do you think you could teach in a different classroom. So I think it's certainly increased that sort of the teamwork feeling in the Centre cause I know I now stop and talk to people about computer labs and those kinds of things.

13. How would you describe the staff morale of the Centre for Applied Management in the academic year 2000-2001?

I think the staff morale is probably better than it was last year.

16. Do you think that Centre or institutional morale has an impact on how successfully you teach?

No. Because again like I said I try to avoid the politics and I try to just stay within my own little world. So I try not to let those kinds of things effect me. Certainly, when you start talking about new buildings you do think about how or when the change is going to

be happening and you think about how you will change as well, with that, or I do.

17. Do you think that the Centre or institution morale has an impact on how learners perceive how successful you are in the classroom?

Yes, I think that it does. I think if students feel that the instructor doesn't want to be there, is there because it's a job and because it's a way to pay their rent, the students don't learn anywhere near as much and don't have as much fun in class as compared to when they are fully engaged and want to be there and want to learn and facilitate the learning process. I think that's far more interesting than somebody just delivering the lecture and going away later.

18. If there were variations in student perceptions of your success in the classroom in either 1999-2000 or 2000-2001. Why do you think those variations occurred?

Probably mis-communication between the student and myself, me not being aware of what their needs really were. I think it would be just a communication issue between the student and I.

Framework Questions; subject 103

1. In which department and program are you employed?
Department is Business Administration. I'm in Business Administration and Management Studies.
2. What is your position or title?
Instructor.
- 3a. How long have you been in the position?
This is my 11th year.
- 3b. How long have you been a member of the College staff?

11 years.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 1999-2000? So last year and that's the overall institutional climate, the atmosphere?

Quite poor. Quite poor.

5. What were some of the conditions and factors that influenced that climate last year, 1999-2000?

I think some of it stemmed out of the collective agreement. There's always a few hassles with that, on both sides (laugh). (So what about the collective agreement?) I think that there were some problems in the way it was executed. I'm just trying to think what those were, oh, some of the issues about the adjuncts role overs. How many people would get rolled into full time faculty jobs and whether or not they would be able to buy back pension and time and stuff. There was a lot of anxiety. We had thought it would clear it all up by just getting the agreement that it would be solved but they, you know, there was as many issues or questions came out of that afterwards.

6. How would you describe the staff morale at LCC in the academic year 1999-2000, so last year?

Now I've actually seen the evaluations that came out. They actually were fairly low, it was low. In other words, I believe that there's going to be a correlation between those two, right. The surveys were a good representation of the staff, of the overall staff here. (Based on a good amount of responses?) Based on what I hear in the hallways and stuff. I think they were fairly accurate reflection.

7. What are some of the conditions and factors that influenced, institutional staff morale last

year, so what were some of the conditions that made that morale, 1999-2000?

I think it was the trust issue, is one of them. (And what about the trust issue?) Oh there was issues like with John Doe (faculty member name removed) and some people felt that he may have made some stupid moves on his own accord. But people, after you've been here for a long period of time you sort of believe your part of a family or a life long organization. I think some people felt that he got cut a drift, that was part of it. There seems to be just some fatigue. I don't know what it is. I think everyone here is trying to do a good job, but maybe if certain people had been... I don't know what it is. I think some people just think it's time for a change, that's what I'm hearing.

8. How would you describe institutional climate at LCC in the academic year 2000-2001 so this year and in the institution and the climate?

Okay, in the institution first? (Not just the center, but the overall institution.) I think it's fairly bad overall. (Same as last year or better than last year?) Probably getting worse than last year.

9. What are some of the conditions and factors that influenced institutional climate this year, 2000-2001 so why do you think it's getting worse?

I think the John Doe (faculty member name removed) arbitration just finished and that was one thing. (What were some of the other issues?) I've been sort of out of faculty government for a year now, I can't remember what they are but I haven't even been going to all meetings, but maybe it's just that things aren't being resolved. I guess from the past there was a belief that certain things were gonna be taken care of. I think when we switched to teams, we're all pretty optimistic about it. I still am, but I get the impression that the team leaders may not have been given the authority to do what they

needed to do and so changing the organization structure without changing the mind-set doesn't really result in more of a team environment. I think what happened frankly is that the first year or so in the team environment, I know people were probably saying it was too early to tell. These last years evaluations are probably the first year where they are saying look this team environment has been in existence now for a couple of years and so it's probably more realistic. The type of evaluation if you see what I'm saying, cause the honeymoon period is over sort of thing.

10&11. How would you describe the staff morale at LCC in the academic year 2000-2001?

At LCC? (Yes, the overall institution?) The overall institution's fairly low, very low.

(And why do you think that?) I think it flows from you know, it flows from the us/them kind of administration. We wanted just to have a collegial model and I think there are some people in administration who would like to see that to, but there are some in certain hub, upper places who don't seem to gravitate toward that and it's frustrating for the rest of us. I think that's it.

12. How would you describe the climate of the Centre for Applied Management last year, so academic year 1999-2000?

Okay. Not bad, somewhere in the middle.

13. How would you describe the staff morale of the Centre for Applied Management in the academic year 1999- 2000, so last year?

Okay. Alright.

14. How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

It's getting worse.

15. How would you describe the staff morale of the Centre for Applied Management in the academic year 2000-2001, this year?

I think it's getting a little worse. (And why's that?) I think it flows from the climate. I think that what you are seeking to prove is what I'm gonna suggest. I think the morale flows from the climate and so you think that negotiations perhaps the process of enacting the change was faulty when making team leaders administrators. That was one thing that we fought really hard for a couple of years to make sure that they were faculty members. Or at least seconded faculty. (So now they've gone back against that?) They just you know, lately said we are making new administrators.

16. Do you think that the centre or institutional morale has an impact on how successful you teach?

No, I don't. Because my own personal morale is pretty high. Even if I'm having a bad day my students aren't going to know it because I'm a professional right (laugh). I don't go in my classroom and say what's going on around the college. I go in they have needs and I do whatever I can to make sure those needs are met.

17. Do you think that the Centre or institution morale has an impact on how learners perceive how successful you are in the classroom, so really your student evaluations, do you think morale or climate has an effect on student evaluations?

I think morale will have an impact on turnover, like we're starting to see some older people leave and for a variety of reasons, some through no fault of anyone's. You'll see that happening in a low morale area. That doesn't, I don't think it... I think most of us are professional enough that you know we'll put on the bright face and go in and do what needs to be done.

18. If there were variations in student perceptions of your success in the classroom (meaning your evaluations) in either last year or this year why do you think those variations occurred?

Well I didn't have any last year. This year my, I have got evaluated by you and that was excellent and I got evaluated by two classrooms and they were actually higher than anything ever before. They are the best evaluations ever.

Framework Questions: subject #104

1. In which department and program are you employed?

Centre for Applied Management, Business Administration Program.

2. What is your position or title?

I am an instructor of a Human Resources Management, Organizational Behavior and Introduction to Management.

- 3a. How long have you been in the position?

About two years now, since 1999, September.

- 3b. How long have you been a member of the College staff?

Two years.

I'd like to ask some questions about institutional climate and staff morale?

4. How would you describe the institutional climate at LCC in the academic year 1999-2000? That's last year and that means the overall institution not just the center.

I find the climate very cordial and conducive to teaching and learning activities. What was the second part there? (How would you describe the institutional climate at LCC last year, basically?) I said found it cordial and conducive to learning and teaching activities.

5. Can you tell me some of the conditions and factors that influenced the institutional

morale, what made you think what you did?

I found my fellow instructors were very supportive, the administrators were very supportive, the heads of departments or program leader and Center team leader to be very supportive of what I was doing. I also found the students to be very eager and ready to learn, but there are a few as you know you find in every group of 25, you are going to find three or four who might cause some problem. They shouldn't influence the climate, learning climate of the institution.

6. How would you describe staff morale at LCC last year, 1999-2000?

The entire institution being a new kid on the block, I feel I've been here two years as I said, and I'm from Ontario, I would say that I've found it to be from medium to high. If I were to say low, medium, or high, I would rank it a between medium and high. Morale wise that is.

7. What were some of the conditions and factors that influenced the morale last year, 1999-2000?

Last year the participative management style of the administration. I believe that's the major factor that has influenced the morale of staff at the college in the sense that we were involved in or we were expected and encouraged, rather I should say to have some input, in most of the major decisions that were being made at LCC. I feel that is a very good management style to have.

8. How would you describe institutional climate at LCC this year, 2000-2001? So, the overall whole institution?

This year it might have dropped a little bit because of changes the school or the college is going through a re-engineering kind of process, and just like in any organization when

you have re-engineering going on the staff kind of become anxious because they don't know what could happen and therefore; their morale suffers. You know they feel out of sorts and morale goes down a little bit you know it dips, you know maybe two, three notches down. But it's still fairly good, the morale is still fairly good.

9. What were some of the conditions and factors that influenced institutional climate this year, 2000-2001, so could you expand on some of the changes and how you think?

This year we were told that already the number of students will be reduced, for example, which meant that we are going to lose some of our team leaders and not only that, the team leaders positions are going to be posted and then there going to be advertised not only internal, but also externally. This causes some kind of anxiety in some staff; are we going to get someone from within or are we going to get someone from outside and if so what are the advantages and what are the disadvantages, that's number 1. Number 2, we have new construction initiatives going on and people are kind of concerned in whether this new building is going to accommodate some of our needs. I've had some colleagues of mine talking about the need for computer laboratories and such things. All this is stemming out of the fact that as human beings when change comes and since we don't know what the change will bring, we have the fear of the unknown and therefore; people become kind of... their spirits are damp what's the word dampened.

- 10&11. How would you describe the staff morale in 2000-2001?

It's good, that's good for this year. (So you would think the morale has?)

It has dropped for, as I said it's fear of the unknown cause we never know. I mean the new instructional building or the changes in the structure of the college in terms of team leaders and V.P.'s or program leaders that could be, it could be very functional, it could

be very advantageous, but because we don't know (laugh) we tend to become a little bit edgy.

12. How would you describe the climate of the Centre for Applied Management last year, 1999-2000? Was it different than the institution?

I would say ...I've been here only two years and have been concentrating all my efforts, I shouldn't say maybe 90% of my efforts in the Centre and I found that our Centre was, it had some cohesiveness. We have certain things that we do for example, in our meetings that are very cordial. You know, when we have staff meetings and we have social get togethers which I think the other Centres don't. I talk to the environmental sciences staff and they say they don't have Christmas parties and so on. Whereas our center has those types of things, we meet practically every Friday. To some people they might think that this is just a meeting of boozers, but it does offer the opportunity for instructors to get to know one another in a non-professional kind of a basis, which is very important.

13. So how would you describe the staff morale in the Centre, last year, 1999-2000?

I would say pretty high. Pretty high, good.

14. How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

I would also say high though again just like the entire college, you know, it has sort of dropped maybe two notches.

15. How would you describe the morale of the Centre for Applied Management this year, 2000-2001?

This year again, I think people are kind of disillusioned. Maybe disillusioned is not the proper word. People are kind of anxious. I would use the same term as at the College in

the sense that we don't know who's going to be the program leader or who's going to be the team leader. You know, we only read e-mails and stuff like that and we want to know and therefore; the morale has been again dampened. The level has gone down a little bit.

16. Do you think that the Centre or institution morale has an impact on how successfully you teach?

Definitely, I think so. I believe that the morale of the institution, fellow instructors, the climate of the institution, all these are factors that effect how an instructor teaches. Either he or she becomes effective or ineffective and I believe that's because I know it happens, it effects me.

17. Do you think that the Centre or institution morale has an impact on how learners perceive how successful you are in the classroom?

I think they do. They do because you see when you have low morale your thinking and your reasoning and even your non-verbals in the class give you away and if the students are smart enough they can tell that you are in a bad mood. They know something is effecting you.

18. If there were variations in student perceptions of your success, meaning your evaluations in the classroom in either last year or this year, why do you think those variations occurred?

Again that could be based on number 1, how I presented myself during class. It could be only one episode, or maybe several episodes, by an episode I mean classes. That's one major factor, as far as I'm concerned, in terms of the way I present myself and also the way I plan my lessons, the way I talk to the students, and relate to them. On the other

hand though, it could be the way they perceive me and could also be based on their temperament. That morning or that afternoon you know, when we meet and the way I feel and the way they feel could have been caused by the climate of the institution or it could be personal reasons. I sometimes bring some psychological baggage with me to work and same thing with my students, they might bring some psychological baggage with them to class. Therefore; they sit there and though I might be at my level best and plan to communicate with them, but because of this, of their psychological baggage, that could be a barrier to the communication process. Right.

Framework Questions; subject # 105

1. In which department and program are you employed?

I'm under the Applied Management Centre and I'm with the Travel and Tourism Programs.

2. What's your position or title?

I'm an instructor there. I'm an hourly instructor for the program.

- 3a. How many years have you?

12 Years.

- 3b. How long have you been a member of the College staff, did you come from another department or?

No, just when I was hired at that point 12 years ago, I was out in the community. The business community before.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year of 1999 - 2000, last year?

I feel that the student's at that point in time, were maybe concerned about the increases of tuition that type of thing. Those students that were going to be graduating at that point in time, were worried about the job opportunities out there that might be available and after being in school for some time would they have to take a \$7.00 an hour job. That's what I was feeling from the students.

5. What were some of the conditions and factors that influenced the institutional climate last year in a 1999-2000, like what do you think was going on in our community that influenced the climate?

Well I just know at that point in time, there was a lot of discussion and they were trying to build the TEC 2000 wing and the students had a lot of input in that. They were speaking to a lot of government officials, we had some forums and so on, where the local government officials were in speaking to the students regarding tuition and the future of Alberta.

- 6&7. How would you describe the staff morale at Lethbridge Community College last year 1999-2000?

I would say a lot of them were quite frustrated. I felt that they felt the work load had increased, there wasn't maybe enough money out there in our budgets to do all the things that we wanted to do for our students with our students. I would say a lot of frustration, a lack of money that we could utilize for the students.

8. How would you describe institutional climate at LCC in the academic year 2000-2001?

I seem to notice a difference. Things seem to be a lot better with the announcement that there's a tuition freeze, the grand opening of our TEC 2000 that new wing. The students, the staff, everything seems to be a bit better. People seem to be a bit more positive.

9. What were some of the conditions and factors that influenced institutional climate for this year (2000-2001), can you think of more than what you just said?

Well I think that LCC is forming more and more partnerships out in the business community, so you'll see every now and then that there are big recruiters from companies such as Pratt Whitney. They will be in here training some of their employees to pick up the new required skills they need. Students see that, they see all the partnerships we've built out in that community. I think the students are starting to feel that they are valued, that they are truly the customer, and that we need to work for them. With the announcement now that there's new residences going up for them, there'll be more room, maybe more affordable, it's a little closer for them, they don't have to be busing or driving. Those are a few of the things that I can think of.

10 - 13 No data

14. How would you describe the institutional climate of the Centre for Applied Management in the academic year 1999-2000 last year?

I'm trying to think (laugh) I think we're doing fine. I find that when we notice the people from other Centres, their just experiencing either the same frustrations or their in the same positions we are lack of funding or worried about meeting the quotas of the students to keep programs going, but in general, I think applied management is okay. Yes I do.

15. How would you describe the staff morale of the Centre for Applied Management in the academic year, 2000-2001?

I think it has improved. I don't know it just seems like people's outlook is a little bit more positive. It seems now some of our wants are being met either through faculty you know our personal things, (there were hourly position being

re-categorized to adjunct positions) or we're aloud to spend a little bit more in some of the needed areas. The enrollment seems to be up in some of the areas, so I think it's doing better in the last year.

16. Do you think that the center or institution morale has an impact on how successful you teach?

Absolutely, absolutely. If the group that you happen to be in with, if you see everyone is down and so on, it eventually effects you. I think that how your feeling comes across to your student, absolutely. So if your not too positive there is an impact on the students, absolutely.

17. Do you think that the center or institution morale has an impact on how learners perceive how successful you are in the classroom?

Repeat that to me one more time Gwen? (Do you think that the center or institution morale has an impact on how learners perceive how you do in the classroom, so the last question was, Do you think that center or institution morale has an impact on how successful you teach and then the next one is do you think that center institution morale has an impact on how learners perceive how successful you are in the classroom?) Yes, I do. I think it has an impact there as well. If they've heard in the past that 'this program is excellent or that program is excellent' and you yourself are giving off that feeling, that impression through your professional, yes, absolutely. I think it's very evident to the student if the program seems on the up and up... good bunch of staff, I've heard good things from past students, sure.

18. If there were variations in student perceptions (yes) of your success in the classroom in either 99-2000 or 2001 why do you think those variations occurred?

They probably have occurred. It was probably based on what was going on in my life personally. You know if you've got an awful lot of stress or you've taken on too much in one particular year, I think it shows up. That was the case last year. I was oh my goodness (laugh), I was involved in an awful lot and now this year I've decided 'no' I've have to cut down on a few things. Last year I did a fine job, but I think this year I'm giving even more to the students than I had last year because I have more time. My mind is free (laugh). Absolutely, now I have a few little extra things that I can throw in to help the students learn, I can give more examples.

Framework Questions; subject #106

1. In which department and program are you employed?

The Fashion Design Merchandising Department.

2. What is your position or title?

I have a couple. I'm an instructor and a lab technician.

- 3a. How long have you been in the position?

This will be my fourth semester.

- 3b. How long have you been a member of the College staff?

Four semesters, plus one year when I was in college. I was a lab assistant.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 1999-2000? So last year and that's the overall the whole institution, to the best of your knowledge.

It was okay. I know the students felt that they were a little bit lost with the overall, like where everything was in their comfort zone of how well they understood the whole

institution and where they could find any help that they needed. I know that was a little bit difficult and otherwise good things.

5. What were some of the conditions and factors that influenced institutional climate last year, so 1999-2000, so you've already said a couple of them, was there anymore you wanted to add?

Factors, oh another thing which was major too, was the cost of things and not being able to get the aid and support from the college that a lot of other programs received. (no funds for field trips and extra software) I know that really effects the students and how they feel about the school. If they feel they are not being supported they don't really want to promote the school and help out with the school as much as they would ordinarily. (Student usually work career fairs and are required to keep the labs reasonably straight, etc.)

- 6&7. How would you describe the staff morale at LCC in the academic year 1999-2000, and that's the overall college, to the best of your knowledge?

It was my first year, so it wasn't that great for me. It was a rough first semester actually, because I'm younger. People didn't really take me in as a serious staff member. Also the morale between the rest of the college and the Fashion Department was kind of in a bind because we had different methods of getting things done. (issues with bookstore and finance) We've changed that, but I think that kind of threw off different departments and created some strain so we had to work with them and get everyone so that they could work well together and make it more of a team based atmosphere. We're talking morale here not climate right (laugh), (yes, staff morale) but that still has to do with their attitudes. I find that their attitudes are a lot smoother and easier to deal with now than

they were previously.

- 8&9. How would you describe institutional climate at LCC this year so the overall institutional climate, 2000-2001?

I think it's a lot better. I'm also more familiar, so I also feel it's better because if students have a problem or something I can send them to the correct department. I'm more aware of what's here at the school too, so that helps the overall environment and stuff. Getting to know everyone in different departments and stuff, helps the program work better as a team with the rest of the institution and that has to do with just getting to know what their jobs are so we can concentrate more on the program rather than trying to be the librarian and the bookstore.

- 10&11. How would you describe the staff morale at LCC this year, so 2000-2001?

It's a lot better now and I'm also learning how to be more professional with them too. I know the fashion departments only has a few staff members that are here regularly, so it's really good because the business people have really tried to, applied management staff members, have really tried to include us. It also helps with the new coordinator and stuff. It has cleared up the morale between everybody, it's really smooth.

12. How would you describe the climate of the Centre for Applied Management 1999-2000, so last year, so more localized?

There was nothing bad, nothing really stands out though. I didn't really know a lot of people and I was really busy (laugh). The team leader was helpful on teaching me how to teach (laugh).

13. How would you describe the staff morale of the Centre for Applied Management last year, so 1999-2000?

It was fine, I don't really recall anything bad.

14. How would you describe the climate of the Centre for Applied Management this year 2000-2001?

It's good, it's getting more diversified since the new building is coming up. The building is making a big difference because we aren't focused on the same things anymore so that's one thing that's sort of breaking the team kind of atmosphere. But it's not a major deal, I mean the environment is still really good, everyone is helpful if you have any questions or need anything.

15. How would you describe the staff morale of the Centre for Applied Management, this year?

The faculty are on a little bit of a different track than the rest of us in the fashion department. (laugh) They've all been here a lot longer and they're, most of them are full time. They talk about things that are way beyond my realm so there's a few things that I don't know. I don't sit in the staff room because of that, because I'm not really aware of what they are talking about. (so you would say the morale was?) Oh, it's still really good. Everyone gets along really well and you can all joke around with any of them, which is good. You need that in your working environment I think, cause you spend most of your life there.

16. Do you think that Centre or institution morale has an impact on how successful you teach, so does it effect you?

Definitely. If you have any problems or you need any help from anyone and if you feel like you can't go to certain instructors or certain departments or even a certain area within the school, then you're never going to improve on your teaching skills, a lot of

times to the people from Curriculum and Instruction can. They'll suggest things that will help you or they can get you thinking in a different way.

They're willing to go out of their way to get you stuff that will improve your classes or you know, just let you focus more on what you're suppose to, how to teach and you know, an easier way to do it.

17. Do you think that Centre or institution morale has an impact on how learners perceive how successful you are in the classroom?

Oh, definitely. I can see a big difference from last year versus this year, cause I know, I think the overall morale especially of the department has increased quite a bit this year versus last year and I know that the students are a lot healthier, happier with the program this year. I mean everything changes, so the programs had to change with the environment and we're doing that and that's really also helping not only the morale between the instructors, but also with the students. They're just learning a lot easier and enjoying it more.

18. If there were variations in student perception of your success, meaning your students evaluations in the classroom in either last year or this year why do you think those variations occurred?

Cause last year I didn't really know what I was doing (laugh), no, I'm just kidding.

Actually I really didn't (laugh). It was my first year so lots of people helped out and tried to help me, but it was also difficult because we had a coordinator who didn't have the education or the instructional experience and I think that makes a big difference. Now, if a problem occurs or as soon as a problem occurs I have someone I can go to immediately and get results from and then she'll just give me some suggestions, then for the next time

I'm usually more prepared so the problem doesn't arise. So it makes a big difference.

Framework questions; subject #107

1. In which department and program are you employed?

In the Department or Centre of Applied Management and I'm in the Travel and Tourism program.

2. What is your position or title?

Program leader and instructor.

- 3a. How long have you been in the position?

In this position, about 13 years.

- 3b. How long have you been a member of the College staff?

16 years.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 1999-

2000? That's last year and that's the overall climate of the whole institution.

In a word, tense. I think that there were a lot of changes happening that people didn't want to accept and maybe didn't understand and I think there was quite a lot of tension and people were concerned about what their job status would be or what their job description would be. So I think last year was pretty unsettled.

5. What were some of the conditions and factors that influenced the institutional climate last year, the academic year 1999-2000?

Well I think because there were changes I think that people just inherently don't like to change, they want things to remain the same and I think because there were a lot of changes happening or trying to happen. I think that administration would like certain

things to happen and people were afraid and they didn't know what to do or how to deal with it. Maybe they weren't ready for the change, I don't know if anybody ever is. I don't think it was lack of communication. I kept hearing that a lot last year, 'well we didn't know.' We didn't know but then how come I knew, I just put my e-mail on all the time and there it all was. I think they chose not to know. I don't think they were opening themselves up to let it happen. I think they were closed up, didn't want to know and wanted to use that against the change, not necessarily against administration, they just didn't wanna make any changes. They like things the way they were.

- 6&7. How would you describe the staff morale at LCC in the academic year 1999-2000, so last year and the overall institutional morale?

Again I think it was tense. The morale, people were listening to rumors and they would you know, grow and expand on them. Frankly I try and stay out of that, so in my own area last year wasn't bad. It wasn't too bad because in our industry change is constant and in fact, I found that lack of change to be frustrating here and so do my instructors because they are industry people. So last year I thought the college was, the morale was not great. I could hear things in the hallway and then I would try and stay away from it, but it was there you couldn't escape. But within my program it wasn't bad last year.

- 8&9. How would you describe institutional climate at LCC in the academic year 2000-2001 so this year and the overall institutional climate?

I think this year's much better. People seem more accepting, they realize that they are not going to be made or forced to do something they can't do and I think they are beginning to realize what they can do and they have starting to see the team work in the Centre because this is of course, the only center that I'm familiar with. I think they've started to

realize it's teamwork and I think that the morale overall is much better than last year.

I think it had to go through that last year and this year it's kind of settled down. They realize that change can be good.

10&11. How would you describe the staff morale at LCC in this academic year 2000,2001?

Just from meeting them, overhearing little conversations in the hall, staff morale seems to be better this year, but within my own program it's not. So mine is different. It's reversed, but now I have instructors that are working so hard to attain something and now they're afraid that they will not be getting what they are working toward and so mine is a little unsettled this year. But overall, I think the rest of the college seems to be better and it's moving in the right direction. (Good you answered number 11 as well.)

12. How would you describe the climate of the Centre for Applied Management last year, so 1999-2000?

Again, tense. I guess that's what I was talking about more this center than the college before because I don't really know the whole college. This is the center I understand and I think it was tense last year, people were afraid.

13. How would you describe the staff morale of the Centre for Applied Management last year so 1999-2000?

Fear. I think last year they were still afraid or they didn't know what was gonna happen.

14. How would you describe the climate of the Centre for Applied Management in the academic year 2000-2001 so this year? That's the climate, the atmosphere in the centre? I think it's almost done a complete turn around and the people are more relaxed and able to accept the change and are willing to work toward it.

15. How would you describe the staff morale of the Center for Applied Management in this

academic year 2000-2001?

Much better, improved and again working in the right direction. I think that they are feeling better about themselves and this Centre and the whole concept of Centres of excellence all together.

16. Do you think that the Centre or institution morale has an impact on how successfully you teach?

Yes I do. (And why do you think that?) If you are upbeat, enthusiastic and excited about your job, that comes across to the student. If you come into a classroom and you are down on yourself, on your surroundings, on your position, you can't teach them to be excited about the subject when you are not, and it is a direct relationship.

17. Do you think that Centre or institution morale has an impact on how learners perceive how successful you are in the classroom, so really the student evaluations?
- I do. I think there's a direct correlation there again because you can't be excited about a subject if your not excited period and the students see that, the students pick that up. I think it effects the way you dress, they way you walk, the way you talk, everything about you is effected, so when you walk in that classroom the first thing they see is you. You are going to make an impression on them, one way or the other, and if your down it shows.
18. If there were variations in student perception of your success in the classroom in either 1999-2000 or 2000-2001 why do you think those variations occurred? So in your student evaluations last year and this year if there's variations, why do you think they occurred?
- I do think there is because I changed classes. The actual class I was teaching this year didn't happen and I taught a class that I hadn't taught before and kind of came in at the last minute to teach it so...

Framework Questions; subject #108

1. In which department or program are you employed?
- Centre for Applied Management, Computer Information Department.
2. What is your position or title?
- I'm currently an adjunct instructor.
- 3a. How long have you been in this position?
- This is my second year as an adjunct with this department.
- 3b. How long have you been a member of the College staff?
- For approximately 3½ to 4 years, I believe.

I'd like to ask you some questions about institutional climate and staff morale?

4. How would you describe the institutional climate at LCC in the academic year 1999-2000, so last year?

The climate. The climate was affected by the climate itself, which sounds ironic but I'm just thinking about the physical climate itself. When we talk about our computer labs which is where I primarily instruct I found that physically, because the temperature controls were way out of wack, that a lot of the learning or a lot of the delivery even was made more difficult because it was either very hot in the classrooms or very, very cold to the facilitate to the point where we had one pregnant student who eventually did drop the class as she couldn't take the heat and I couldn't actually blame her. I found that was a difficult climate in which to work, and again that, that's really where I was positioned more so than in a typical classroom. I found that otherwise the class sizes themselves were fine. I felt, I myself felt that we were provided with good support tools, supportive staff that's my take on it. It really was the classroom conditions themselves are what affected the teaching as well as the learning than anything else.

5. What were some of the conditions and factors that influenced the institutional climate in that same year, so last year?

Difficult. (Difficult?) It was difficult, I would say it was difficult. It was workable from my point of view. I was able to work through it, I can't say the same necessarily for the students. The other thing I should mention, sorry, as a factor was at sometimes the hardware and software weren't properly configured and that also had an impact on me as well as the students and that was not something that was always manageable. That was poor as opposed to difficult. (Did that effected the mood, do you think?) It did somewhat

for the students I would almost say discouraging in a sense again because it was so difficult to overcome. It's one thing to have hardware and software that doesn't work and that's very frustrating, but then add to that on top the fact that it's hotter than heck. How does a student possibly concentrate or take notes without falling asleep during class? That was where I really felt badly for the students. For myself, it became frustrating towards the end just because there did not appear to be an end in sight with these problems.

6. How would you describe the staff morale at LCC in the academic year 1999-2000, so last year?

Not bad. I would say average. That's my opinion is that it was average. It was not particularly high neither low and again if we talk about the environment itself, I experienced a lot of factors that other instructors also did and I'm sure there are instructors in other classrooms in the college that experienced their own sets of problems. I'd say we typically had our, I guess, we had our typical Bitch Sessions about what's working and what's not working. Yes, but these are things that I think you would have in any large institution where you require a high level of support that is not always there. (So you would say that the conditions or factors that influenced institutional climate for the staff, were support?) Yes, that was the biggest thing that made it dysfunctional. The support seemed to be, yes, I would have to say support. (And what do you mean by support?) The software support from computer services and hardware support. Their responses were very slow unless we made it very clear that it was an urgent problem, but even at that we weren't sure if we were necessarily getting the help as immediately as it was required. And then again, speaking to the climate, the hot/cold conditions that

seemed to be an ongoing problem. I'm sure that it had been looked into. I know that we'd seen people around looking into it, but there didn't seem to be resolution. So again there was some frustration that way.

8.&9. How would you describe the institutional climate at LCC in the academic year 2000-2001?

The climate is less comfortable. It's less comfortable if we talk about conditions that effect morale. I would say the fact that we are, we've been told that were going to be undergoing some change. I know that we have been told that we were given an opportunity to have input, we have been told several things. I don't believe that the communications have been as open as we have been told that they are and that creates more of a negative climate definitely. It's less comfortable for the instructors, the level of uncertainty and there is still a tremendous level of uncertainty despite the fact that again, we have been told here are the plans. I'd say that the climate, not the physical so much as the factors effecting our conditions, are making the climate a little less favorable. (So worse than last year?) It's worse than last year, but on the other hand this is a climate change that is not necessarily directly linked to the classroom either. Whereas I'm saying the conditions that I found were difficult last year were more classroom related, these are more the political, more the administrative types of issues, outside of the classroom that can still have a tremendous impact.

10.&11. How would you describe the staff morale at Lethbridge Community College in the academic year of 2000-2001?

It's lower.

And what were some of the conditions and factors that influenced institutional climate in

2000-2001?

Again, the fact that there has been very poor communications. We've been told that there's a great amount of communication, but I don't believe there has been. I don't believe we've been given an opportunity and I don't think we're going to be given that opportunity and no one believes it either.

12. How would you describe the climate of the Centre for Applied Management in the academic year 1999-2000, so that's last year?

Coming from the Centre, I think my response is from the previous question were reflective more so of the Centre. Overall again, that I found the climate... we were disgruntled somewhat with the climate, but I found they were more the physical factors. At least that's what I found, just physical working conditions in the classrooms.

13. How would you describe the staff Morale for the Centre for Applied Management last year, 1999-2000?

Again I thought it was average. We had some people who were, who had lower morale and I think it's because there had been a change in the way the contracts were being set up. So we had some people again facing some uncertainties and that's really all there was to it. I think the morale dropped cause they were not certain and there didn't seem to be a definite path that they were working towards, or it did not appear that they had options for themselves. So again, that uncertainty.

14. How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

Poor.

15. How would you describe the staff morale of the Centre for Applied Management in this

year?

Lower than last, definitely.

16. Do you think that Centre or institutional morale has an impact on how successful you teach?

For me, no. I tend to want to go in the classroom and focus on what I'm suppose to be doing there. I think I like that I'm able to check in my attitudes and my feelings about all of the other political administrative issues at the door, go into the classroom and deliver what I'm suppose to be delivering. I love that. So I'm able to go in and just get kind of swept away in what I'm doing. It's when I go back to my office that the rest of it catches up with me. That's what it seems.

17. Do you think that Centre or institution morale has an impact on how learners perceive how successful you are in the classroom?

It may, I think that will depend on the instructor. As I said, I don't think that my teaching has been effected. I don't believe that it's been effected at this point, so I don't think that my learners have been effected necessarily by these changes. I haven't told them of the changes, I don't know if they need to know of the changes right now and I haven't brought that into the classroom as an issue. On the other hand if I were another type of instructor who brought this sort of idea into the classroom, I think it would detract from my delivery because I certainly wouldn't be focusing on the subject material at hand.

18. If there were variations in student perceptions of your success in the classroom either last year or this year, why do you think those variations occurred, would there be anything else that occurred?

There's one thing I would say has been a bit of a change between teaching particularly

one class between last year. Last year one of the courses I taught was predominantly programming and the last time I taught was in the summer where there was absolutely no fight for lab space time or anything at all and I went into the lab for every single day, every single class. I found that it was fantastic because we could discuss a theory, I could describe it on the board, but then because we had the computers right in front of us we were able to try it out and test it and make sure it worked right away. This year, because we're back in the regular routine of things, it's a five credit course we spend two of the five hours per week in the lab and the remaining three are strictly in the classroom I find that's a little more difficult. So I'd have to say that I'm feeling there's a definite change there. I'll be interested to see as well, what my results look like.

Framework Questions; Subject # 109

1. In which department and program are you employed?
Computer Information Technology, Centre for Applied Management.
2. What is your position or title?
Instructor and Program Leader.
- 3a. How long have you been in the position?
2 years.
- 3b. How long have you been a member of the College staff?
10 years.
I'd like to ask you some questions about institutional climate and staff morale.
4. How would you describe the institutional climate at LCC in the academic year 1999-2000, so last year and that's institutional climate meaning overall, the whole campus? What type of terms, good, fair? (Yes.) Last year, I would say it was good. Things

seemed to be settled. A little more settled.

5. What were some of the conditions and factors that influenced the climate last year in the academic year 1999-2000?

Because there had been so much change in the previous couple of years, it seemed that people were starting to feel more comfortable with what their position was, who their boss was, and what the boss's authority was. So we kinda knew better where we were.

6. How would you describe the staff morale at LCC in the academic year 1999-2000, so last year?

I only know those that I work with most closely and we were positive. I think we felt that we were making headway.

7. What were some of the conditions and factors that influenced institutional staff morale last year?

Well obviously management, program growth, and direction. Just feeling like we had some direction. (So you felt like you were getting on your feet or...) Exactly, after the changes we felt like we knew where we were headed. We felt like we had some control, that's another big thing last year. We took a lot more control of our program and that made a big difference for us and we were feeling pretty happy.

8. How would you describe institutional climate at LCC this year, so 2000-2001 that's institutional and that's the climate?

(laugh) Very disrupted! Difficult, fragmented, all of the same we don't feel like we are part of the new direction. You know, you can't see it yet, it's not clear. So it's hard to make plans when there's so many things up in the air. We're not sure where we're going.

9. What were some of the conditions and factors that influenced institutional climate

in this year 2000-2001?

Structural change obviously. Management change and then how that affects the people who are working with that management. So for example, if our Centre leader changes, the program leader won't want to be program leader. Who else in the department is willing to take on that responsibility and if that program leader isn't there, what happens within that whole program? That was huge, that is huge and there's a lot of worry.

10.&11. How would you describe the staff morale at LCC this year, so the overall institutional morale for the academic year 2000-2001?

You know it's hard for me, because I don't... it's a big institutional. Overall, people are pretty fed up. I mean not that people don't like change or you know, say that change isn't a good thing, but change just for change is not a good thing. I think overall people are fed up. I think people have started saying that there is incompetence at fairly high levels and if change is good at our level, maybe change is good at higher levels as well. So I would say from the few that I have talked to institutionally, they are fed up with this changing their mind every 2 and 3 years. It's crazy.

12. How would you describe the climate of the Centre for Applied Management last year, so 1999-2000?

I think last year the rumors started spreading that there might be a review of the previous change and if it was appropriate. I think factions started to become apparent. So the division started a bit last year in the Centre just because you know, there was talk that this review was going to happen.

13. How would you describe the staff morale of the Centre for Applied Management last

year, 1999-2000?

I would say still fairly positive. There was direction, things had settled down, everybody was getting to know their job a little bit better you know as far as administration goes, and their place in the organization. So I would say it was better last year.

14.&15 How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

(laugh) Well now with this change coming down and no one being sure about who's going to be where and what their roles might be, I would say people are worried. There's definitely... we're separating and some people feel one way and some people feel another way and then that almost causes difficulties in your own relationships with people you work with. So that's unfortunate that it might effect that. So you have to be kind of careful how you talk to other people because they could say 'well I think that so and so is terrible' and how do you say 'well you know I think that person's great.' It's just difficult, it makes our relationships difficult and back to the question again morale in the center this year, that has been difficult and I think that faculty morale is. Let's declare the incompetence where it is and a let's deal with it. (As faculty, so you believe it's down or...) Morale is way down. Way down.

16. Do you think that the Centre or institution morale has an impact on how successful you teach?

Absolutely 100% sure, yes. (And why do you think that is?) Because I know if I'm feeling down or low or dissatisfied with management and the role that I'm playing or I'm forced to play or whatever, then I'm not happy in the class. I'm not happy, I'm not. I'm just not doing the kind of things that I should be.

17. Do you think that the Centre or institution morale has an impact on how learners perceive how successful you are in the classroom, so your student evaluations, do you think it effects them?

I don't know how perceptive they are. I know I feel a difference, but I hope that we can be professional enough in the classroom still that they think we're doing our job. But I'm afraid it might show, I'm afraid it might.

18. If there were variations in student perceptions of your success in the classroom, so your student evaluations in either last year or this year, why do you think those variations occurred, were there any other variables that may have effected you between last year and this year?

Definitely the groups, student groups I taught second year last year. This year I'm teaching a first year group. Last year I was teaching people who have already kind of been pre-screened, made it through first year and they are in the second year. This is the screening course that I'm teaching, so you know all those factors would make a difference as well.

Framework Questions: subject # 110

1. In which department and program are you employed?

I work in the Fashion Design Program.

And in which department or centre?

Centre for Applied Management.

2. What is your position or title?

I am the program leader there.

- 3a. How long have you been in this position?

Since August of 2000, so that would be about 6 months.

- 3b. How long have you been a member of the College staff?

For about 4 years.

I'd like to ask you some questions about institutional climate and staff morale.

4. How would you describe the institutional climate at LCC in the academic year 1999-2000?

I think with the staff I noticed some frustration, some discouragement and yet within groups of people, smaller groups, I noticed that they enjoyed their colleagues. They enjoyed their jobs like there was a good morale with smaller groups of people, but seemingly when the larger groups of people got together a lot of frustration was coming out.

5. What were some of the conditions and factors that influenced institutional climate in 1999-2000?

I think there were comments on job descriptions or responsibilities, either that they needed to change and haven't changed or that they had changed and had changed too much or they weren't reflective of what the person was actually doing in the position. I think there was some frustration expressed with other things like retirement issues, benefits packages, time off, or work hours required. That kind of stuff.

6. How would you describe the staff morale at Lethbridge Community College in the Academic year 1999-2000?

Now are you confused about, I'm confused between what I just answered and what your asking me now? (Institutional climate is the atmosphere. It's the impression you get, it's how people are feeling. The staff morale is specific.) To staff morale,

I think it depends on which staff you were talking to. I think my impression is the instructors, in general, seemed happier than support staff. I'm not sure if that's the kind of... I'm not sure if I'm answering the question.

8. How would you describe the institutional climate of LCC in the academic year 2000 - 2001. Now let me re-frame 'institutional climate'? That's not just specific to the staff around you, that's the whole institution. So, how do you think the institution was feeling? What was the climate there?

I think there was more optimism now then there was from everyone. I think the students are a little happier. There seems to be more interaction between various groups of people. I think there's less negativity.

9. What were some of the conditions and factors that influenced institutional climate in 2000-2001?

I think things like meeting the goals with the TEC Wing and the fund raising. I think there's also an effort to raise awareness of the College, in general, and people are either happier being students here or happier working here. It's more visibility for the College and I think that's affected the climate. The visibility.

10. How would you describe the staff morale Lethbridge Community College in the academic year of 2000-2001? So, how are the people around you feeling?

I think there's more positivity this year than last. There are still specific problems that people would like to have addressed, but I think there is also an understanding that there are pathways to do that or opportunities to do that and so it's better. Problems may not all be solved, but there's a way to address them.

12. How could you describe, the climate of Centre for Applied Management in the Academic

Year 1999-2000? So last year? Now think of the overall Centre. The Centre, in place of the institutional perspective?

I think there was still some discouragement expressed in meetings at times or you know, just listening to comments in the staff room and things like that. I think the majority of the staff, the climate, the majority of the climate was positive, but there were still some rumblings underneath of frustrations or whatever.

13. How would you describe the staff morale of the Centre for Applied Management in the Academic year of 1999-2000?

I think it was mostly good, morale was mostly good. I think there was select people that may have been frustrated or negative in regards to their own situations, but generally I think the morale was good in the Centre.

14. How would you describe the climate of the Centre for Applied Management in the academic year 2000-2001, so this year, How would you describe the climate, in general?

Mostly the same. I think along with changes in people, because some people have left and some people have come in that are new, I'm noticing an interest from the people that are new to do a good job and to fit in with the staff that they work with. There's good morale and I think overall the climate, I think it's a little better this year. I think the new blood has had something to do with that. That's what I think.

15. How would you describe the staff morale the Centre for Applied Management in the Academic year 2000-2001?

I think it's mostly good. Again you hear rumblings from people about specific things, but I think overall it's good. If I can make a comparison because I have had interaction with other centres, and people in other centres, I think what we have here is better than what

I've seen anywhere else on campus.

16. Do you think that centre or institutional morale has an impact on how successfully you teach? On how successfully I teach, the, the morale of the institution? Yes, do you think that the centre or institutional morale has an impact on how successfully you teach, so either or?

For me, no. I find that my teaching is a focus and if the institution morale is down, that doesn't effect it. No, my main concern is with the students in the classroom, the teaching, and what I'm presenting with the course. For me no, I would have to say no.

17. Do you think that centre or institutional morale has an impact on how learners perceive how successful you are in the classroom?

I think that would depend on the instructor. I think if the instructor is positive and they are enjoying the teaching experience, if their interested in the subject that they are teaching, if they can also relay to the learners that these skills are important or the knowledge that their gaining is important, and if the instructor is positive I think that's what has more of an effect on the learners than what's happening in somebody else's office.

18. If there were variations in students perceptions of your success in the classroom in either 1999-2000 or 2001, why do you think those variations occurred?

I would say that if there were variations, it's because of the things that maybe directly effecting the students. If there are issues for example, going on in administration or in Centres or whatever, I think if the students perceive that they are not effected by those decisions directly then the variations are less. If they do feel that they are effected or their instructor is effected, then they'll show that more. Can you say the question again? (If

there were variations in student perceptions of your success in the classroom in either 1999-2000 or 2001, why do you think those variations occurred?) I do think that there's a correlation between how the students are effected themselves versus what the issues are because there will always be issues, but I think if the students perceive that their effected directly, that's what matters.

Framework Questions; subject #111

1. In which department and program are you employed?
Office Administration in the Centre for Applied Management.
2. What is your position or title?
Program Leader as well as instructor.
- 3a. How long have you been in the position?
Nine years.
- 3b. How long have you been a member of the College staff?
17 years. (Laugh).
I'd like to ask you some questions about institutional climate and staff morale.
4. How would you describe the institutional climate at LCC in the academic year 1999-2000? So, that's last year?
I would rate it as poor.
5. What were some of the conditions and factors that influenced that rating, like why do you think that is?
I think the lack of communication within the institution and I think it's kind of an ongoing thing. Specifics would be like our scheduling, you know going to a different way of offering the courses and we didn't have very much input and it, I think, that have

caused it to be rather poor.

6. How would you describe staff morale at LCC last year, 1999-2000?

Well, overall it's hard to comment because we tend to stay in our own Centres an awful lot. But from talking with the odd individual in other parts of the college I would say that it's not that great.

7. What were some of the conditions and factors that influenced staff morale last year, 1999-2000, why do you think it wasn't great, the morale that is?

Again the lack of communication. I think decisions coming from administration that maybe we didn't have as much input into even though administration is saying we did have a chance to have the input. In some cases I don't think we did.

8. How would you describe institutional climate at LCC this year? So 2000-2001, that's institutional, not just our center?

I think it's pretty much the same. I don't think there's been enough changes made that it's improved.

9. What were some of the conditions or factors that influenced institutional morale, so why do you think it hasn't changed?

Cause there hasn't been any administration changes. I think it's business as usual for the last two years.

- 10&11. How would you describe the staff morale at LCC this year, 2000-2001?

I don't think it's good, I really don't. I think it depends on the area and what's happening, but like I said I've kinda removed myself a little bit from the rest of the college and some ways I've done that in order to stay positive here. You know, if you kinda, it's like the old stick your head in the sand sort of thing. If you don't get really involved you don't get

as upset about it. (Laugh), it's not a good way to be, but I've been involved with it you know, with being on academic council and those sort of things and I just, it does get to you after awhile. If you remove yourself from it and just do your teaching and stay within your own Centre, things are good. (Laugh).

12. How would you describe the climate of the Centre for Applied Management last year, 1999-2000?

I don't think it would be as poor as for the whole institution. I think the people that are within our Centre have positive attitudes and I think it would be better than the institutional climate. I really do think that.

13. How would you describe the staff morale of the Centre for Applied Management last year, 1999-2000?

I think it was mixed. I think there's some that have issues and I think there's some that have taken the same attitude as me. We're here for the students and regardless of what's going on in the institution you have to be able to teach your courses, keep your students happy, do what you have to do for them and that's why we're here.

14. How would you describe the climate of the Centre for Applied Management this year, 2000-2001?

I don't think it's changed a whole lot. I think we've had a little bit more communication this year, you know. Again there's some that probably would say it's terrible and I think there's some with real positive attitudes that just don't know change a whole lot. But it's who you're talking to (laugh). It's a terrible thing to say.

15. How would you describe the staff morale of the Centre for Applied Management this year, 2000-2001?

I think it's about the same as last year if you look at it in the big picture. I think so.

16. Do you think that the Centre or institution morale has an impact on how successful you teach?

No I don't. (And why do you think that is?) You have to get a mind set that, I mean granted there are things going on around you all the time, but when you go into that classroom your students are your focus and things can be terrible in the Centre, or in the institution, but I mean it's not the students fault and you just have to focus on getting that material across and that you're here for them.

17. Do you think that the Centre or institution morale has an impact on how learners perceive how successful you are in the classroom?

No. Well I suppose if I had (laugh), if my morale was, I suppose it would. I think so.

(Okay, why do you think that?) Well, I'm just thinking of certain individuals who are so upset with what's going on around here and it just seems to be eating at them and it's going into all aspects of their life. So it must be going into the classroom, I know.

18. If there were variables in student perceptions of your success in the classroom, meaning your evaluations last year or this year, why do you think those variations occurred?

You hope that there wouldn't be. Going back to what I said before I don't think you should be taking that into the classroom. I think if things within the institution or even within the Centre cause the learning environment to change, like we can't maintain our computers or we don't have the proper equipment to teach, definitely. Those are the sort of things that I think would effect you because it's frustrating to be in a class when your equipment is not working. But other than that, there shouldn't really be any variables I think. To me it's the same, if things are not well at home, you don't take it to the job. So

if they're not well in the administration part or the Centre, you don't take it into the classroom. That's the way I look at it.