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Faculty Perceptions Of Alignment Ofadministrative Practices With A University Missionutilizing A Hospitality Model

Duncan Dickson
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FACULTY PERCEPTIONS OF ALIGNMENT OF
ADMINISTRATIVE PRACTICES WITH A UNIVERSITY MISSION
UTILIZING A HOSPITALITY MODEL

by

DUNCAN R. DICKSON
B.A. University of Maryland, 1968
M.P.S. Cornell University, 1977

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Major Professor: LeVester Tubbs

ABSTRACT

The purpose of this study was to explore the perceptions of a university's faculty as to how the strategies, staffing policies, and systems procedures were aligned with the mission statement. Differences in perceptions were examined by college affiliation, rank, primary teaching assignment and gender. Data were analyzed to determine if there were correlations between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of organizational commitment, job satisfaction, and overall satisfaction with their job and the organization

The population for this study was comprised initially of 1363 teaching faculty members of the University of Central with more than one year of service and reduced to 1285 who were determined to meet the criteria for inclusion. The 67-item survey instrument used in this study was developed and copyrighted by Dr. Robert C. Ford (Ford et al, 2006), and was administered during January and February 2006 A total of 297 usable responses (23.1%) were returned.

An analysis of all responses indicated that there was a wide disparity in perceptions and that respondents did not believe that there was a strong alignment of mission with administrative practices, policies, and procedures. This confirmed an earlier finding as to the importance of perception (Dickson, Ford, & Upchurch, 2006, Ford et al., 2006). Significant differences in faculty perceptions by college affiliation, university

rank, and primary teaching assignment were identified. Significant differences based on gender were minimal.

The correlations of items representing level of organizational commitment were highly correlated. Items representing job satisfaction and overall satisfaction with their job and the organization were moderately intercorrelated, and the interrelationship was not strong.

The most powerful word in the English language is teacher.

Therefore this work is dedicated to all those who through the years have come in an out

of my life and taken the time and interest to teach me. Especially my greatest teachers,

my wife Carole, my mother Betty, and son Ross.

Pop, this one's for you!

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THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

Historically, universities have been impervious to public criticism. Declining

financial resources coupled with the evolution of student populations and variable

societal expectations have changed the landscape considerably (Lindholm, 2003). To

highlight this impact, the years 2002 to 2012 have been declared the decade of

accountability for higher education (Atwell & Wellman, 2002). The National Center for

Public Policy and Higher Education (NCPPHE) issued three reports on higher education

and Florida did not fare well in the six categories of preparation, participation,

affordability, completion, benefits, and learning (NCPPHE, 2000, 2002, 2004). Couple

this with the State of Florida Board of Governors' new mandate that all higher education

programs have "academic learning compacts" addressing the students' abilities in

communication, critical thinking, and discipline specific knowledge (Krist, 2005). Those

in higher education must realize that accountability by all its stakeholders has been

focused squarely on them. The Association to Advance Collegiate Schools of Business

(AACSB) developed an 'Assurance of Learning Standards' compact that required a

demonstration of skills that were essential for students to be successful in their business

careers (Legorreta, Kelley, & Sablynski, 2006). These stakeholders include state and

federal legislatures that fund universities, donors, parents, students, those who administer

grants and contracts, and accrediting bodies.

The national call for accountability has also become harder to ignore. In September, 2006, the Department of Education (DOE), led by current Department of Education Secretary, Margaret Spelling, issued a report entitled "A Test of Leadership: Charting the Future of U.S. Higher Education" (USDOE, 2006). The report sharply criticized four areas of higher education: access, affordability, quality, and accountability (USDOE). Spelling and her team, which brought "No Child Left Behind" (NCLB) into the vernacular of educators, were also responsible for creating one of the strongest assessment and accountability systems in the national K-12 system while on the staff of then Governor Bush in Texas.

The task force established to study the four areas of concern listed has taken a year to compile its report. It has used a number of other studies to assist in making its recommendations including the National Center for Public Policy and Higher Education (NCPPHE), the National Survey of Student Engagement (NSSE), and the Community College Survey of Student Engagement (CCSSE) (USDOE, 2006). The NSSE reported that institutions that were considered as having Documented Effective Educational Practices (DEEP) had policies and practices that were closely aligned with their mission statements (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005) as this was a prediction of excellent performance.

Since the federal and state governments, through their funding of financial aid programs, have been able to enforce a number of programs on institutions engaged in higher education, they have sought to develop their own assessment and accountability programs that meet the demands of state and federal legislatures. This search for

accountability has led to consideration of a wide variety of measurement processes and programs. One such option has been to assess the degree to which an institution achieves its mission. This can take the form of mission based accreditation or some other process by which the actions, policies, and processes of an institution are aligned with its mission. Empirically measuring mission alignment could possibly be one of the key methods of demonstrating excellence. Demonstrating mission alignment may well become the best measure for all stakeholders to assess the resources allocated to Higher Education.

The Secretary of Education sought to create a uniform measurement, so colleges can be gauged on a value-added proposition (USDOE, 2006). This argument seemed flawed since the development of higher education has been based on the diversity of offerings that most institutions provide their constituents. In fact, Senator Lamar Alexander (R-TN) stated in a press release; "The key to the quality of American higher education is that it is NOT one system. It is a marketplace of more than 6,000 autonomous institutions regulated primarily by competition (for students, faculty and research dollars) and by consumer choice" (Alexander, 2006, np).

The present research was based on the continuing efforts of the National Postsecondary Education Cooperative (NPEC) and its mission to develop comparative data to support the formation of policies, procedures, and actions that foster successes in undergraduate education. In the 2006 draft of "What Matters to Student Success: a Review of Literature," the authors called for further research in a number of areas. Among these were the way in which policies and practices of the institution affect student

engagement through their impact on faculty behavior (Kuh, Kinzie, Buckley, Bridges, &Hayek, 2006).

One of the most used determinants of an organization's performance has been the mission statement (Bart, 1997). Thus, understanding how an organization's mission statement is perceived by the faculty was considered to be important to the continuing research on what universities can do to assist faculty in delivering the quality education called for in the national and state policy statements. It has been imperative for institutions to determine those policies and practices that work best (Kuh et al., 2006). The importance of this understanding on how the mission is translated into employee actions and behaviors was illustrated by a comment made by Pope in *Colleges That Change Lives* (Gibbs & Thornburgh, 2006). He recommended smaller schools to high school graduates because, as he said, "at big universities, professors spend more time researching than teaching" (Gibbs & Thornburgh, p. 36). This assessment contradicted many university mission statements that proclaimed their commitment to undergraduate education and showed the challenge of aligning faculty performance with a university mission, purpose, and vision.

In the 21st century competitive marketplace for resources, the ability to demonstrate excellence has been considered as potentially the only variable differentiating institutions of higher education. An excellence metric has been the resources providers need in order to justify the expenditure of the large number of dollars on higher education. Since the publication of the classic work of Miles and Snow (1986), scholars have increasingly argued that excellent organizations insure that there is internal

alignment of administrative practices, policies, and actions with the organizational

mission (e.g., Kuh et al., 2005; Lucas, 2002, Miles & Snow, 2003). With the growing call

for accountability for effectiveness and efficiency in higher education, it has been

imperative for university and college administrators to display an excellence metric that

demonstrates the degree to which their administrative practices align with and support the

mission that the federal, state, and private funders demand.

The purpose of a mission statement has been to provide guidance in the daily

decisions, both complex and mundane, that organizational members must make. Mission

statements have not typically been etched in stone; they have been viewed as living

documents that must change with the times (Kuh, 2003). They have informed those

inside and outside the organization as to the rationale for policies and practices of an

institution (Kuh et al., 2005). Management's significant function has been to insure that

the mission is communicated and embraced at all levels of the organization. Managers

must then be vigilant to insure that the organization is doing what the mission claims it is

supposed to be doing or that there is alignment between what has been said and written

and the actions of employees.

The importance of alignment has been discussed in management literature for a

number of years. Nadler and Tushman (1997) noted its importance by stating, "Put

another way, the degree to which the strategy, work, people, structure, and culture are

smoothly aligned will determine the organization's ability to compete and succeed" (p.

214). Bart (1998) and Bart, Bontis, and Taggar (2001) found that the greater the linkage

between an organization's mission and its internal structure, policies, and procedures, the

more enhanced was employee behavior and performance. If what organizations have said and done has not guided the actions of employees, the result has been confusion rather than alignment. The human resources (HR) professionals have put an extensive amount of effort into insuring that HR procedures, practices, and policies have been aligned with the overarching vision and mission of the organization (Baird & Meshoulam, 1998; Gratton & Truss, 2003; Wright & Snell, 1998).

Ford et al. (2006), Crotts, Dickson and Ford (2005), and Dickson, Ford, and Upchurch (2006) have done considerable work applying the alignment theory to the hospitality and healthcare industries. The studies of these researchers have demonstrated that highly effective organizations with a service mission have had vision/mission statements that have been closely aligned with the daily policies and practices put in place by the line level organizational leaders (Dickson, Ford, & Upchurch; Fottler, Dickson, Ford, Bradley, & Johnson, 2006). Considering the pressure that legislatures and the public have been placing on institutions of higher learning to align their performance with benchmark service organizations, extending the alignment logic to higher education, a service organization, offers an opportunity to confirm the insights gained from hospitality and healthcare to education.

Two primary issues have been identified as needing to be accomplished if mission statements are going to be effective in yielding improved organizational performance. First they need to inspire and encourage the members of the organization to extraordinary performance (influencing behavior) and second, they need to provide guidance for the allocation of resources in a focused and consistent manner (Bart, 1997). While not

expected to contain financial goals, the mission statement has consisted of a relatively brief statement of the organization's values and beliefs and a definition of its purposes (Bart & Baetz, 1998).

A clear alignment between what a university has said and what it communicates to its faculty through its policies, procedures, and practices has served to cue the educational environment in which faculty and staff deliver the educational experience. Since faculties have been responsible for defining and implementing mission outcomes of an educational institution (Lindholm, 2001), it has been imperative for the administrative environment that shapes and guides faculty behavior to be clearly and consistently aligned with the educational mission of excellence (Blackburn & Lawrence, 1995). The influence of these perceptions of a university's environment may impact such faculty behaviors as job satisfaction, job commitment, and job performance (Lindholm, 2001).

Culture has been integral to understanding why alignment is an important construct. It is what has brought the members of an institution together. Culture is made up of mission, values, bureaucratic processes, strong administrative personalities, and has been a dominant theme in how an organization performs (Schein, 1984). The research stream in this area has been based primarily in the business literature (Lindholm, 2003; Tierney, 1988). In the late 20th century, a heightened awareness of what corporate culture was and how it was derived has increased the examination of the topic (Tierney). This could be seen when examining different institutions with comparable missions yet seeing that they performed so differently (Tierney). The impact of culture that has resulted from

varying degrees of alignment with the mission statement has often been the cause of the discrepancy.

Organizational culture has been described in terms of what is done, how it is done, and who is doing it (Tierney, 1988). The greater the degree of alignment of administrative policies, procedures, and actions with the mission, the stronger has been the influence of the culture cued by those administrative practices. In other words, a strong culture of educational excellence has been thought to be facilitated by a strong alignment of administrative actions with mission.

Unfortunately, aligning administrative practices with an organization's mission has not always been easily accomplished (Crotts, Dickson, & Ford, 2005). University presidents and provosts have frequently included their mission statements in their public speeches while obscuring the meaning of those statements in their daily practices, policies, and actions. The confusion has created uncertainty within the faculty who have been charged with delivering the excellence promised in the mission statement, both in education and research. This uncertainty has led to a number of dysfunctional outcomes including lack of organizational commitment, job dissatisfaction, and lower retention. Faculty members who do not know what the university really wants cannot help a university achieve the mission for which it and they are being held accountable (Lindholm, 2003).

Given the importance of alignment to achieving organizational excellence, there has been a surprising lack of research regarding the connection between mission statements and an organization's activities in the mission literature (Bart & Baetz, 1998;

Crotts, Dickson, & Ford, 2005; Miles & Snow, 1986, Porter, 1996; Powell, 1992;). As Bart and Baetz noted, the mission statement should be aligned with a number of organizational practices including, but not limited to, "structure, job descriptions, organizational development, training, strategic planning systems, budgeting procedures, etc." (p. 845).

As university organizations have grown in size and complexity, and they have sought to insure that everyone's efforts in the organization are integrated and focused on the mission, the issue of alignment has become increasingly important. If what the university administration does and says is not aligned with the mission, the ability of the university's faculty to achieve this mission will suffer and they will be less likely to be committed to and satisfied with the university (Volkwein & Zhou). Only by aligning mission and practices have universities been able to produce the results expected by their stakeholders and rise to a level of excellence that insures their future (Papenhausen & Einstein, 2006).

The purpose of this study was to explore the perceptions of a university's faculty as to how the strategies, staffing policies, and systems procedures have been aligned with the mission statements. "Universities and colleges increasingly face demands to be accountable to their stakeholders" (Papenhausen & Einstein, 2006 p. 15). If accountability for excellence in higher education is its new reality in the 21st century, it is essential that the results stakeholders expect can be demonstrated by affirming the degree of alignment of everyone's effort with the university's mission (Papenhausen & Einstein, 2006 p. 15).

Statement of Problem

With increasing pressure on universities and related institutions of higher education to demonstrate that they are utilizing stakeholders' resources effectively; it has been imperative that they develop metrics of excellence. The research literature has demonstrated the importance of aligning organizational mission and administrative policies, practices, and procedures to assume organizational excellence (Bart, 1998, Bart & Baetz, 1998, Ford, Sivo, Fottler, Dickson, Bradley, & Johnson, 2006). Thus, if an organization seeks excellence as part of its mission, then the degree to which its administrative actions have been aligned with mission may serve as a predictor of its ability to achieve excellence.

The study of alignment was, consequently, considered an important contribution to understanding the achievement of educational excellence. The establishing of alignment as a metric for universities was intended to provide a means to affirm the value added of the university to its society.

Definition of Terms

For the purpose of this study, the following terms and definitions were utilized:

University--An institution of higher education that awards both baccalaureate degrees and advanced degrees.

Faculty Member--An individual whose full time activity is that of an employee of an institution of higher education. A major responsibility should be that of teaching and

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not administration at the professor, associate professor, assistant professor, or instructor level.

Administrator--An individual who exercises supervisory authority over faculty members at any level, including but not limited to Department Chair, Associate/Assistant Dean, Vice President, Provost, and President.

Mission Statement--An overarching expression of what the organization stands for and intends to accomplish. This is generally published internally as well as externally.

Vision Statement--A forward looking view of how the leaders of the university see the organization in the future.

Mission Alignment--The extent to which the daily administrative practices of the organization support and enhance the mission statement.

Culture--The collective beliefs, norms, values, and standards of an organization (Ford & Heaton, 2000).

Excellence--The provision of the highest level of service and products to an organization's stakeholders.

Educational Excellence--The measure of reputation of institutions of higher education by rankings in national publications such as *U. S. News and World Report* and *Business Week*. More recently groups such as the National Center for Public Policy and Higher Education (NCPPE) and the National Survey of Student Engagement (NSSE) have attempted to use more statistically based reviews of colleges and universities to report on excellence.

Organizational Commitment--An individual's dedication to the organization, the degree of connectedness the individual feels to the organization, and the willingness to remain in the organization.

Job Satisfaction--The extent to which the chosen vocation and work position held by an individual is viewed as fulfilling.

Organizational Satisfaction--Contentment or happiness of individuals with their organization.

Organizational Culture--The beliefs, values, and/or norms of individuals that guide the organization. These can include written or unwritten policies, procedures, symbols, stories, standards, rituals or even the special language of an organization.

Stakeholders--Any person, group, or organization that has a vested interest in the institution. Examples of stakeholders in higher education are: students, parents, state and federal legislatures, United States Department of Education (USDOE), donors, faculty, administrators, other institution employees, alumni, organizations in need of research.

National Center for Public Policy and Higher Education (NCPPHE)--An independent, nonprofit, nonpartisan organization, that prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in two and four-year, public and private, for-profit and nonprofit institutions. The NCPPHE promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school.

National Survey of Student Engagement (NSSE)--An initiative of the Pew Charitable Trusts to assure quality in higher education and provide external incentives for individual colleges and universities to engage in meaningful quality improvement. NSSE information is gathered by surveying freshmen and seniors at colleges and universities.

Faculty Survey of Student Engagement (FSSE)--An initiative of the Pew Charitable Trusts to assure quality in higher education and provide external incentives for individual colleges and universities to engage in meaningful quality improvement. FSSE information is gathered by surveying faculty members at colleges and universities.

Community College Survey of Student Engagement (CCSSE)--An initiative of the Pew Charitable Trusts to assure quality in community colleges and provide external incentives for individual community colleges to engage in meaningful quality improvement. CCSSE information is gathered by surveying faculty members at community colleges.

United States Department of Education (USDOE)--United States government department headed by the Secretary of Education who is a member of the President's cabinet.

State of Florida Department of Education (FLDOE)--State governmental department which has oversight of education for K-20 in the state of Florida and seeks to increase the proficiency of Florida students by providing one seamless, efficient educational system for students.

State of Florida Board of Governors--An entity charged with providing guidance to the state university system, setting statewide policies on higher education and promoting excellence in teaching, research, and public service.

Florida Comprehensive Assessment Test (FCAT)--Assessment instrument used by the State of Florida to track student performance against national norms and determine progress of individual schools in the K-12 system.

No Child Left Behind (NCLB)--Federal Act passed by Congress in 2001 strengthening Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years.

National Postsecondary Education Cooperative (NPEC)--A voluntary partnership of postsecondary institutions, associations, government agencies, and organizations that receives funding from the National Center for Education Statistics (NCES) and the U.S. Department of Education. The NPEC mission is to promote the quality, comparability and utility of postsecondary data and information that support policy development at the federal, state, and institution levels.

Documenting Effective Educational Practice (DEEP)--A project of the Center for Postsecondary Research at Indiana University developed to identify the practices of strong performing universities and colleges in encouraging student success.

Practices--The various strategies and tactics that administrators employ to operate colleges and departments including the measurements they use to evaluate faculty and the extent to which performance standards are in place that reflect the university mission statement.

Policies/Processes--The written guidelines of various departments, colleges and of the university as a whole. Also included are the unwritten rules of those groups as long as all members understand they are to abide by them.

Association to Advance Collegiate Schools of Business (AACSB)--The accrediting association for schools of business which acts independently of any of the regional accrediting associations and is discipline specific.

<center>Limitations and Delimitations</center>

1. The data were delimited to that obtained from individuals' self-reported replies to a survey administered via an online distribution format.

2. The generalizability of results was delimited to the members of the faculty at the University of Central Florida in 2006.

3. By the nature of alignment, the results discussed were delimited to the University of Central Florida faculty's perception, No inferences were made regarding faculty members at other universities.

4. In order to keep the survey in the public view, names of faculty sent the survey were limited to those listed as faculty on the UCF college websites.

5. The lists were reduced by removing the names of Deans, Associate Deans, Department Chairs, and research faculty when noted.

<u>Assumptions</u>

1. Respondents to the survey were representative of all faculty at UCF and they answered the survey in an honest and complete manner.

2. The faculty members responding provided accurate information to all survey items based on their experience at UCF.

3. Faculty members responded in a completely voluntary and anonymous way with no hidden agenda.

4. Faculty members who responded were faculty who met the conditions as set forth in the definition of terms.

5. Respondents to the survey were aware of the mission of UCF and the daily practices of their individual colleges and departments.

<u>Significance of the Study</u>

Excellence has been the quest for most organizations and the stated goal for all Florida public universities as articulated by the Board of Governors (BOG) (State of Florida BOG, 2006). The question emerged as how to best measure excellence in an organization that does not have a profit and loss statement and when the service product is intangible and difficult to measure. A measure used by universities has been the rankings that come from various national magazines such as *Business Week* and *U.S. News and World Report*. Others have posed alumni success as a good measure of success

and excellence for colleges and universities; while still another group has relied on perceived reputation of the institution to judge quality of results.

As can be seen by the recommendation of the Secretary of Education and the efforts of state legislatures, these no longer appear to be adequate in an era of accountability. Organizations have sought to develop other measures to satisfy the expectations of stakeholders for a metric of quality. One method that can be used is to see that the mission that what an organization has espoused is actually in place and that its employees have worked to accomplish it. To determine this, the organization needs to measure the perception of its employees as to the alignment of the policies, practices, and procedures with the mission statement. Since, most high achieving organizations, including colleges and universities, have developed mission statements, it is logical that a measure of the mission statement's effect on the organization's members could be created. It is these statements that organizations have displayed as to what they stand for and what they want to accomplish. Measuring effectiveness in terms of a unique mission has become an important alternative to measures that treat all schools the same.

Universities, especially those in Florida, began to recognize that if they did not begin to monitor and measure their own standards of excellence others will. In fact, there has been a system presented, similar to the K-12 FCAT, being prepared for higher education in the State of Florida (R. E. LeMond, personal communication, September 23, 2005). The present study had sought to create a template for all universities to use to see whether those responsible for providing the educational service and producing the

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academic product believe that the leadership of their organizations was aligned with the mission.

The mandate from the Florida Board of Governors (BOG) was for Florida universities to provide excellence in teaching, research, and public service. Stakeholders, having seen reports that Florida universities are not measuring up (NCPPHE, 2002) have questioned the accountability measures being used. A study of alignment can assist an organization in identifying alignment issues so that administrators can work to solidify the message that was expressed in the mission through their daily practices.

In the Documenting Effective Educational Practice (DEEP) study, it was noticed that schools determined by the study to have a high performance also had a high adherence to practices congruent with their mission statement (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). This provided the rationale to work toward quantifying the alignment of mission statements with administrative practices. The process adopted was to survey the individuals who make a difference in producing the product. Though universities have been responsible for producing future leaders, engineers, and scientists, those instrumental in the educational production process have been the members of the faculty. Thus, the question of prime importance in the present study was "What does the faculty believe about how well the mission statement is aligned with the practices of the university administration?"

Research Questions

The following questions were used to guide the study:

1. What are the issues as perceived by the members of the faculty that reflect strong alignment with the university mission statement and what are the issues perceived by the faculty that reflect weak alignment with the university mission statement?

2. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on their college affiliation?

3. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on their rank?

4. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on the faculty members' primary teaching assignment?

5. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on their gender?

6. Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of organizational commitment?

7. Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of only job satisfaction?

8. Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of overall satisfaction with their job and the organization?

Methodology

Once the problem was identified and the problem statement developed, the research questions were formed. The research questions were used in a review of the literature to create the appropriate survey instrument.

The initial thought was to use a random stratified sample of the population for the study; however, after analyzing the number of faculty members in some of the smaller colleges, this was thought not to be practical since the possible number responding would be insufficient to provide reliable data. Consequently, it was determined to use the entire UCF faculty population for the study.

Population

The entire faculty population of the University of Central Florida was surveyed as it was the only way to insure that there were a sufficient number of responses so that variances between colleges could be reviewed. This was determined to be preferable to a stratified random sample. The faculty names and email addresses were public record and taken from the various websites of the colleges. The names were retrieved during April 2005 so that new faculty would not be a part of the study when surveys were sent in January 2006. Because it seemed reasonable to assume that those with less than one year's experience with the organization would not be able to assess alignment, the survey was limited to those individuals who had a minimum of one year experience at UCF.

As the lists were retrieved, all Deans, Associate Deans, Assistant Deans, Department Chairs, and those listed as Researchers were eliminated if they could be identified as such. Administrators were eliminated since they create the policies that were being investigated. Researchers were excluded since the investigation concerned the quality of undergraduate education. It was thought that researchers would be too removed from the undergraduate experience to provide reliable responses. This created a total potential respondent list of 1368 individuals.

Data Collection

The survey was distributed via email with a direct link to the Worldwide Website of Survey Monkey™. The data were gathered by collecting aggregate faculty responses to the survey online. The survey instrument (Appendix A) consisted of 67 items. There were

9 items that provided demographic data (items 1-7, 9, 10), 40 items dealt with the

faculty's perception of mission statement alignment (items 8, 11–49), 9 items assessed

the individual's commitment to the organization (items 50–58), 4 dealt with critical job

factors (items 59–62), and 5 assessed organization job satisfaction (items 63-67).

The initial request for responses was sent to a total population of 1368. After

receiving responses from individuals no longer working for UCF and those identifying

themselves as not fitting the profile desired in the population, the list was reduced to

1285. Four additional contacts were made utilizing Dillman's 'Five Step Method'

(Dillman, 2000). Responses were received from 297 individuals for a response rate of

23.1%. Thank you notes were sent via email to those who responded.

Data Analysis

The collected data were analyzed by the researcher. The statistical calculations

were executed using the Statistical Package for Social Sciences, Version 14.0 (SPSS®,

2005).

Organization of the Study

This study is divided into five chapters. The first chapter introduces the issue of

accountability in higher education and establishes the need for assessing the degree to

which educational institutions ensure that their actions, policies, and procedures are

aligned with their mission of educational excellence. It also includes a preface to the

design of the study, the research questions, and an overview of the methodology used.A

review of the pertinent business and education literature is presented in Chapter Two. The

details of collecting and analyzing the data comprise the third chapter, and the fourth

chapter is a presentation of the data analyses. Chapter Five contains a discussion of the

findings with conclusions derived from the data analysis, survey limitations, and

recommendations for possible future research.

CHAPTER 2
LITERATURE REVIEW

Introduction

The literature reviewed pertained to measurements of excellence, especially in

higher education, criticality of mission statements in detailing excellence, and alignment

of mission statements with policies, practices, and procedures as a means to assess

educational excellence. The review was organized and presented under the following

subheadings: (a) measures of effectiveness (excellence and specifically educational

excellence); (b) importance of mission and criticality of achieving mission; (c)

consequences of aligning policies, practices, and procedures with mission; and (d)

achieving mission alignment through employee engagement. The review revealed

alternative paths for assessing effectiveness of mission statements as well as

organizational effectiveness.

To identify primary sources, preliminary sources such as The Educational

Resources Information Center (ERIC) which combines the *Current Index to Journals in

Education (CIJE), Resources in Education (RIE)*, and ABI/INFORM were used. ERIC

included most of the relevant education journals and periodicals, and ABI/INFORM was

similarly useful in regard to the business literature reviewed. In using these databases,

many of the terms listed in the definition of terms section of Chapter 1 were used to

recognize the primary and secondary sources that follow.

<u>Measures of Effectiveness</u>

Traditionally the quality of higher education has been determined by the

reputation of the school one attended (NSSE, 2006). The Ivy League universities,

representing some of the oldest, most prestigious, having the highest admission standards,

and most expensive have typically been some of the highest ranked by groups such as *U.*

S. News and World Report and *Business Week*, which until 1998, when the NCPPHE

began producing their *Measuring-up* reports, were looked to having the authoritative

word on excellence in higher education (NSSE). Since *Measuring-up* and subsequently

NSSE, which started in 1999 as a pilot, a more direct approach has been taken. Both the

NCPPHE organization and NSSE study have been supported by the Pew Charitable Trust

to investigate educational experiences by asking the undergraduates, those students

directly affected by them (NSSE). The idea was that educational outcomes were best

measured by success in classroom activities and the quality of faculty and peer practices

(NSSE).

The traditional rankings of colleges and universities have been based on a wide

range of criteria, most of it with little documented relationship to student engagement.

For example, *U. S. News and World Report* has used a 17-point scale to establish its

rankings (Appendix B) (USNEWS, 2006). The scale has measured a number of elements

such as alumni giving and peer assessment but has included few items that measured

what occurred in the classroom. Likewise, *Business Week* used a 6-point scale to determine its rankings (see Appendix C) (BWNT, 2006). *Business Week* has surveyed over 100,000 students from 'top universities,' and also included a survey of recruiters, SAT scores, and starting salaries. These, for the most part, have formed undefended, unsubstantiated reports with a modest relationship to student engagement.

The NCPPHE *Measuring-up* report has been viewed as an improvement on the popular rankings as it has emphasized the high school preparation of university students and the outcomes of the actual experience at the university. The eight items used in the NCPPHE (Appendix D) included three high school preparation measures, two financial gauges (affordability and reliance on loans), and three measures of the post university experience (NCPPHE, 2006). While these may have had relevance to individuals concerned with K-12 education in determining access to higher education, they have had little apparent relationship with the quality of higher education.

The NSSE study (2006), on the other hand, has considered "the investments that institutions make to foster proven instructional practices and the kinds of activities, experiences, and outcomes that their students receive as a result" (NSSE, 2006, np) (Appendix E). The NSSE has surveyed a large group of freshmen and seniors (190,000 from over 530 institutions in 2005) from four year institutions (NSSE). A separate study, the CSSE, has also been conducted for community colleges. The NSSE included five measures to develop ratings for institutions on their level of student engagement: (a) level of academic challenge, (b) active & collaborative learning, (c) enriching educational experience, (d) supportive campus environment, and (e) student-faculty interaction. The

research that went into developing the NSSE showed this measure of student engagement could "serve as a proxy for quality" (NSSE, np). The NSSE index has enabled a roadmap for schools trying to enhance their performance and provide understandable information to outside stakeholders who need to make decisions about performance (NSSE). This information has permitted institutions to respond to stakeholders regarding their accountability for their actions.

Student Success in College: Creating Conditions that Matter (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005), an outgrowth of the NSSE research, described exemplary accomplishments of 20 diverse, postsecondary institutions in regard to their students' accomplishments. This project, Documenting Effective Educational Practice (DEEP), was focused on schools that were both small, liberal arts based, and private (Alverno College, Gonzaga University, and Macalester College) and major public and research oriented Carnegie 1 universities (University of Kansas, University of Michigan, and University of Texas at El Paso). It was concluded that all 20 of these exemplary institutions ensured that their policies, practices, and procedures were aligned with their mission statements. Kuh and his coauthors found that in the 20 highly successful institutions, as determined by the NSSE measures of student engagement, there was a significant correlation between the institutional mission statement and the enacted practices. In other words, successful institutions had policies, practices, and procedures aligned with their mission as educational leaders (Kuh et al. 2005).

The DEEP researchers, in investigating the relationship between mission alignment and organizational performance of 110 Canadian firms, corroborated the Bart

and Baetz (1998) research conducted in an industrial setting. It was determined that in all five of their measures, there was a positive and significant correlation between the alignment of organizational policies and procedures with the mission statement and the performance evaluation system (Bart & Baetz). Of the five measures used by Bart and Baetz, four measures (return-on-sales, return-on-assets, the percentage of annual change in sales, and percentage annual change in profits) were financial. Only one measure, a survey of perceived influence of the mission statement on employee behavior, was behavioral (Bart & Baetz). Financial information has frequently been prominent in mission statements since financial results have often dictated much of what both public and private organizations are able to accomplish. Of particular interest, the DEEP study, demonstrated that when financial results were included in the mission statement, the correlation between success and achieving success was negative, and when the mission statement expressed the organization's values and not the financial results, the correlations between success and achieving success were positive (Bart & Baetz).

Measuring excellence has continued to present a challenge for institutions of higher education. Proxies for excellence at the time of the present study were such factors as selectivity in admissions, the ratio of faculty members to students, and the institutional spending per student (Pike, Kuh, & Gonyea, 2003). None of these measures has focused on student learning and student engagement, both variables of interest to state legislatures and the federal government (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). Selectivity of admissions has only revealed to funding agencies the quality of students entering the institutions, not how well the institutions are educating students once they matriculate.

The faculty/student ratio has been viewed as equally meaningless, especially when

research rankings have been considered. The higher the institution has been ranked using

the Carnegie scale, the greater the involvement of faculty in research and graduate

teaching and the more removed faculty are from undergraduate studies. Finally, the per-

student expenditure has not guided those seeking accountability for an educational

mission of excellence in the distribution of the funding between learning and other

university functions. This has created a need for more conclusive research on the

relationship between the institutional mission and student learning outcomes (Pike, Kuh,

& Gonyea).

It has been noted that leadership and the decisions that administrators make have

an affect on student satisfaction and engagement (Kuh, et al., 2006). Also, negative

perceptions of what the campus environment may be have been associated with mission.

Umbach and Wawrzynski (2006) found campuses with faculty that were supportive and

interacted with students had more positive perceptions of whether the institution followed

the mission statement. Recruiting faculty who believe in a supportive, interactive

approach and creating training programs that develop such an environment, has been

determined to have an impressive impact on student learning (Umbach & Wawrzynski).

Institutions can recruit and train the best using the mission statement as a guide; however,

if the mission statement has not consistently been supported through the day-to-day

practices and reward systems, the recruiting and training will not have been effective.

The influence of mission on student satisfaction and student engagement has been evident

(Kuh et al., 2006). Key to these perceptions has been the allocation of institutional

resources according to the mission. The investigation of how the mission statement is lived by the participants of the organization has become important to in determining student success.

Adhering to mission has become more and more important to those leading higher education organizations as they have transitioned from the collegial approach of organization to a more managerial approach (Allen, 2003). Certainly, the legislative push for accountability, similar to that in K-12 (Le Mon, op cit), has been one of the main reasons this evolution has occurred. The more higher education moves to the managerial approach, the greater the insecurity among faculty and the more likely they will resist change (Allen). Allen also expressed his belief that the managerial approach, more in line with private sector businesses, would fragment higher education institutions. For example, adherence to timelines, goals, and project completion could be classified as a managerial style, and attention would be devoted to accounting for time spent (billable time) in the implementation of the variety of tasks for which one was responsible.

The Importance of Mission Statements

Mission statements have been effective in sensitizing organization members (Sufi & Lyons, 2003). Bart, Bontis, and Taggar (2001) found that from creation to implementation, including alignment with member behaviors, that mission statements were positively associated with performance. Organizational alignment has been essential to generate adequate behavioral change in the direction desired by the organization (Bart, Bontis, & Taggar, 2001). Mission statements have been associated with employee

satisfaction when they express the organization's purpose, values, and strategy (Bartkus, Glassman, & McAfee, 2004). Accordingly, successful mission statements should contain four items:

1. Communicate the organization's direction to stakeholders.
2. To keep the organization "on track" by providing a control mechanism. Mission statements can provide boundaries to prevent … pursuing inappropriate objectives or engaging in unrelated business activities.
3. To guide non-routine decision making.
4. To motivate and inspire employees. Mission statements can give meaning to work and shared sense of purpose. They encourage individuals to place the organization's superordinate objectives ahead of individual self-interest. (Bartkus, Glassman, & McAfee, 2004, pp. 395-396)

The mission statement has been generated to articulate the long term interests of the organization and assist with its long term survival which is the goal of all organizations. As Peter Drucker wrote in 1959, the objective of an organization should be survival. To become a tool of survival, the mission statement must provide a benefit to the organization other than being a requirement of the accrediting association (e.g., AACSB, 2005: ACPHA, 2006) or something enacted by law. Of the number of benefits that a mission statement has, two have been viewed as particularly important including a behavioral and a financial benefit (Sufi & Lyons, 2003).

Mission statements have been used in expressing an organization's values. These are principles with which all actions have been expected to be aligned (Sufi & Lyons, 2003). It is these values that should not be compromised for any short term financial expediency since it is the long term health of the organization that is important. According to Cushman (2006), mission statements, unlike religious tomes, need to be updated and changed as the organizational climate changes. The mission statement needs

to articulate the image that the company wants to project internally and externally as well as defining the product or service where the organization will concentrate (Pearce, 1982).

The mission statement has provided the organization's members with a behavioral guide to follow in their daily affairs and in reality becomes a steering mechanism for the organizational culture. One of the behavioral benefits has been a more motivated staff and the impetus for improved leadership (Bart & Baetz, 1998). In their seminal book, *In Search of Excellence*, Peters and Waterman (1982) referenced that the mission statement began a process that gives the members of the organization a meaning for their way of doing their work that goes beyond the departmental and corporate needs. The outcome has been that work develops into more than a job; it becomes more of a passion (Bart & Baetz). It is the passion that needs to be set loose to help create excellence.

When looking at the financial impact of mission statements, the inference has been that they should heighten the organization's concentration on utilizing resources. It has not been the purpose of the mission statement to articulate profit levels or sales goals. It has not been to specify the financial results that an organization should achieve, but to create an atmosphere so that there is a consistent direction for the decisions that management and individuals make. In essence, mission statements have had the potential to create stronger organizational performance and more consistent returns in the general terms of the language, allowing administrators to know how to allocate the financial and non-financial resources at their disposal (Bart & Baetz, 1998). The emphasis solely on maximization of profit has been misplaced (Sufi & Lyons, 2003). With this thought, the

mission statement has been able to serve as the constant reminder of what the goals for

survival are and to reduce to some extent the influence of profit maximization.

Criticality of Achieving Mission

An organization's vision/mission statement has been the overarching statement

used by the organization in defining what it currently stands for and what it desires to be

(Kuh, et al., 2005). During the last decade of the 20th century, business writers cited the

mission statement as the most used organizational instrument; and throughout the world,

the mission statement has been the primary management tool used by senior leaders in

the first decade of the 21st century (Bart, Bontis, & Taggar, 2001; Bart & Hupfer, 2004).

Although widely used as a management tool, the mission statement slipped to the second

most utilized tool (after strategic planning) in 1999 after ten years in first place (Bart,

2001). It has been considered by many to be the foundation of an organization's strategy

formulation (Bart, 1997). The purpose of the mission statement has been to guide an

organization by answering important questions related to purpose, area of

accomplishment (Bart, Bontis, & Taggar, 2001), and the distribution of resources (Bart,

1997).

The mission statement, in conjunction with the organization's policies, practices,

and programs, have guided those involved in the organization in their daily activities to

achieve the purpose that has been established (Kuh, 2003). According to Campbell

(1989), members of the organization have worked more intelligently and been more

motivated when they work for an organization they can trust and they believe in the work

that they are doing. The intent of the mission statement has been to influence the behaviors of the members of the organization (Bart, Bontis, & Taggar, 2001). The issue often has been that there is a significant gap between the espoused (written and broadcast) mission and the enacted (actual) daily activities (Kuh). The alignment of organizational factors with mission statements has focused the activities and actions and consequently reduced the inconsistency of individuals (Bart & Baetz, 1998). Mission statements, alone, have created little value. It has been the "sense of mission" that is critical. The Ashridge Mission Model provides an example of linked purpose, strategy, values, and behavior standards (Campbell, 1992). As strong as these four elements may be, they cannot act independently. They must all be aligned for the organization to function effectively (Campbell, 1992). In essence, if the mission statement is to be implemented appropriately, these organizational elements must be aligned to create superior performance (Bart & Baetz).

Few studies have been conducted as to whether firms have or do not have mission statements (Bart & Baetz, 1998). An even smaller number of studies have been conducted in which there was an attempt to link the mission statement to actual performance. Little research concerning the impact of the mission statement, linked to other performance measures, on an organization's success has been conducted (Bart, 2001). Despite the persistent use of mission statements, they have been, perhaps, the least understood of the strategic management tools used by organizations (Bart & Hupfer, 2004). In Buytendijk's (2006) discussion of high-performance organizations (HPOs), five common characteristics were identified. Two of those apply directly to the mission

statement. One is a shared vision, and the other is an alignment of strategic focus so the members understand how they contribute to the results. Well written and developed mission statements have motivated and inspired organization members by controlling behavior and guiding them to accomplish common organizational goals. A key to achieving mission has been the degree to which the members of the organization know, understand, and are committed to it (Bart, 2001).

The ever evolving focus of the 21st century company's strategy has been the competition for talent and dreams (Bartlett & Sumantra, 2002). Management principles have shifted from managing by instruction (MBI) to managing by objective (MBO) to a paradigm of managing by values (MBV) (Dolan, Garcia, & Auerbach, 2003). It has been speculated that through MBV organizations would find success by emphasizing the beliefs and values that create the organization's culture.

To attract the necessary talent, a strong message of the vision and values of the company has been necessary. The vision/mission statement has served not only to attracting talent but has served as a knowledge structure for organizations (Weiss & Piderit, 1999). When this occurs, the organization's members will have had their perceptions of the organization's tasks shaped by the mission statement (Weiss & Piderit). Creating a positive perception of the organization also leads to creating commitment to the organization, and "Commitment implies a strongly held set of beliefs that not only are articulated in clear human terms, but also are reflected in manager's daily actions and decisions" (Bartlett & Sumantra, 2002, p. 40).

One company that has been exemplary in living by its mission has been Johnson & Johnson, the healthcare products company. Actually Johnson & Johnson has referred to its mission as a credo, and the credo has been used to guide everyone associated with the company in all of their actions. Written in 1943 by Robert Wood Johnson II, the son of the company's founder (JNJ, 2006), the credo listed the importance of elements in the corporation's life; customers and consumers, the employees, the communities where Johnson & Johnson "works and lives," and finally the stockholders (JNJ). It was the credo that Johnson & Johnson credited for guiding them through the Tylenol® crises in 1982 and 1986 (JNJ). The impressive part of the credo has been that the company has periodically surveyed its employees to calculate how well the company is living up to its credo responsibilities. In other words, they have periodically measured their alignment.

Importance of Aligning Policies, Practices, and Procedures with Mission

There have been two purposes for mission statements. One has been to generate positive external public relations and the other has been to create an internal focus to motivate staff (Sufi & Lyons, 2003). There is, then, a possibility for mission statements to be an important communication device both inside and outside the organization (Sufi). While creating a good mission statement is relatively straightforward, making it operationally useful is the difficult part (Sufi). If the mission statement has not been unified in the minds of the senior administrators, the subordinates will be unable to carry it out (Denton, 2001). Further, to create a sustainable competitive advantage, organizations must reinforce their strategies through functional policies, staffing

decisions, and structure (Porter, 1996). A review of standard strategic management texts (e.g., Thompson & Strickland, 2003), revealed a connection between alignment of practices, policies, and actions and excellent organizational performance. It is the actual achievement of alignment that may be challenging. When there is no mention of commitment to the mission in the organization's communication, focusing members on that mission is difficult if not impossible (Pugh, Dietz, Wiley, & Brooks, 2002).

This was further stressed by The McKinsey Quarterly Report (2006) citing a survey of worldwide executives regarding the strategic planning process used by their companies. The McKinsey Report showed that when asked which approach to strategy development these executives would like to see implemented, the most frequent request was to "improve company alignment with strategic plan" (The McKinsey Quarterly, 2006, np). Noted strategy scholar, Michael Porter of Harvard's Institute for Strategy and Competitiveness, was strongly supportive in stating that "it is important for everyone in the organization to understand the strategy and align everything they do with that strategy everyday" (Knowledge@Wharton, 2006, np). The strategic plan can be equated with the mission statement since it should be an operationalization of the mission.

Those investigating the management of organizations have been talking about the idea of alignment of internal policies and actions for the last half of the 20th century (Powell, 1992). As the complexities of managing higher education organizations have increased, leaders have needed to look to the management literature to emulate the best practices since they are going to be held accountable for similar results that the shareholders of private corporations expect of their presidents and Chief Executive

Officers (CEO). In addressing standard business practices, Bart & Baetz (1998) stated

that "A generally accepted tenet of business policy is that management will put in place

formal organizational arrangements which are congruent with the requirements of

strategy--and thus mission" (p. 832). According to Sufi & Lyons (2003), the alignment

of an organization's operational structure along with the daily policies and procedures put

in place by the administrators and managers have been found to be directly and positively

associated with the behavior of the organization's members.

An organization that demonstrates close alignment can appreciably enhance

organizational operations (Andrews, 1971; Lawrence & Lorch, 1967; Powell, 1992);

however, stating the mission and living it on a daily basis are often two different things.

MAC Systems of Canton, MA was recognized for its somewhat unique "best practice" of

integrating mission into operational procedures (Stepanek, 2006). In its study of business

leaders from over 400 companies, OnPoint Consulting reported that 49% "report a gap

between their organization's ability to articulate a strategic vision and their effectiveness

in executing that vision" (Laff, 2006, p. 18). A total of 41% of the businesses surveyed by

Extensity indicated they did not bother to monitor whether the mission statement they

created was being fulfilled ("Mission Implausible," 2006).

Researchers have found that there is an acute correlation between the alignment of

an organization's mission statement and the performance management system (Bart &

Baetz, 1998). This is significant since the performance management system measures the

daily activities of the organization's members. There is a need for those involved in

strategic management to keep the organization aligned internally (Tichy, 1983).

Perception of alignment can affect individual performance as well as unit performance (Lindholm, 2003). Mission statements have typically been written by the highest level managers. A failure that has often been mentioned occurs when these managers do not embrace and live the words they have written (Laff, 2006).

Meyer and Allen (1991) identified a three-component framework for organizational commitment including affective, continuance, and normative. They defined these as the (a) want to, (b) need to, and (c) ought to of commitment to an organization (Meyer & Allen). When defining affective commitment (the desire to stay with an organization) Mowday, Steers, and Porter (1982) identified four categories that precede commitment: (a) personal characteristics, (b) organizational structure, (c) job characteristics, and (d) work experience.. Although there have not been many studies that have investigated organizational structure and its effect on commitment (Meyer & Allen), the formalization and adherence to policy and procedures have been supported as influencing commitment of organization members to continue with the organization (Mowday, Steers, & Porter).

<u>Achieving Mission through Employee Engagement</u>

Faculties in university settings have been charged with two major responsibilities and one lesser responsibility. The typical disagreements have occurred in determining the importance and time allocated between the two major responsibilities of teaching and research. The time allotted to these two tasks has been one of the major issues discussed in higher education (Umbach & Wawrzynski, 2006). By emphasizing importance in a

mission statement, but not then following through in the policies, practices and reward structures, the organization has created confusion for its members. In their 1998 study, Bart and Baetz found that when managers were satisfied with the mission statement development process, there was a positive and significant correlation with performance. A more limited positive significance was found when the stakeholders were involved in developing the mission statement.

Organizations often have sent conflicting signals about what is expected of their members and managers. This can be further complicated that by what is said, done, and rewarded (Eddleston, Kidder, & Litzky, 2002). Inconsistent messages have led to situations where group members begin to create their own parameters of behavior and thus may not address the accountability required of shareholders or stakeholders.

Even though mission statements may extol the three pronged academic approach of education (teaching), research, and service, as does UCF's Mission Statement (Appendix F), there seems to be a lack of alignment between the mission and what is rewarded. According to Somers et al. (1998), the reward structures emphasize research and scholarship. Commenting on the lack of alignment between faculty activity and department goals, Lucas (2002) stated "Once you were recognized for teaching excellence; now you are written off unless you are a productive scholar" (p. 51). To reinforce the mission for members of the organization, recruitment, reward, and information systems need to be aligned with the basic tenets of the mission statement (Bart, Bontis, & Taggar, 2001). If behaviors have not been synchronized with the mission

statement, it can be interpreted as organization members' ignoring the signals that the mission statement is trying to send (Bart, Bontis, & Taggar).

This lack of synchronization can also cause new members of the faculty to become disillusioned with the publicly stated mission of educational excellence (Lucas, 2002). This intensified pressure to publish or produce by coercion may be problematic in that it can create a compliance culture which develops a harmful attitude towards academic work (Knight & Trowler, 2000).

In the 1980s alone, the increase (62%) of mid-level administrators was twice that of faculty (Johnsrud & Rosser, 1999). Further, the significant increase in management arguably restricted employee commitment to educational mission (Allen, 2003, Shattock, 1999). Experienced academics confirmed this shift from a more collegial arrangement to a professional bureaucracy (Allen). The performance of professorial duties was affected more by leadership than outcomes (Winn & Cameron, 1998). As universities became more professionally managed, faculty viewed their roles as less professional (Knight & Trowler, 2000).

Somers et al. (1998) discussed disenchantment with research that is significant and relates negatively with the requirements of teaching. Winn and Cameron (1998) criticized the dearth of empirical study of quality concerning institutions of higher education. They felt that for higher education to become more accountable, the higher education community should have a firm understanding of the components of quality.

Thus, the importance of organizational fit of faculty to an institution has been acknowledged since faculty members are affected by their work environment (Lindholm,

2003). Blau (2003) wrote that employee commitment was shifting from the organization to the individual's occupation because of the shifting environment. Though conflict between the values of the organization and those of the individual's occupation are unavoidable (Lee, Carswell, & Allen, 2000), the fit and alignment of values have been recognized as needing to be investigated. Perceptions of alignment and fit can affect an individual's performance as much as it can affect the effectiveness of the unit, such as a department (Lindholm).

Summary

Wong and Tierney (2001) discussed creating greater accountability through the use of the K-12 charter school model. This would force alignment at the local level where faculty members would have the authority to review their own tenure and promotion process, reward collaborative effort, and include community service as a portion of the process rather than just participation in governance (Wong & Tierney). By eliminating the university bureaucracy, the real focus could be placed on dimensions important for various departments and role ambiguity could be decreased.

To remain independent of legislative good intentions, as espoused in the September 2006 USDOE report, higher education institutional leaders would be wise to pay attention to reports like the DEEP report. By demonstrating excellence through mission alignment, universities may be able to stave off the oversight that politicians have often sought. Umbach & Wawrzynski (2006) have addressed the need for the higher education community to develop stronger methods of gauging pedagogical systems that

create student learning, while Rhoads (2001) stressed the importance of meeting the demands being made by state and federal governments in order to measure excellence in terms of student gains in learning and learning skills.

Higher education has been facing ever increasing pressure to be accountable for the funds they receive from state legislatures (R. E. LeMon, personal communication, September 28 & 30, 2004; USDOE, 2006) as the accountability mantle has passed from K-12 to higher education. This accountability movement can be tracked back to the publication of *A Nation at Risk* in 1983. This "maelstrom" of public accountability which began with K-12 education may alter the future of higher education (Somers et al., 1998).

Florida legislation, passed as House Bill 915, unified K-20 under one system of accountability (Florida State Board of Education, 2003). Following the accountability initiatives of national bodies and other states, emphasis has increasingly been placed on the performance of the participants in higher education and not the institutions (NCPPHE, 2004). This has created the need for more comprehensive methods of measuring student learning (Breneman, 2000). This measurement, while consistent with the mission of the universities, has all too often been inconsistent with a university's reward system. At most research based universities, promotion and tenure has been centered on peer reviewed publications and not on the achievement of students taught by faculty members. Whether this lack of alignment between mission and practices creates a disconnect that causes faculty to have lower organizational commitment or less overall job satisfaction remains a question.

As noted previously, mission statements are a major management tool in the organizational environment of 21st century institutions. Adhering to a mission statement has not been required; neither has it been often measured. There has been a consensus among researchers that achieving excellence comes, in part, by aligning administrative policies, practices, and procedures with mission statements. In this research, a case study approach has been taken in order to investigate the perceptions of a faculty's sense of alignment of the administration's policies, practices, and procedures with a university mission statement.

CHAPTER 3
METHODOLOGY

<u>Introduction</u>

In this chapter, the methodology and procedures used to conduct the study are presented. The emphasis is on examining a faculty's perception of mission statement alignment with administrative practices, policies, and procedures by the members of the faculty of a large metropolitan university. Survey construction is also explained by a description of the statistical procedures used to analyze the data and the reasons that these processes were chosen. The chapter is divided into seven sections: (a) the problem statement, (b) the statistical hypothesis that frame the research questions, (c) the development of the survey instrument, (d) the study population, (e) data collection procedures, (f) data analysis, and (g) summary.

<u>Problem Statement</u>

The achievement of excellence in an organization is at least partially dependent on the members of that organization doing what they believe the organization says it wants them to do as articulated publicly and openly in the mission statement. This means that the organization's mission statement should be aligned with the daily practices, policies, and procedures of the organization's leadership so that what is expected is made clear to all organizational members. Thus, the question of interest in this study emerged as to whether faculty members were interested in the alignment of policies, practices and procedures with the mission statement. Also of interest was faculty members' commitment to and satisfaction with a university change based on their perceptions of

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alignment between the change and alignment with a mission statement that seeks to achieve educational excellence. Therefore, it was necessary to investigate whether there was a difference in the perceptions of mission alignment between university faculty members. Additionally, it was necessary to learn if the perceptions of the degree to which administrative policies, practices, and procedures align with mission varied according to the faculty members' rank, tenure status, gender, or the college to which they belonged.

Faculty members were asked to share their opinions on those policies, practices, and procedures identified in the review of research and related literature as important cues about how well an organization's administrative practices and actions support its mission statement. Specifically, this study investigated the alignment of faculty member perceptions on the part of the UCF mission statement (Appendix F) that states "The mission of the university is to offer high-quality undergraduate and graduate education …" with what is done via the daily administrative policies, practices, and procedures. Surveyed faculty members were also asked about their commitment to the organization, job satisfaction, and overall satisfaction with the organization. The survey instrument asked the faculty to provide their perceptions on administrative acts and deeds that assist in communicating the mission of the organization to provide high-quality undergraduate education.

It has been required by laws in several states, including Florida, that all public universities have a mission statement. Doing what the mission statement says is not required; however recent movements establish that the state legislatures and the public want universities held more accountable for the funds that are expended to support them.

As shown in the review of literature, achieving excellence can be linked to the alignment of administrative policies, practices, and procedures with the mission statement. To this end, measures of alignment need to be developed so that universities can report to their stakeholders that they are on the road to accomplishing their mission. This study has taken an important step forward in presenting the information a mission alignment audit can provide the leaders of an organization. With this information, an organization's leaders can understand where they are strong and weak in achieving mission alignment and where they need to modify their policies, practices and procedures in their efforts to improve alignment.

Research Questions

The following questions were used to guide the study and address the problem statement posed by this study:

1. What are the issues as perceived by the members of the faculty that reflect strong alignment with the university mission statement and what are the issues perceived by the faculty that reflect weak alignment with the university mission statement?

2. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on their college affiliation?

3. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on their university rank?

4. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on faculty members' primary teaching assignment?

5. Are there any statistically significant differences between faculty members' perceptions regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on their gender?

6. Is there a correlation between the faculty members' perceptions of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of organizational commitment?

7. Is there a correlation between the faculty members' perceptions of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of only job satisfaction?

8. Is there a correlation between the faculty members' perceptions of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of overall satisfaction with their job and the organization?

Development of the Survey Instrument

The survey instrument (Appendix A) used in this study was developed and copyrighted by Dr. Robert C. Ford (Ford et al, 2006). The survey was developed as a means to assess the alignment of critical administrative policies, practices, and procedures with an organization's mission statement and tested in the hospitality and healthcare industries (Dickson, Ford, & Upchurch, 2006; Ford et al.). The survey was used with Ford's permission. The researcher reworded some of the survey items to reflect the academic application of the measure and the purpose of the study. Ford provided expert review of these modifications and approved them. Use of the survey was approved by the UCF Institutional Review Board (Appendix G).

The survey instrument contained 67 items, 9 of which requested demographic information. A total of 40 items dealt directly with the faculty member's perceptions of mission statement alignment, 9 items elicited information as to the individual's commitment to the organization, 4 requested an assessment of the presence of factors critical in determining satisfaction with job and organization, and the final 5 items dealt with overall satisfaction with job organization. All of the non-demographic items used a five point Likert-type scale (Dickson, Ford, & Upchurch, 2006).

The 40 items dealing with the perception of mission alignment were explained and the measure validation was presented in Dickson, Ford, and Upchurch (2006). As seen in Appendix A, the alignment section of the survey measure was divided into three groups of items reflecting the three key areas of managerial actions and activities supported in previous research as important ways for management to communicate to its

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employees the organizational mission; strategic factors, staffing factors, and systems factors. The strategic factors included the degree to which the mission was reflected in such things as departmental goals, annual managerial performance goals, celebratory events, top management actions, and the environmental setting and physical design of locations where employees deliver the service. The staffing factors included the mention or reference of the mission statement in such things as job advertisements, the interview process, performance appraisal factors, and reward and recognition programs. The system factors included the extent to which the mission was reflected in what was made available through information systems or was communicated in the operations systems such as feedback on service quality, measurement of service quality, service delivery, and service recovery (Dickson, Ford, & Upchurch, 2006).

<div align="center">Variables</div>

This study had three dependent variables. One dependent variable, organizational commitment, was used to see if those faculty members with a high degree of commitment varied in their perception of alignment with faculty members who had a low degree of commitment. It was measured using a scale developed by Mowday, Steers, & Porter (1979). Although there are many other ways to measure the commitment of an individual to an organization (Meyer & Allen, 1991), the Mowday et al. (1979) scale was a well validated and reliable measure of the construct (Meyer & Allen). The nine items served as a collective measure to assess the commitment of faculty members to the university.

A second dependent variable consisted of four factors identified by Buckingham and Coffman (1999) as critical factors in determining employee retention. These four factors were found to be instrumental in establishing the satisfaction individuals have with the organization and their intent to leave (Buckingham & Coffman). These were found in previous research (Dickson et al, 2006; Ford et al., 2006) to be significantly related to the degree to which administrative practices are related to mission alignment in hospitality and healthcare settings.

The final measure included five items that were created to assess the overall satisfaction of the individual with job and organization. This measure was also developed and used by Dickson et al. (2006) and Ford et al. (2006) and found to be significantly related to the degree to which hospitality and healthcare employees perceived their organization's policies, practices, and procedures were aligned with their organization's service mission.

<u>The Study Population</u>

The population for this study was the teaching faculty of the University of Central Florida (UCF) with more than one year of service at the university. The survey was administered during January and February 2006. This population was chosen to ensure that surveyed faculty had been employed long enough to have at least a minimal awareness of the University's mission and to have developed some impression of the degree to which the University's administration cued the mission through its words, deeds, and actions. To obtain the names of the individual faculty members, the websites

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of the eight colleges (public record) at UCF were accessed, and the faculty names were retrieved. The College of Arts and Sciences had recently been separated (early spring semester 2005) and the website from which the faculty names were retrieved had reflected that separation to the new college organization. When the email was sent to the faculty, they were asked to identify themselves as being housed in one of the nine colleges then in existence at UCF. Where there was no email address listed, the email address was located in the UCF 2005/2006 telephone directory.

The lists of faculty included a large number of individuals, e. g., Deans, Associate/Assistant Deans, Department Chairs, Researchers, and Research Assistants, who did not qualify to take part in the study. After eliminating those individuals, there were 1363 faculty names that appeared to meet the study definition.

The entire population of UCF faculty, rather than a stratified random sample from each of the various colleges, was surveyed. It was determined that a stratified random sample would not provide a large enough number of respondents from each college to be able to make any meaningful interpretations of the data by using 'college associated with' as the dependent variable. Please note that in spite of using the UCF total population, two colleges did not provide enough response to be significant (Burnett Biomedical, n = 3; and Optics & Photonics, n = 9). The next lowest response rate (n = 20) was from the Rosen College of Hospitality Management with subjects that represented more than 50% of the faculty members of that unit.

The initial request for participation in this study was sent to 1363 individuals via email. The population to be surveyed was limited to individuals employed in full time

teaching roles with a minimum of one year's experience teaching at UCF. The initial list of 1363 was reduced to 1285 because of individuals who were determined not to meet the criteria for inclusion; these individuals either no longer worked for UCF or, due to administrative responsibilities, were no longer full-time teaching faculty. After the initial contact (129 responses), potential respondents were contacted four additional times (84, 26, 19, & 39 responses respectively) following the Dillman five contact method (Dillman, 2000). The 1285 contacts generated 297 usable responses (23.1% response rate).

<p style="text-align: center;">Data Collection Procedures</p>

Because protecting the privacy and the rights of the faculty who responded to the survey was of great concern, anonymity was guaranteed through the data collection process. During all contacts with the potential respondents, this anonymity guarantee was made explicit and clear. In December 2005, prior to contacting any of the population, the study procedure and the survey instrument were vetted by the Institutional Review Board (IRB) of the University of Central Florida (Appendix G). In December 2005, a pre-test was conducted at UCF with 10 individuals (all faculty members) to determine an estimated time to complete the survey. The average time to complete was 11.2 minutes.

A number of reasons to choose a web based survey over a traditional mail (paper and pencil) survey have been identified. Web based surveys are less expensive, have quicker response times, fewer omissions, easier data analysis and are more environmentally friendly. Reasons cited for not using a web based survey have been

related to security concerns and the difficulty in attaching incentives for completion to

the survey (Birnkrant & Callahan, 2002; Deutskens, de Ruyter, & Wetzels, 2006; Sivo,

Saunders, Chang, & Jiang, 2006). Comparison between paper and pencil surveys and

those that are web based have been few and not very conclusive (Deutskens, de Ruyter,

& Wetzels).

The population was sent an email notifying them of the survey, its importance, the

protections of anonymity, and a request to participate. Included, in that email, was a

hotlink to the internet address for Survey Monkey™ (http://surveymonkey.com) that

respondents were asked to use to access and complete the survey. Once on the Survey

Monkey™ website, they were provided an introduction to the survey indicating the

purpose of the study, an anticipated length of time to complete the survey, and assurance

to the individuals completing that their responses would be anonymous. Additionally

provided were: a reminder that all individuals were free to complete the survey or not; an

explanation of how names were obtained; contact information for the researcher, the

researcher's supervisor, and the IRB. The contact information was made available in case

anyone had an issue with the instrument or question about the study. The second screen

contained questions gathering demographic information about those completing the

survey. Other screens followed that included the actual items of the survey instrument.

All of the data collected on the Survey Monkey™ site could only be accessed by

the researcher via code. Using Survey Monkey™ allowed the researcher to monitor those

who had responded and send them thank you notes. For those who had not responded,

second, third, and fourth requests to respond were sent. All data from Survey Monkey™

were downloaded to "Excel" by Microsoft and then transferred to SPSS®, Version 14 (SPSS®, 2005) for analysis.

The first contact with the prospective respondents was by email on January 3, 2006. From that initial contact, 129 responses were received for a response rate of only 10%. The next email was sent to those not responding to the first on January 13, 2006. The use of Survey Monkey™ allowed the researcher to eliminate those who had already responded from the email list so they would not receive further requests. When a response was received, a thank you email was sent to the individual. No potential respondent received more than five requests for completion of the survey, and the last was sent February 15, 2006 indicating a cut off for response of February 28, 2006. After five contacts, the response number was 297. The four additional contacts more than doubled the number of responses from the initial January 3, 2006 email providing a final response rate of 23.1%.

Considering that faculty members at a large research university depend on surveys for their own research, it was somewhat disappointing that so few actually responded. Some faculty did return an email stating that they were too busy and others indicated that they believed that responding would take longer than the 15 minutes indicated in the introduction to the study. Others may have not responded because they perceived the subject matter controversial. Based on accepted statistical procedures, a 23.1% return rate is reasonable (Halls, 2004). Various researchers have reported response rates as low as 7.8% and as high as 100%. Researchers in the Information Systems area have reported response rates between 17% and 28% as reasonable (Sivo, Saunders,

Chang, & Jiang, 2006). In economics research, a response rate ranging between 20% and 30% has been established as adequate (Suoranta & Mattila, 2004). Other researchers have looked at studies published in the area of hospitality education with response rates as low as 4% and as high as 44% (Deutskens, de Ruyter, & Wetzels, 2006). One study with a similar sample size (1776) of professionals had a response rate of 14% (Deutskens, de Ruyter, & Wetzels). In Hall's (2004) study, the 16% response rate was viewed as acceptable. Given the response rates indicated in prior similar research, the 23.1% response rate of the population in the current study was determined to be sufficient for this study.

Data Analysis

The analysis of data was completed by the researcher. The statistical computations of the data collected via Survey Monkey™ were performed using the software program for computers, Statistical Package for Social Sciences, Version 14.0 (SPSS®, 2005).

The initial analysis of the data was to assess the overall level of mission accomplishment (also referred to as organizational alignment) with administrative policies, practices, and procedures as perceived by the faculty. Each faculty member was asked to assess the level of accomplishment of a variety of issues identified as key to achievement of mission. The level of accomplishment was measured on a Likert-type scale, where 1 indicated strong disagreement and 5 indicated strong agreement with the organization's mission alignment. The level of agreement with each item was sorted in

rank order to allow the researcher to distinguish between issues that the faculty perceived had strong alignment versus issues where the faculty perceived weak alignment with the university's mission statement.

In addition, further analysis of the data was performed to find out if there were any statistically significant differences between subgroups such as college affiliation, primary teaching assignment, university rank, and gender. The data were also analyzed using the level of alignment with mission as the variable to determine if those faculty members who perceived higher alignment with mission and those whose perceptions were lower differed in their opinions of organizational commitment, job satisfaction, and overall satisfaction with their job and the organization.

Data Analysis for Research Question 1

For each issue that was operationally defined as part of the university mission, means and standard deviations for each faculty level of agreement with alignment were calculated. The means were rank ordered from the highest level of faculty alignment to the lowest level of faculty alignment. last. This ranking allowed a better interpretive analysis of the data, where issues of strong alignment could be distinguished clearly from issues of weak alignment.

Data Analysis for Research Question 2

To test for any statistically significant differences among faculty representing different colleges, an analysis of variance (ANOVA) was performed. The analysis indicated if faculty representing the various UCF colleges differed significantly in their

perceptions regarding the alignment of the university mission statement with

administrative policies, practices, and procedures. A repeated-measures ANOVA was

performed to determine if there were any statistically significant differences in reported

mean scores between groups. For college affiliation, the nine colleges of the university,

as of April 30, 2006, were used. Since there was insufficient response from two colleges,

Burnett Biomedical and Optics & Photonics, the responses were not included in the

ANOVA.

<center>Data Analysis for Research Question 3</center>

To test for any statistically significant differences among faculty representing

different ranks, an analysis of variance (ANOVA) was performed. The analysis indicated

if faculty at various ranks differed significantly in their perceptions regarding the

alignment of the university mission statement with administrative policies, practices, and

procedures. A repeated-measures ANOVA was performed to determine if there were any

statistically significant differences in reported mean scores between groups. For

university rank, there were four groups (Professor, Associate Professor, Assistant

Professor, & Instructor).

<center>Data Analysis for Research Question 4</center>

To test for any statistically significant differences among faculty based on their

primary teaching assignment, an analysis of variance (ANOVA) was performed. The

analysis indicated if faculty with different teaching assignments differed significantly in

their perceptions regarding the alignment of the university mission statement with

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administrative policies, practices, and procedures. A repeated-measures ANOVA was

performed to determine if there were any statistically significant differences in reported

mean scores between groups. For primary teaching assignment, there were three groups

(undergraduate, graduate, equal distribution between undergraduate and graduate

teaching load).

<center>Data Analysis for Research Question 5</center>

To test for any statistically significant differences among faculty based on their

gender, an analysis of variance (ANOVA) was performed. The analysis indicated if

faculty differed significantly by gender in their perceptions regarding the alignment of the

university mission statement with administrative policies, practices, and procedures. A

repeated-measures ANOVA was performed to determine if there were any statistically

significant differences in reported mean scores between groups. For gender, there were

two groups (male and female).

<center>Data Analyses for Research Questions 6-8</center>

A Pearson correlation was performed to test the level of correlation between

faculty perceptions of alignment and three variables. Research Question 6 was concerned

with the correlation between faculty perceptions of alignment and the faculty level of

organizational commitment. Research Question 7 was used to examine the correlation

between faculty perceptions of alignment and the faculty level of job satisfaction.

Research Question 8 tested the level of correlation between faculty perceptions of

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alignment and faculty members' level of overall satisfaction with their job and the organization.

Summary

This chapter was divided into six sections in order to describe (a) the problem statement investigated, (b) the research questions that guided the study, (c) the research instrument used, (d) the population involved, (e) how the data were collected, and (f) the procedures used to analyze the data. This methodology and study procedure allowed the investigation of perceived differences between the commitment and satisfaction of faculty members as a result of alignment of administrative actions, policies, and procedures and the UCF University Mission Statement.

Chapter 4 will develop the analysis of the data collected and highlight any statistically significant differences between groups. Chapter 5 will discuss those findings, provide recommendations, list the study limitations and provide suggestions for further research.

CHAPTER 4
ANALYSIS OF THE DATA

Introduction

With the rising cry for accountability in higher education, the researcher sought in this study to identify a method of measuring a university's quest for excellence by asking those involved in providing excellence (faculty members) their opinions of the alignment of administrative policies, practices, and procedures with the university's stated mission statement. Faculty respondents ($n = 297$) were requested to use a Likert-type scale that ranged from strongly disagree (1) to strongly agree (5) to indicate their agreement with each item on a survey (Appendix A) that had been previously used in both the hospitality and the healthcare industries to measure alignment. The survey instrument was divided into six segments; three of which were used in investigating alignment based on strategy, staffing, and systems issues. The instrument also had three dependent variables; organizational commitment, job satisfaction, and overall job and organization satisfaction.

The study was guided by the eight research questions, and the data were analyzed using a variety of descriptive and statistical analyses. All data analyses were performed using the Statistical Package for Social Sciences (SPSS®), version 14.0 (SPSS®, 2005). In this chapter, the analyses of data are presented.

Description of the Population

The population consisted of the faculty of the University of Central Florida (UCF). Table 1 provides a summary of the demographic data for the responding faculty.

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Table 1
University of Central Florida (UCF) Faculty Demographic Information (N = 297)

Descriptors	n	%
Current University Rank (n = 297)		
Professor	57	19.2
Associate Professor	71	23.9
Assistant Professor	75	25.3
Instructor	66	22.2
Other	28	9.4
Tenure Status (n = 296)		
Yes	118	39.9
No	179	60.5
College Affiliation (n=297)		
Arts & Humanities	47	15.8
Education	54	18.2
Engineering & Computer Science	22	7.4
Business Administration	54	18.2
Rosen	21	7.1
Health & Public Affairs	43	14.5
Burnett Biomedical	3	1.0
Optics & Phonics	9	3.0
Sciences	44	14.8
Primary Teaching Assignment (n = 296)		
Undergraduate	135	45.6
Graduate	81	27.4
Equal Distribution of Undergraduate and Graduate	83	28.0
UCF Mission Statement Familiarity (self admitted, n = 296)		
Very High	30	10.1
High	76	25.7
Average	131	44.3
Low	45	15.2
Very Low	14	4.7
Gender (n = 296)		
Male	180	60.8
Female	117	39.5

Note: Not all responded to each item. Others were those that identified themselves as researchers and or professors, yet indicated they had a teaching load.

Data for the study were collected during January and February 2006. A

population of 1285 was identified by using the faculty listed on the websites of the 8

colleges of UCF as of April 2005. The population was contacted via email and asked to complete the survey on the Survey Monkey™ website (http://.surveymonkey.com). A total of 297 responses were received after five contacts with the population. This yielded a 23.1% response rate. Though many items had 297 responses, the response rate did vary per item from all respondents with a high of 297 to a low of 234 (18.2% return rate) for an average of 256 responses (19.9% return rate). Table 1 provides a summary of the demographic data for responding UCF faculty.

All survey respondents were employed by UCF (n = 297). There was a good mix among the four university ranks, relatively evenly distributed, with the lowest number holding the rank of Professor (19.2%) and the highest number holding the rank of Assistant Professor (25.3%); the numeric difference between the group with the highest number of respondents (Assistant Professors) and the lowest (Professors) was only 18. With no rank being dominant, it was assumed that the responses were not skewed by any rank prejudice. The number of tenured faculty responding (39.9%) also provided a balanced representation of experienced individuals.

One of the goals of surveying the entire population, rather than a stratified random sample, was to have enough respondents from each of the colleges to make comparisons among them. Of the nine colleges, only two did not have enough respondents to provide significant results (Burnett Biomedical, n = 3; and Optics & Photonics, n = 9). All other colleges had more than 20 respondents.

Since many of the survey items referred to undergraduate education, it was important to have a significant number of respondents familiar with teaching

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undergraduates. Of the respondents, 73% (n = 218) taught either strictly undergraduates or an equal distribution of both undergraduate and graduate students.

When asked about their familiarity with the UCF mission statement, 64.2% of the faculty members responding (n = 190) had an average or lower than average understanding of the statement as evidenced by the 3.21 mean score on a scale with a range of 1-5.

Just over 60% of the respondents were male and 39.5% were female. If this represents a true measure of the gender segmentation of the University, it would place UCF ahead of other research extensive universities where females make up just barely 30% of the faculty (Gerdes, 2003, Marschke, Laursen, Nielsen, & Rankin, 2007). This might be significant considering that females earn over 50% of the undergraduate degrees and 46% of doctorates nationwide (Marschke, Laursen, Nielsen, & Rankin, 2007).

The Research Instrument

The research instrument was based on identifying the perceptions of an organization's members as to how well the organization's administrative policies, practices, and procedures were aligned with the organization's mission statement. Since the mission statement is one of the primary tools used to guide an organization, how well it is aligned with the daily administrative guidelines becomes important. The instrument used in the study had been utilized in both the hospitality and the healthcare industries to investigate alignment.

In its previous use, the instrument's alignment items were factor analyzed. These factor analyses categorized the independent variables into principle components. When these principle components were orthogonally rotated (using the Varimax procedure), they accounted for between 74% and 81% of the item variances. These commonalities are sufficiently high to give evidence of the quality of the overall measure. They also indicate that the item variances are described well (Dickson, Ford, & Upchurch, 2006; Ford et al., 2006).

<u>Research Question 1</u>

What are the issues as perceived by the members of the faculty that reflect strong alignment with the university mission statement and what are the issues perceived by the faculty that reflect weak alignment with the university mission statement?

A means and standard deviation test was performed to identify the rank order of issues in regard to the alignment with the overall mission of the university (Appendix H) as perceived by faculty members. The range of means for all items was a high of 4.40 to a low of 2.18 with standard deviations ranging from .82 to 1.23. Fifty percent of the items had a mean of 3.14 or higher with the remainder at 3.03 or lower. The fact that 19 items were determined to be between neither agree or disagree and strongly disagree could indicate a lack of alignment between policies, practices and procedures and the university mission statement.

Table 2 displays the 10 highest ranked issues operationally defined as part of the university mission. Of the 10 highest ranked issues, only 3 had a mean score above 4.0. All three of these issues had to do with the mention of providing a high-quality

undergraduate education and not with actually providing it. The standard deviation for

the 10 highest ranked issues varied from .82 to 1.13. This demonstrated a relatively stable

variability and therefore a good measure of the faculty's perception (Gall, Borg, & Gall,

1996).

Table 2
Highest Ranked Issues Reflecting Strong Alignment with Mission Statement

Rank Order of Issues (item #)	Mean	Standard Deviation
1. The university mission statement mentions our commitment to high-quality education (item 11)	4.3971	.84468
2. Our recruitment literature mentions our commitment to high-quality education (item 32)	4.1145	.81955
3. The university value statement mentions our commitment to high-quality education (item 12)	4.0741	.97452
4. Annual development opportunities are available to faculty to maintain their ability to deliver high quality education (item 36)	3.9409	1.01301
5. Commitment to high quality education is part of each Administrator's/Department Chair's annual plan/goals/objectives (item 13)	3.7898	1.09341
6. Commitment to high-quality education is part of everyone's annual performance evaluation (item 37)	3.7778	1.04339
7. We routinely ask faculty applicants about their commitment to high-quality education in employment interviews (item 33)	3.6131	1.06622
8. We routinely explain our commitment to high-quality education in our orientation for new faculty members (item 35)	3.5917	1.09878
9. Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience (item 15)	3.5317	1.12686
10. We follow a set plan to consistently keep our students informed about all aspects of their academic experience (item 21)	3.5227	.93781

Table 3 displays the 10 lowest ranked issues operationally defined as part of the university mission. The 10 lowest ranked issues all had a mean score below 3.0 with a standard deviation ranging from 1.00 to 1.23. Of note are the three lowed ranked items

Table 3
Lowest Ranked Issues Reflecting Strong Alignment with Mission Statement

Item	Mean	Standard Deviation
1. We follow a set plan to consistently fix problems that interfere with our ability to deliver high-quality education (item 19)	2.7247	1.10344
2. College/department comparisons of student satisfaction scores are systematically and publicly shared across Colleges/departments (item 25)	2.6981	1.23121
3. Administrators have a set plan to continually seek faculty feedback on how well the University provides support to faculty doing their jobs (item 28)	2.5924	1.21113
4. We follow a set plan to consistently record how long the students have to wait for the services they expect from us (item 17)	2.5600	1.02636
5. Administrators show their commitment to high quality education by visibly 'walking the talk' (item 44)	2.5380	1.18214
6. Administrators formally share information they have systematically collected on how well each college/department is providing service to other colleges/departments (item 27)	2.4336	1.09775
7. College/department comparisons of faculty satisfaction survey scores are systematically and publicly shared across Colleges/departments (item 26)	2.3082	1.10780
8. Administrators specifically reward unit/department leaders on how well their unit/department scores on student satisfaction measures (item 45)	2.2652	1.01033
9. Administrators specifically reward unit/department leaders on how well unit/department does on faculty/staff satisfaction scores (item 46)	2.1940	.99983
10. Administrators specifically reward unit/department leaders on how well their unit/department supports other units in providing high-quality education (item 47)	2.1885	.99892

(mean scores of 2.19 – 2.27). All thee items had to do with administrators' rewarding behavior. Of the 10 lowest ranked issues, 6 focused on administrators. One of these issues (item 44) concerned administrators' "walking the talk." With a mean score of 2.54, the respondents largely disagreed that administrators "walk the talk," something that is integral to accomplishing mission statement alignment (Bart, 1997).

Research Question 2

Are there any statistically significant differences between the faculty members' perception regarding the alignment of the university's mission statement with administration's actions, policies, and procedures based on their college affiliation?

One of the main reasons for this analysis was to see if there was a statistically significant difference in the responses of respondents who worked with different administrators. To do this, a repeated measures ANOVA was performed based on respondents' college affiliation. The Student Neuman Keul test was performed to identify any statistically significant differences.

When this study began, UCF was organized into eight colleges and that is how the name lists were divided. By the time the survey was ready to be distributed, the University had reorganized and the College of Arts & Sciences had been divided into the College of Arts & Humanities and the College of Sciences. Of the nine colleges, two did not have sufficient responses to be included in the ANOVA; thus, the College of Optics and Photonics and the Burnett Bio-Medical College were excluded from the analysis. Following are findings related to statistically significant differences identified among the remaining seven colleges.

Alignment of Mission Statement

There were five items where there was a statistically significant difference between college faculties in how they responded to items that influenced alignment of mission statement as identified by the Student-Newman-Keuls test.

Faculty who were associated with the College of Engineering & Computer Sciences agreed less (mean = 3.15) that "the university value statement mentions our commitment to high-quality education" (item 11) than did the remainder of the UCF faculty associated with all other colleges. These findings are displayed in Table 4.

Table 4
One-way ANOVA Using the S-N-K Test for Item 11: Faculty Perceptions by College

| | | Subset for alpha = .05 | |
College	n	1	2
Engineering & Computer Sciences	13	3.1538	
Business Administration	22		3.8182
Education	26		3.9231
Health & Public Affairs	27		4.1852
Arts & Humanities	20		4.2500
Rosen College	16		4.2500
Sciences	20		4.4500
Sig.		1.000	.330

Note. Item 11: The university mission statement mentions our commitment to high-quality education.
S-N-K = Student-Newman-Keuls.

This finding may be due to the Engineering and Computer Science faculty having been less interested in mission vision statements than the faculty in other colleges. Also, they were more likely to have strong research grants that drove their own research agendas rather than the rest of the university. An interesting comparison would have been with the Burnett Bio-Medical College and the College of Optics and Photonics. They

both have similar research plans and would have made good comparisons had they had

sufficient respondents to use in this ANOVA.

Faculty who were associated with the Rosen College of Hospitality Management

agreed more (mean = 4.65) that "our physical /facility/room layout is designed to

promote a high-quality educational experience" (item 14) than did the remainder of the

UCF faculty associated with all other colleges. Faculty associated with College of Arts

significantly differed in their agreement with this statement (mean = 2.75), compared to

faculty associated with all other colleges. These findings are displayed in Table 5.

Table 5
One-way ANOVA Using the S-N-K Test for Item 14: Faculty Perceptions by College

		Subset for alpha = .05		
College	n	1	2	3
Arts & Humanities	33	2.5758		
Sciences	33	3.0606	3.0606	
Business Administration	39	3.3077	3.3077	
Health & Public Affairs	36	3.3333	3.3333	
Engineering & Computer Sciences	19	3.3684	3.3684	
Education	39		3.8718	
Rosen College	20			4.6500
Sig.		.070	.060	1.000

Note. Item 14: Our physical/facility/room layout is designed to promote a high-quality educational experience. S-N-K = Student-Newman-Keuls.

The findings were not surprising considering the age of the physical plant of the

various University buildings. While the Rosen College of Hospitality facility was

relatively new and modern (opening in 2004), the College of Arts facility has some of the

older buildings on campus (Colburn Hall). Faculty members were also dispersed

throughout the campus with a number of departments still housed in modular units.

Faculty who were associated with the Rosen College of Hospitality Management

agreed more (mean = 4.65) that "Our temperature, lighting, and environmental conditions

are designed to promote a high-quality educational experience" (item 15) than did the

remainder of the UCF faculty associated with all other colleges. The results of the

ANOVA are displayed in Table 6.

Table 6
One-way ANOVA Using the S-N-K Test for Item 15: Faculty Perceptions by College

| | | Subset for alpha -= .05 | | | |
College	n	1	2	3	4
Arts & Humanities	34	2.5882			
Sciences	32	3.0938	3.0938		
Business Administration	38		3.2895	3.2895	
Health & Public Affairs	36		3.7222	3.7222	
Engineering & Computer Sciences	18		3.7778	3.7778	
Education	40			3.9250	
Rosen College	20				4.5500
Sig.		.057	.051	.080	1.000

Note. Item 15: Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience. S-N-K = Student-Newman-Keuls.

Furthermore, faculty associated with the Colleges of Business Administration,

Health and Public Affairs, Engineering and Computer Science, and Education agreed

more (means = 3.29, 3.72, 3.78, 3.92, respectively) that "our temperature, lighting, and

environmental conditions are designed to promote a high-quality educational experience"

than did faculty associated with the College of Sciences (mean = 3.09) and faculty

associated with the College of Arts (mean = 2.59). Indeed, faculty housed in the physical

plant of the Colleges of Arts and Sciences affirmed the important association between

physical condition of the building and classrooms and high quality educational

experience.

Faculty who were associated with the College of Education, Rosen College of

Hospitality Management, The College of Business Administration, and the College of

Health and Public Affairs agreed more (means = 3.16, 2.95, 2.88, 2.52, respectively) that

"administrators show their commitment to high quality education by visibly 'walking the

talk'" (item 44) than faculty associated with the College of Sciences, the College of

Engineering & Computer Sciences, and the College of Arts (means = 2.22, 2.19, and

2.10, respectively). Results are presented in Table 7.

Table 7
One-way ANOVA Using the S-N-K Test for Item 44: Faculty Perceptions by College

| | | Subset for alpha = .05 | |
College	n	1	2
Arts & Humanities	30	2.1000	
Engineering & Computer Sciences	16	2.1875	
Sciences	27	2.2222	
Health & Public Affairs	31	2.5161	2.5161
Business Administration	33	2.8788	2.8788
Rosen College	19	2.9474	2.9474
Education	37		3.1622
Sig.		.105	.201

Note. Item 44: Administrators show their commitment to high quality education by visibly 'walking the talk'. S-N-K = Student-Newman-Keuls.

This finding might reflect the leadership diversity among the University's

colleges. The College of Arts and the College of Sciences had been in a state of flux

during the 2005/2006 year with the separation of the two into separate units. This could

have a large impact on college leaders' actual ability to 'walk the talk' when there was so

much going on. Of interest, the four Colleges that report higher means were the four

Colleges that were more practically associated and had defined courses in leadership and

management.

Faculty who were associated with the College of Arts & Humanities agreed less

(mean = 2.07) that "Administrators have set plans to consistently allocate funds to

things/units that they know will positively impact high quality education" (item 48) than

did the remainder of the UCF faculty associated with all other colleges. This finding,

displayed in Table 8, could be attributed to the dissolution of the College of Arts and

Sciences and the creation of two separate colleges, the strong emphasis being put on

Sciences, and the development of the new UCF Medical College. Also, the College of

Arts and Humanities has tended to get the least funding and have the lowest salaries.

Table 8
One-way ANOVA Using the S-N-K Test for Item 48: Faculty Perceptions by College

| | | Subset for alpha = .05 | |
College	n	1	2
Arts & Humanities	28	2.0714	
Sciences	28	2.6786	2.6786
Rosen College	16	2.6875	2.6875
Engineering & Computer Sciences	13	2.9231	2.9231
Business Administration	22	3.0000	3.0000
Health & Public Affairs	30	3.0333	3.0333
Education	32		3.1250
Sig.		.074	.802

Note. Item 48: Administrators have set plans to consistently allocate funds to things/units that they know
will positively impact high quality education. S-N-K = Student-Newman-Keuls.

<p style="text-align:center">Organizational Commitment</p>

There were two items that showed a statistically significant difference between college faculties using the Student-Newman-Keuls test in the Organizational Commitment construct (items 51-58). The two items referred to pride in the university.

Faculty who were associated with the Colleges of Arts & Humanities and Sciences agreed less (means = 3.29 and 3.48 respectively) that "I talk up this university to my colleagues as a great organization for which to work" (item 51) than did the remainder of the UCF faculty associated with all other colleges. Data supporting this finding are presented in Table 9.

It is likely that the uncertainty surrounding the separation of these two colleges led to the differences between the faculty perceptions of these two colleges and those of the other colleges. The year 2005/2006 was one of great transition for these two colleges. There was uncertainty regarding the future of the reorganized colleges and insecurity about personal directions in a reorganized environment.

Table 9
One-way ANOVA Using the S-N-K Test for Item 51: Faculty Perceptions by College

		Subset for alpha = .05	
College	n	1	2
Arts	35	3.2857	
Sciences	33	3.4848	
Health & Public Affairs	36	3.6944	3.6944
Business Administration	38	3.8947	3.8947
Engineering & Computer Sciences	18	3.9444	3.9444
Education	43	4.1163	4.1163
Rosen College	20		4.4000
Sig.		.064	.130

Note. Item 51: I talk up this university to my colleagues as a great organization for which to work.
 S-N-K = Student-Newman-Keuls.

The faculty associated with the College of Sciences agreed less (mean = 3.70) that "I am proud to tell others that I am part of this University" (item 54) than did faculty associated with other UCF colleges. The results of this ANOVA are displayed in Table 10.

Again, the uncertainty of the future of the college and how it would be integrated with the new Medical College could be responsible for the College of Sciences faculty members differing from the rest of the faculty. Also, during this period the college was being led by an interim dean.

Table 10
One-way ANOVA Using the S-N-K Test for Item 54: Faculty Perceptions by College

		Subset for alpha = .05	
College	n	1	2
Sciences	33	3.6970	
Health & Public Affairs	37	3.8378	3.8378
Arts	35	3.8571	3.8571
Business Administration	40	3.9750	3.9750
Engineering & Computer Sciences	18	4.0556	4.0556
Education	42	4.1667	4.1667
Rosen College	20		4.4500
Sig.		.339	.096

Note. Item 54: I am proud to tell others that I am part of this university. S-N-K = Student-Newman-Keuls.

Job Satisfaction

There were no statistically significant differences in the construct of job satisfaction based on college affiliation. Items 59-62 were the items used in the data analysis for this construct.

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Overall Job Satisfaction and Organizational Commitment

There were no statistically significant differences in the construct of overall job

satisfaction and organizational commitment based on college affiliation. Items 63-67

were the items used in the data analysis for this construct.

Research Question 3

Are there any statistically significant differences between the faculty members'
perception regarding the alignment of the university's mission statement with the
administration's actions, policies, and procedures based on their university rank?

To respond to Research Question 4, the data were analyzed to identify any

statistically significant differences in any of the responses to survey items based on the

respondents' university rank. A repeated measures ANOVA using the Student-Newman-

Keuls test was performed to identify any differences between the perceptions of

Professors, Associate Professors, Assistant Professors, and Instructors.

Mission Alignment

Though all items with a statistically significant difference had a relatively low

mean score, professors did agree more with these items than did faculty in the lower

ranks. This was anticipated since professors are typically more senior and likely closer to

administrators than their junior counterparts. They also are likely to be more experienced

in the university setting and therefore more inclined to tolerate any perceived issues.

Professors had higher mean scores for all items where there was a statistically significant

difference.

Table 11 displays faculty agreement with "Administrators have a set plan to continually seek faculty feedback on how well the University provides support to faculty doing their jobs" (item 28). Professors agreed more (mean = 3.12) than did assistant professors, instructors, and associate professors (mean = 2.31, 2.50, 2.52 respectively) with the statement.

Table 11

One-way ANOVA Using the S-N-K Test for Item 28: Faculty Perceptions by Rank

		Subset for alpha = .05	
Current Faculty Rank at UCF	n	1	2
Assistant Professor	51	2.3137	
Instructor	46	2.5000	
Associate Professor	46	2.5217	
Professor	41		3.1220
Sig.		.679	1.000

Note. Item 28: Administrators have a set plan to continually seek faculty feedback on how well the University provides support to faculty doing their jobs. S-N-K = Student-Newman-Keuls.

It was somewhat expected that the most senior members of the faculty would agree to a greater extent than faculty in lower ranks that administrators had a set plan to seek faculty feedback. Professors had the greatest level of experience and were likely more in tune with what administrators wanted and needed. It is interesting, however, that the means for this item were all quite low. Even though professors' differed significantly from the other ranks in their responses, they did not reach the level of "Agree" in regard to whether administrators had a set plan to continually seek faculty feedback on how well the University provided support to faculty in doing their jobs.

When asked to respond to "We have a checklist or some procedure that informs students about the quality educational experiences they should expect" (item 29),

professors agreed more (mean = 3.22) than did assistant professors, instructors, and

associate professors (mean = 2.54, 2.74, 2.79 respectively). The ANOVA indicating the

statistical significance is presented in Table 12.

Table 12
One-way ANOVA Using the S-N-K Test for Item 29: Faculty Perceptions by Rank

| Current University Rank | n | Subset for alpha = .05 | |
		1	2
Assistant Professor	46	2.5435	
Instructor	42	2.7381	2.7381
Associate Professor	42	2.7857	2.7857
Professor	32		3.2188
Sig.		.615	.152

Note. Item 29: We have a checklist or some procedure that informs students about the quality educational
experiences they should expect. S-N-K = Student-Newman-Keuls.

Though the most senior members of the faculty agreed more than their junior

colleagues that students are informed about the quality education experience, the

responses were low with professors' responses barely reaching a midpoint of the five-

point Likert-type scale.

Faculty members were asked to respond to "Administrators specifically reward

unit/department leaders on how well their unit/department scores on student satisfaction

measures" (item 45). A statistically significant difference was identified in that assistant

professors agreed less (mean = 2.00) with the statement than did instructors, associate

professors, and professors (means = 2.16, 2.29, 2.71 respectively). The results of the

ANOVA are presented in Table 13.

The rankings of the assistant professors were the lowest of all groups on this item.

This is the group that may need the greatest reinforcement since they are typically new to

the academic world and just beginning their academic careers. Their perceptions that

unit/department leaders are not rewarded or recognized based on the student satisfaction

scores might indicate that they believe that research is more valued by the university than

teaching.

Table 13
One-way ANOVA Using the S-N-K Test for Item 45: Faculty Perceptions by Rank

| | | Subset for alpha = .05 | |
Current University Rank	n	1	2
Assistant Professor	36	2.0000	
Instructor	37	2.1622	2.1622
Associate Professor	31	2.2903	2.2903
Professor	28		2.7143
Sig.		.464	.066

Note. Item 45: Administrators specifically reward unit/department leaders on how well their
unit/department scores on student satisfaction measures. S-N-K = Student-Newman-Keuls.

Of interest were the overall low mean scores for this item. No group perceived

this item above the 2.71 level. This indicated that a preponderance of those responding

either disagreed or strongly disagreed.

Organizational Commitment

There was one statistically significant difference based on university rank in the

construct of organizational commitment. Items 51-58 were the items used in the data

analysis for this construct.

In responding to "I would accept almost any job assignment to keep working for

this University" (item 52), professors agreed more (mean = 2.83) and significantly

differed from instructors, assistant professors, and associate professors (means = 2.15, 2.18, 2.57 respectively) in their responses. These findings are presented in Table 14.

This was an expected likely response to this item. Professors, as a group, have become vested in the university setting. As a group, they have had the longest length of service in the university and become most comfortable in the culture.

Table 14
One-way ANOVA Using the S-N-K Test for Item 52: Faculty Perceptions by Rank

		Subset for alpha = .05	
Current University Rank	n	1	2
Instructor	51	2.1569	
Assistant Professor	54	2.1852	
Associate Professor	56	2.5714	2.5714
Professor	48		2.8333
Sig.		.151	.240

Note. Item 52: I would accept almost any job assignment to keep working for this University.
S-N-K = Student-Newman-Keuls.

Job Satisfaction

When asked to respond to "I know what is expected of me in my job" (item 59), instructors and professors agreed more (means = 4.14 and 4.10 respectively) than did associate professors and assistant professors (means = 3.64, 3.96 respectively) that they understood what was expected of them in their jobs. The statistical significance is displayed in Table 15.

Of note, the individuals at either end of the rank spectrum agreed more with this item than those in the middle two ranks. One explanation for this distribution might be that instructors typically have not had research requirements, and professors have already been successful in reaching the top of the academic ladder. Those who hold the middle

ranks are often working toward tenure and promotion. They have conflicting challenges

in meeting their teaching goals and research and publication requirements.

Table 15

One-way ANOVA Using the S-N-K test for Item 59: Faculty Perceptions by Rank

| Current University Rank | n | Subset for alpha = .05 | |
		1	2
Associate Professor	58	3.6379	
Assistant Professor	54	3.9630	3.9630
Professor	50		4.1000
Instructor	49		4.1429
Sig.		.090	.614

Note. Item 59 I know what is expected of me in my job. S-N-K = Student-Newman-Keuls.

In regard to "I am able to do what I do best every day" (item 60), a statistically

significant difference was identified. The results are presented in Table 16. Professors

agreed more (mean = 3.82) than assistant professors, instructors, and associate professors

(mean = 2.95, 3.33, 3.40 respectively) with the statement.

Table 16

One-way ANOVA Using the S-N-K Test for Item 60: Faculty Perceptions by Rank

| Current University Rank | n | Subset for alpha = .05 | |
		1	2
Assistant Professor	42	2.9524	
Instructor	36	3.3333	3.3333
Associate Professor	45	3.4000	3.4000
Professor	34		3.8235
Sig.		.277	.215

Note. Item 60: I am able to do what I do best every day. S-N-K = Student-Newman-Keuls.

In explanation of this finding, professors have reached a status where they have

achieved and conquered the challenges presented to them in academic life; and it is likely

that they have gained the stature to focus their efforts and concentrate on their strengths.

On the other hand, assistant professors are typically new to the academic environment

and often conflicted about where to concentrate their efforts. It was not surprising that

assistant professors agreed less than did any other group with this item.

When asked to respond to "My supervisor or someone at work cares about me as

a person" (item 62), there was a significant difference in the faculty responses. Professors

agreed more (mean = 4.00) than did instructors, assistant professors, and associate

professors (means = 3.35, 3.46, 3.91 respectively) with the statement. The findings are

presented in Table 17.

As with other items in this segment, it was not surprising that professors'

responses reflected a higher level of agreement than found in the other ranks. By the time

professors have achieved the highest rank, they have had time to cultivate relationships

that create the security indicated by the answers to this item.

Table 17
One-way ANOVA Using the S-N-K Test for Item 62: Faculty Perceptions by Rank

| | | Subset for alpha = .05 | |
Current University Rank	n	1	2
Instructor	48	3.3542	
Assistant Professor	54	3.4630	3.4630
Associate Professor	56	3.9107	3.9107
Professor	50		4.0000
Sig.		.056	.068

Note. Item 62: My supervisor or someone at work cares about me as a person. S-N-K = Student-Newman-Keuls.

Are there any statistically significant differences between the faculty members' perceptions regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on the faculty members' primary teaching assignment?

An ANOVA and Student-Neuman-Keuls test were performed to identify any statistically significant differences based on teaching assignment between primarily undergraduate, primarily graduate, and an equal distribution of both.

Mission Alignment

When asked to respond to "Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience" (item 15), faculty with an equal teaching distribution of undergraduate and graduate classes agreed more (mean = 3.80) than did those whose teaching assignments were primarily undergraduate or primarily graduate (means = 3.32, 3.49 respectively). The results of the analysis are displayed in Table 18.

In explanation of this finding, those with an equal distribution of undergraduate and graduate teaching assignments may have taught in a greater variety of classrooms and teaching environments and thus were more comfortable with environmental conditions promoting high-quality education. The significance of this finding is that with such a huge preponderance of undergraduate students, those who taught primarily undergraduates agreed much less than did those who taught primarily graduate students that environmental conditions promoted a high-quality educational experience. This

might suggest that more attention was paid to environmental conditions for graduate

students than for undergraduate students.

Table 18
One-way ANOVA Using the S-N-K Test for Item 15: Faculty Perceptions by Teaching
Assignment

| | | Subset for alpha = .05 | |
Primary Teaching Assignment	n	1	2
Undergraduate	105	3.3238	
Graduate	65	3.4923	3.4923
Equal Distribution	56		3.8036
Sig.		.372	.100

Note. Item 15: Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience. S-N-K = Student-Newman-Keuls.

When asked to respond to "We routinely train faculty how to properly correct

failures in delivering high quality education" (item 40), faculty with teaching assignments

that were primarily undergraduate agreed less (mean = 2.58) than did faculty whose

teaching assignments were primarily graduate or those with an equal distribution of

classes (means = 3.00, 3.09 respectively). The results of the analysis are presented in

Table 19.

The mean scores for all three teaching assignment categories were low and were

of concern on this item. In explanation, it was likely that those faculty, whose primary

responsibilities were in undergraduate teaching, faced larger classes than did the other

two groups. Large classes present classroom management problems and the need to use

mixed teaching methods. It would appear logical that those with a primarily

undergraduate teaching assignment would perceive any lack of training since they are

typically newer and less experienced junior faculty members.

Table 19

One-way ANOVA Using the S-N-K Test for Item 40: Faculty Perceptions by Teaching
Assignment

		Subset for alpha = .05	
Primary Teaching Assignment	n	1	2
Undergraduate	85	2.5765	
Graduate	60		3.0000
Equal Distribution	46		3.0870
Sig.		1.000	.663

Note. Item 40: We routinely train faculty how to properly correct failures in delivering high quality
education. S-N-K = Student-Newman-Keuls.

When asked to respond to "Administrators have set plans to consistently allocate

funds to things/units that they know will positively impact high quality education"(item

48), faculty with primarily undergraduate teaching assignments agreed less (mean = 2.48)

than did those with primarily graduate teaching assignments or those with an equal

distribution of undergraduate and graduate classes (mean = 2.98, 3.14 respectively).

Results of the analysis are presented in Table 20.

This significant difference reflected a concern that undergraduate education was

not perceived to be funded as well as graduate education. One potential explanation for

the difference in perceptions may be related to the large size of undergraduate classes in

comparison with graduate classes. The enhanced visibility that graduate education has

received, as the university has pushed to achieve the status of a major research university,

could also have been a contributing factor. The overall low mean scores indicate an issue

that was of concern.

Table 20

One-way ANOVA Using the S-N-K Test for Item 48: Faculty Perceptions by Teaching
Assignment

		Subset for alpha = .05	
Primary Teaching Assignment	n	1	2
Undergraduate	77	2.4805	
Graduate	57		2.9825
Equal Distribution	44		3.1364
Sig.		1.000	.488

Note. Item 48: Administrators have set plans to consistently allocate funds to things/units that they know
will positively impact high quality education. S-N-K = Student-Newman-Keuls.

Organizational Commitment

There were no items of statistically significant difference in this construct. Items
54-58 were the items used in the data analysis for this construct.

Job Satisfaction

When asked to respond to "I know what is expected of me in my job" (item 59),
faculty with an equal distribution of graduate and undergraduate teaching assignments
agreed more (mean = 4.30) than did those faculty whose teaching assignments were
primarily undergraduate or primarily graduate (mean = 3.79, 3.99 respectively). Results
of the analysis are displayed in Table 21.

One might speculate that those faculty with an equal distribution of graduate and
undergraduate teaching assignments would have indicated less understanding of what
was expected of them than their colleagues who can be more focused since they teach
predominately one group of students; however, this was not the case. This item had the

seventh highest rank order and, therefore, had one of the higher overall mean scores

(mean = 3.80) of all the survey items.

Table 21
One-way ANOVA Using the S-N-K Test for Item 59: Faculty Perceptions by Teaching
Assignment

		Subset for alpha = .05	
Primary Teaching Assignment	n	1	2
Undergraduate	108	3.7963	
Graduate	68	3.9853	
Equal Distribution	56		4.3036
Sig.		.232	1.000

Note. Item 59: I know what is expected of me in my job. S-N-K = Student-Newman-Keuls.

Overall Job Satisfaction and Organizational Commitment

Items 63-67 were used to assess overall job satisfaction and commitment. There

were no items of statistically significant difference in this construct.

Research Question 5

Are there any statistically significant differences between the faculty members'
perception regarding the alignment of university's mission statement with the
administration's actions, policies, and procedures based on their gender?

A t-test was performed to identify any statistically significant differences with

regard to gender between male and female faculty members. There were three items

where there was a statistically significant difference. This significance was at the 0.05

level in the t-test for Equality of Means. These data are reported in Table 22.

Table 22
Independent Samples Test Based on Gender

Survey items	Levene's Test for Equality of Variances				t-test for Equality of Means		
	F	Sig.	5	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff
Our temperature, lighting, and environmental conditions are designed to promote a high quality educational experience. (item 15)	5.10	0.02	2.71	224.0	0.01	0.41	0.15
We routinely ask faculty applicants about their commitment to high-quality education in employment interviews. (item 33)	20.51	0.00	2.38	181.0	0.02	-0.38	0.16
Annual development opportunities are available to faculty to maintain their ability to deliver high-quality education. (item 36)	3.40	0.07	2.79	219.0	0.01	-0.39	0.14

Mission Alignment

When asked to respond to "Our temperature, lighting, and environment conditions are designed to promote a high-quality education experience (item 15)," males agreed more (mean = 3.65) than did females (mean = 3.24).

This could be explained in part by what has often been perceived to be women's heightened sensitivity to the environment over that of males. Also, many of the UCF classrooms had centrally controlled heating and air conditioning making it difficult to adjust temperatures when desired.

When asked to respond to "We routinely ask faculty members about their commitment to high-quality education in employment interviews" (item 33), females agreed more (mean = 3.87) than did their male colleagues (mean = 3.49).

It may be interesting that females perceive the commitment to high-quality education during interviews at a higher level than males. This could be because women are more concerned about hiring colleagues committed to high-quality education than males.

Both mean scores were of concern. The perception for this item should have been higher if the organization was truly aligned with the mission statement. This item was seventh highest overall in the mission alignment rank order (mean = 3.61). Still, the ratings were relative low, ranging between neither agree nor disagree and agree and should be a cause of concern to senior administrators.

When asked to respond to "Annual development opportunities are available to faculty to maintain their ability to deliver high quality education" (item 36), females agreed more (mean = 4.17) than males (mean = 3.78). This item ranked fourth highest in overall mean scores.

This significant difference could have resulted because of the success of the university's various diversity programs and the continued efforts to broaden the university beyond the traditional male dominated bastion in academia. The relative youth of the university and its commitment to serving the community may also have contributed to this perception. In an environment with enhanced opportunities for all

faculty, women may have often experienced increased greater opportunities at UCF than would have been possible at older universities with more entrenched cultures.

There were no items under the organizational commitment, job satisfaction, or overall job Satisfaction and commitment constructs where there was a statistically significant difference.

<u>Research Questions 6, 7, & 8</u>

In order to answer these three research questions, it was necessary to test for any statistically significant relationships between the organizational alignment variables and the three constructs identified in these research questions. As a first step in the process, a factor analysis was performed to reduce the data associated with the faculty perceptions of organizational alignment.

The factor analysis was performed on the 40 items measuring administrative/organizational actions, policies, and procedures related to mission alignment to determine if there were sufficient commonalities to explain the item variances. The alignment items represented the three categories cited in the literature: (a) strategy and tactical factors, (b) staffing policies and procedures, and (c) factors that described system designs (Gronroos, 2000; Lovelock & Wright, 2002). It was projected that the factor analysis would yield loadings consistent with the above theory and could be correlated with the three constructs of organizational commitment, job satisfaction, and overall satisfaction and commitment as had been confirmed in previous studies (Dickson, Ford, & Upchurch, 2006; Ford et al., 2006).

The factor analysis procedure was performed to reduce the organizational

alignment variables that could then be correlated (Pearson correlation) to identify any

causal relationships between the reduced categories of the alignment items and the three

dependent variables: (a) faculty members' organizational commitment, (b) faculty

members' job satisfaction, and (c) faculty members' overall satisfaction and commitment.

Factor analysis is a methodology to reduce the data into meaningful groupings of items

that are similar. In previous studies using this instrument, the factor analysis showed that

between 6 and 8 factors explained over 80% of the variance and had loadings that were

meaningful by the underlying factors (Dickson, Ford, & Upchurch, 2006; Ford et al.,

2006).

The factor analysis was performed; and nine factors, using the principle

components method, were extracted from the data using Kaiser's rule. The results of the

factor analysis were orthogonally rotated to determine the degree to which the variables

loaded in the factors using the Varimax procedure. Kaiser's criteria was to retain all

factors with eigenvalues of 1.0 and higher, while Joliffe argued for retaining factors with

eigenvalues higher than 0.7 (Field, 2003). Cattell argued that the cut off point for factors

should be the point of inflexion on the plot of eigenvalues against the factors (scree plot)

(Field).

These 9 factors, with eigenvalues of 1.0 or greater, explained a cumulative of

78.75% of the total variance. A further look at the factors with the scree plot showed that

only one factor had apparent importance. There was a sharp decline in the curve between

Factor 1 (eigenvalue 18.41) and Factor 2 (eigenvalue 3.13) and moderate tapering off of

the curve for the final 7 factors. Also of note was the apparent lack of connectivity within the factors.

Furthermore, the loadings for the factors in this study were excessive. There were too many loadings on Factor 1 to make any meaningful conclusions regarding the data reduction. Consequently, the correlations between a reduced version of the alignment variables and the three dependent variables of organizational commitment, job satisfaction, and overall satisfaction and commitment could not be performed. The lack of correlation between the reduced version of organizational alignment variables and the three dependent variables is in Chapter 5.

<div align="center">Research Question 6</div>

Is there a correlation between the faculty's perception of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of organizational commitment?

In the survey instrument, there were nine items that measured organizational commitment based on the Mowday, Steers, and Porter Organizational Commitment Scale (1979). Three of these items ranked in the highest 15 of all items measured. This may demonstrate a strong allegiance to the university and bode well for the leadership in that they have a committed faculty on which to build the organization. The means and standard deviations for the nine items comprising organizational commitment are displayed in Table 23.

Table 23
Means and Standard Deviations for Organizational Commitment Items

Item	Mean	Standard Deviation
I am willing to put in a great deal of effort beyond that normally expected in order to help this university be successful (Item 50)	4.3304	.82241
I really care about the future of this University (Item 57)	4.3113	.80712
I am proud to tell others that I am part of this University (Item 54)	3.9484	.92765
I talk up this University to my colleagues as a great organization for which to work (Item 51)	3.8069	1.16395
I am extremely glad that I chose the University to work for over others I was considering at the time I joined (Item 56)	3.7500	1.07001
I find that my values and the University's values are very similar (Item 53)	3.3000	1.11422
This University really inspires the best in me in the way of job performance (Item 55)	3.1659	1.17756
For me, this is the best of all possible organizations for which to work (Item 58)	3.0476	1.25565
I would accept almost any job assignment to keep working for this University (Item 52)	2.4329	1.16602

Note. Based on Mowday, Steers, and Porter Organizational Commitment Scale (1979)

These nine items were found to be highly inter-correlated and indicated the

validity of this instrument. The correlations for the organizational commitment items are

presented in Table 24. Complete detail related to these correlations is presented in

Appendix I.

Table 24

Correlations for Highly Inter-correlated Organizational Commitment Items

	Pearson Correlations Significant at the 0.01 level (2-tailed)								
Items	50	51	52	53	54	55	56	57	58
50		.441	.197	.398	.447	.333	.390	.415	.357
51	.441		.334	.645	.748	.669	.739	.521	.628
52	.197	.334		.335	.296	.419	.290	.263	.416
53	.398	.645	.335		.706	.690	.669	.494	.605
54	.447	.748	.296	.706		.693	.757	.649	.645
55	.333	.669	.419	.690	.693		.719	.526	.680
56	.390	.739	.290	.669	.757	.719		.560	.695
57	.415	.521	.263	.494	.649	.526	.560		.501
58	.357	.628	.416	.605	.645	.680	.695	.501	

Research Question 7

Is there a correlation between the faculty's perception of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of only job satisfaction?

There were four items in the survey that measured components considered critical for successful employee performance in their organizational roles (Buckingham & Coffman, 1999). This scale was labeled 'job satisfaction.'

Two of these items indicated faculty members' high level of agreement. "I know what is expected of me in my job" (item 59) and "My supervisor, or someone at work, cares about me as a person" (item 62) had mean scores of 3.95 & 3.69 respectively. This indicated that there may be a high level of understanding among faculty members regarding performance expectations and the personal interest shown toward them. (see Table 10). The item with the lowest agreement of these four (item 61) was associated with receiving praise or recognition (mean = 2.85). This may be of concern since it is the easiest to implement by administrators, least expensive, and most important part of the

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motivation process (Blanchard & Johnson, 1981). Table 25 displays the means and

standard deviations for the four job satisfaction items.

Table 26 presents the correlations for the job satisfaction construct. Complete

detail related to the correlations of job satisfaction items is presented in Appendix I.

Though the four job satisfaction items were correlated at the .01 level, they were not as

highly correlated as the organizational commitment items. The low correlations might

raise a question about the validity of this scale in the context of faculty members of an

institution of higher education.

Table 25
Means and Standard Deviations for Job Satisfaction Items

Item	Mean	Standard Deviation
I know what is expected of me in my job. (Item 59)	3.9479	.99146
My supervisor, or someone at work, cares about me as a person.(Item 62)	3.6875	1.24467
I am able to do my best every day. (Item 60)	3.3567	1.30587
I regularly receive recognition or praise for doing my job well. (Item 61)	2.8565	1.15960

Note. Based on the Buckingham and Coffman Scale (1999)

Table 26
Correlations of Job Satisfaction Scale

Items	Pearson Correlations Significant at the 0.01 level (2-tailed)			
	59	60	61	62
59		.515	.404	.332
60	.515		.351	.252
61	.404	.351		.538
62	.332	.252	.538	

Is there a correlation between the faculty's perception of alignment of the university's mission statement with the administration's actions, policies, and procedures and their level of overall satisfaction with their job and the organization?

This assessment measure consisted of five items including two that specifically assessed job and organizational satisfaction. The results of the analysis for this analysis are presented in Table 27. Two of the five overall items indicated faculty members' strong agreement as to their level of overall satisfaction. "Overall, I am satisfied with my job at UCF" (item 66) and "Overall I am satisfied with UCF as a place to work" (item 67) were among the highest agreed upon items with mean scores of 3.80 and 3.77 respectively. Faculty appeared to be happy in their profession and with the university.

Table 27
Means and Standard Deviations for Overall Job Satisfaction and Commitment

Item	Mean	Standard Deviation
Overall, I am satisfied with my job at UCF. (Item 66)	3.7962	1.05161
Overall, I am satisfied with UCF as a place to work. (Item 67)	3.7667	1.07509
Overall, I feel that UCF respects my academic training and experience. (Item 64)	3.4292	1.25048
Overall, I feel that UCF is a highly professional University. (Item 65)	3.4123	1.13626
Overall, I feel that the administration treats faculty and staff as customers of UCF. (Item 63)	2.5025	1.16287

A disconnect in this overall satisfaction measure was in the measurement of the administration's treatment of faculty and staff as customers of UCF. The low mean score

of 2.50 for this item indicated that faculty may have believed they were not receiving the attention they deserved from senior leadership.

All five of these items, displayed in Table 28, were found to be correlated at the 0.01 level. This indicated a strong validity for this construct. Complete detail related to the correlations of overall job satisfaction and commitment items is presented in Appendix I.

Table 28
Correlations of Overall Job Satisfaction and Commitment

Items	Pearson Correlations Significant at the 0.01 level (2-tailed)				
	63	64	65	66	67
63		.500	.483	.345	.402
64	.500		.695	.574	.624
65	.483	.695		.701	.714
66	.345	.574	.701		.876
67	.402	.624	.714	.876	

Summary

The analyses of data for Research Questions 1-8 were performed according to classical, statistical procedures and reported in that manner. The analyses showed that there was a wide variance between the mean scores for many of the organizational alignment items. A large number of item mean scores (two-thirds of the items on the alignment scale) were below 3.5 on a 5-point Likert-type scale indicating weak faculty agreement with alignment.

Further data analyses using the faculty characteristic variables such as college affiliation, university rank, and primary teaching assignment were performed to identify

any statistically significant differences between those groups. An ANOVA was performed using the Student-Newman-Keuls test to determine any statistically significant differences. To identify statistically significant differences between genders, a t-test was performed. In all of these analyses, a small group of statistically significant differences were identified. For the faculty characteristic variables of college affiliation and university rank, 12% of the total items indicated a statistically significant difference. For primary teaching assignment and gender, the percentages of items with a statistically significant difference were 7% and 5% respectively.

Research Questions 6-8 required correlations to be performed between the items of perception of faculty of the alignment of the university mission statement with the administrative policies, practices, and procedures and the three scales representing organizational commitment, job satisfaction, and overall satisfaction and commitment. The factor loadings indicated no meaningful conclusions. This, in itself, was a finding. Furthermore, no relationships were found between the organizational alignment variables and the three constructs representing organizational commitment, job satisfaction, and overall satisfaction and commitment.

The data analyses provided insight into the faculty perceptions of alignment of the mission statement with administrative policies, practices, and procedures. The data collected and analyzed in this study and their relationship to the problems as stated in Chapter 1 will be discussed in Chapter 5.

CHAPTER 5
SUMMARY, DISCUSSION AND RECOMENDATIONS

<u>Introduction</u>

"Universities and colleges increasingly face demands to be accountable to their stakeholders" (Papenhausen & Einstein, 2006 p. 15). These demands are coming from many levels including the United States Secretary of Education, the Florida State Legislature, the State of Florida Board of Governors and others that will be discussed in this study. One study that looked at issues of accountability was the National Survey of Student Engagement. In that study, institutions with Documented Effective Educational Practices (DEEP) had policies and practices that were aligned closely with their mission statements (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). The link between mission statement alignment and excellence led this study to concentrate on the perception of faculty members of the alignment of mission statement and the administrative policies, practices, and procedures.

If the organization expresses one thing in the mission statement yet fails to make certain that its policies, practices, and procedures are aligned to achieve that mission, the probability of attaining that mission is, except in rare occasions, significantly weakened (Schneider, Salvaggio, & Subirats, 2002). The previous chapters have defined the problem, its need, the supporting literature, the study methodology, and the analysis of data derived from the study. In this chapter, the findings related to each of the eight research questions are summarized, and conclusions are drawn from those findings. The

limitations of the study are also reviewed, and recommendations for future research are proposed.

As noted in Chapter 1, a major issue for administrators in higher education has been their accountability for fulfilling their declared intentions. Since all Florida universities have been required to have mission statements (Florida State Board of Governors, 2003), it is reasonable to assume that those with a stake in the universities' success; students, parents, legislators, faculty, staff, and the public in general; should feel confident that the missions are being realized. If a mission statement exists to direct all stakeholders' efforts towards its achievement, there should be a method to insure that those stakeholders' efforts are focused on the achievement of that mission. The purpose of this study was to investigate the alignment of one institution's mission statement with its administrative policies, practices, and procedures; and to determine if alignment made a difference in achieving educational mission. Considered were the relevance to what was promised in the mission statement and the extent to which important direction was provided for the members of an organization that must act to achieve the mission. The importance of this study was in providing administrators, in this case university leaders, important information on which they could act to better fulfill the institutional mission.

Statement of Problem

With increasing pressure on universities and other institutions of higher education to demonstrate that they were utilizing stakeholders' resources effectively; it has been imperative that they develop metrics of excellence. The importance of aligning

organizational mission and administrative policies, practices, and procedures to assure organizational excellence has been demonstrated in the research and related literature. Thus, if an organization seeks educational excellence as part of its mission, the degree to which its administrative actions have been aligned with that mission may serve as a predictor of its ability to achieve excellence in education.

The study of alignment was, consequently, considered an important contribution to understanding the achievement of educational excellence. Establishing alignment as a measure for universities was intended to provide a means to affirm the value added of the university to stakeholders.

Methodology

Once the problem was identified and the problem statement developed, the research questions were formed. The research questions were developed in the context of the research literature to establish the justification and rationale for the research design and instrument.

The initial thought was to use a random stratified sample of the population for the study; however, after evaluating the number of faculty members in some of the smaller colleges at the institution where the study was conducted,, this not practical since the possible number of respondents would be insufficient to provide reliable data. Consequently, it was determined to use the entire University of Central Florida (UCF) faculty population for the study.

<center>Population</center>

The entire faculty population of the University of Central Florida was surveyed as it was the only way to insure that there were a sufficient number of responses so that variances between colleges could be reviewed. The faculty names and email addresses were public record and taken from the various websites of the colleges. The names were retrieved during April 2005. It was assumed that those with less than one year's experience with the university would not have been sufficiently exposed to the policies, practices, and procedures to assess mission alignment; the survey was limited to those individuals who had at least one year of working experience at UCF.

As the lists were retrieved, all Deans, Associate Deans, Assistant Deans, Department Chairs, and those listed as Researchers were eliminated when they were able to be identified as such. Administrators were eliminated since many of them have involvement in the creation of the policies that were being investigated. Researchers were excluded since the investigation concerned the section of the mission statement that specified excellence in education. It was assumed that researchers would be unfamiliar with the educational mission to provide reliable responses and unable to assess alignment with this aspect of the university's mission. This process yielded a total potential respondent list of 1368 individuals.

<center>Data Collection</center>

The survey was distributed via email with a direct link to the Worldwide Website of Survey Monkey™. The data were gathered by aggregating faculty responses to the

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survey online. The survey instrument (Appendix A) consisted of 67 items. There were

nine items that provided demographic data (items 1-7, 9, 10), 40 items that dealt with the

faculty's perception of mission statement alignment (items 8, 11–49), nine items that

assessed the individual's commitment to the organization (items 50–58), four that dealt

with critical job factors (referred to as job satisfaction) (items 59–62), and five that

assessed satisfaction with the organization and job (referred to as overall job and

organization satisfaction) (items 63-67).

The initial request for responses was sent 13 January 2006 to the total population

of 1368 faculty members. After receiving responses from individuals no longer working

for UCF and those identifying themselves as not fitting the criteria desired in the study,

the population was reduced to 1285. This group was sent four additional email contacts

with the link to the online survey according to the Dillman 'Five Step Method' (Dillman,

2000). Responses were received from 297 individuals for a response rate of 23.1%.

Thank you notes were sent via email to those who responded. The Survey Monkey™

system provides the researcher with the email addresses of those who have responded so

they may be deleted from further contact attempts. This is not linked in any way to the

responses so anonymity is maintained.

Data Analysis

The collected data were analyzed by the researcher. The statistical calculations

were executed using the Statistical Package for Social Sciences, Version 14.0 (SPSS®,

2005).

Summary of the Findings

An analysis of all eight research questions indicated that there was a wide disparity in faculty member's perceptions of mission alignment with administrative practices, policies, and procedures. Overall, frequencies and mean responses indicated that the respondents did not believe that there was a strong perception of alignment of mission with the administrative practices, policies, and procedures. This was an important finding since the importance of perception of mission alignment with policies, practices, and procedures had been established in prior research (Dickson, Ford, & Upchurch, 2006, Ford et al., 2006). It is the customer contact person (defining the student as the customer), faculty member in the case of universities, who can create a distinction between an adequate and an excellent experience (Ford et al.).

The demographics of the respondents showed a representative distribution across all areas of information requested. No demographic cluster dominated the responses with two exceptions; teachers of undergraduate students and college affiliation. There was consistent representation by academic rank with 20% in each of the four categories, by tenure with 40/60% tenured/non-tenured, and by gender, 40/60% female/male.

There was a slight disparity in the demographic concerning 'primary teaching assignment.' At the time of the study, the University of Central Florida had a student population of over 45,000, and 84% were undergraduate students. The respondents indicated that only 44.3% of them had a primary teaching assignment of undergraduates. This left 54.4% of the respondents with either a primarily graduate teaching load or an equal distribution of both. This seemed to be an unusually high proportion of respondents

teaching at the graduate level given the concentration of undergraduate students. For example, the 22 responses of faculty members from the College of Engineering and Computer Science had only four faculty members who identified themselves as teaching primarily undergraduates (18%). This may mean that an inordinate number of adjuncts and graduate students teach the disparity of undergraduate students.

The breakdown by college affiliation followed the size of the colleges with the exception of the Rosen College. A total of 21 respondents, over 50% of the faculty of the college, indicated their affiliation with the Rosen College. This anomaly could be explained by the fact that the researcher was affiliated with the Rosen College at the time of the study and there was likely a stronger inclination to support a known rather than an anonymous researcher.

The most important area of note in analyzing the demographic information was the self-confirmation of familiarity with the UCF Mission Statement. Of the respondents (n = 296), 64.2% indicated having only an average or lower awareness of the mission statement. This indicated that, while the university had a mission statement, it was not very well communicated effectively on a regular basis. Faculty members could easily see the inconsistencies between expressed importance by administrators and what the mission statement said if they are familiar with it. If they had no familiarity and the mission statement was the guide by which outside stakeholders are going to base accountability, there was a disconnect; and, the degree to which the administrators adhered to the alignment would not be in evidence.

Discussion and Recommendations

Research Question 1

What are the issues as perceived by the members of the faculty that reflect strong alignment with the university mission statement and what are the issues perceived by the faculty that reflect weak alignment with the university mission statement?

This research question investigated the degree to which faculty members

perceived if administrative policies, practices, and procedures were aligned with the

university's educational mission. Appendix H shows all the survey items presented in

descending order of mean scores according to the level of respondent's agreement with

the statement. There was strong agreement that the university's mission statement

mentioned its commitment to high-quality education (mean score = 4.40). This was the

highest of all the measured items mean scores. This seemed a little incongruous

considering that, as noted previously, 64.2% indicated an average or lower familiarity

with the mission statement. It appeared that faculty members knew that the mission

statement of the university should mention high-quality education even if they were not

familiar with the specifics of the UCF mission statement. If individuals within the

organization are going to be held responsible for the mission statement, administrators

should insure that all of the organization's members have an awareness of their

commitment to it. They should not rely on a general belief by faculty regarding the need

for a commitment to educational excellence. This could be accomplished by discussing

the mission statement on a regular basis during faculty and staff meetings of the

individual departments and colleges. It could also be reinforced during the annual review

process by having evaluators include comments on how individuals showed commitment to the mission of educational excellence during the rating period.

Two other items with mean scores above 4.3 had to do with dedication to the university: one item from faculty members' perceptions of alignment scale and one item from the organizational commitment scale (mean scores = 4.34 and 4.31 respectively). These items demonstrated that faculty members were dedicated and cared strongly about the university. Another item from the organizational commitment scale concerning pride in being part of the university was not far behind (mean score = 3.95). These three items provided a solid foundation on which senior administrators could develop a plan to enhance mission alignment. Since an organization that is aligned or a close fit can create considerable improvement in performance, having a base from which to begin is important (Powell, 1992). By using the faculty's desire for success, future direction, and pride as a platform, administrators could bring the mission to life in many of the areas where the perceptions of alignment were below the 3.5 mean score level. The mean scores could also provide administrators with valuable insight into items where the faculty members did not perceive alignment and allow them to focus on these items via an organizational audit.

"Managing by walking around" (MBWA) has become one of the management teaching principles in recent years (Ford, Heaton, & Brown, 2001). Getting out of the office and observing, building relationships, communicating and just chatting with the team is an important function of administrators (Ford, Heaton, & Brown, 2001; Peters, 1987). In this study, the faculty perceived MBWA as being in the lower quartile of item

responses (item 44, mean score = 2.54). This was of concern because it implied that

administrators were not out of their offices talking to the faculty about issues related to

teaching and consequently were not focusing on that portion of the mission statement.

The overall level of mean scores on all items was disappointingly low.

Essentially, the faculty members' disagreed that administrative policies, practices, and

procedures were in alignment with the educational mission of the university. With this

finding, administrators have the base on which to develop an organizational audit to help

change these perceptions.

Research Question 2

Are there any statistically significant differences between the faculty members'
perception regarding the alignment of the university's mission statement with
administration's actions, policies, and procedures based on their college affiliation?

The purpose of this question was to see if there were any statistically significant

differences of faculty perceptions of alignment based on the faculty members' college

affiliation. Of the total items (Appendix H), there were seven items representing 12% of

the total number of items measured where there was a statistically significant difference

based on college affiliation. These few items are discussed below.

Although the overall faculty perception of the university mission statement

mentioning the commitment to high-quality education (mean score = 4.40) was strong

and had one of the lower standard deviations, the faculty of the College of Engineering

and Computer Science were statistically different in agreeing less (mean score = 3.15).

This may cue administrators in the College of Engineering and Computer Science to

insure that the mission statement is reinforced in a variety of ways so that their faculty members know it and support it. This finding may also have been skewed by the less than 10% of the College of Engineering and Computer Science faculty members responded to the survey. It could also be slanted by the low number (4 of 22 respondents) of faculty members who indicated they teach undergraduates.

Two of the survey items assessed referred to the physical environment and how well it promoted the high-quality educational experience. For both items, the faculty of the Rosen College showed higher levels of agreement (mean scores = 4.65 and 4.55 respectively) that their physical facilities supported the educational mission than did faculty members from the other eight colleges. This was not surprising. The Rosen faculty enjoyed a relatively new building with all classes self-contained in the building, while faculty members in other colleges frequently had to teach in multiple facilities all across campus. At the other end of the spectrum was the faculty of the College of Arts (mean scores = 2.58 and 2.59). Again, this was not surprising given that the College was housed in a number of the older buildings on campus, and some faculty members were still working and teaching in portable units. The absolute variance of two points in mean scores between the two colleges was very interesting. It was obvious that there was a gap in facilities and that this gap was perceived by the various faculty members as impacting their ability to achieve the educational mission. If budgets do not allow for upgrades to all facilities, senior administrators should develop communication plans so all members of the faculty are kept informed of what is being brought up to standards and the schedule of all improvements to facilities.

Another item where the College of Arts faculty members disagreed more than other faculty members was related to administrators having set plans to allocate funds to things that they knew would positively impact high-quality education. Whereas, overall faculty perception of this item was very low (mean score = 2.74), the perceptions of College of Arts faculty members (mean score = 2.07) was significantly below that. Although all administrators need to take notice of this perception of the weak link between budget and mission, the administrators of the College of Arts should be aware of this and move to correct these perceptions by reviewing the allocation process and procedures to ensure their alignment with mission.

Since Machiavelli became the first management consultant, those who have written about strong management practices have extolled the virtues of walking the talk (Appelbaum & Gonzolo, 2007; Ford, et al., 2006; Galpin, 1998; Machiavelli, 1513; Lewis et al., 2006; Rosen, 2007). When asked to agree or disagree with "Administrators show their commitment to high-quality education by visibly walking the talk," UCF faculty members perceived that this was not being done well (mean score = 2.54). This should be of concern to all administrators as it could be interpreted as a lack of their interaction with faculty members. Faculty members of the Colleges of Arts, Engineering & Computer Science, and Sciences agreed less (mean scores = 2.10, 2.19, & 2.22 respectively) than did faculty members in the other colleges, and this was statistically significant. This is an item that the university administrators should address. By walking the talk, administrators could create more effective and visible communications channels

that may well improve the low mean scores on many of the other items measured on the survey.

Walking the talk or MBWA is essential in the new era of leadership. It is not best accomplished from the corner office. According to Peters (1987), "It is best done on the front line, where exemplars who are taking 'little' risks to implement the new way can be found and singled out for all to see" (p. 426). It is through management by walking around that administrators can determine if the mission make sense in its accomplishment and is being accomplished (Peters, 1987).

Two of the items with higher mean scores had to do with talking positively about the university as a place to work and having pride in being part of the university (mean scores = 3.76 and 3.95 respectively). Faculty members agreed more with these two items than with most other items. This sends a positive message to administrators and provides a platform on which to build or create a strong organization that can fulfill the organizational mission. The faculty members from the College of Arts agreed less on these two items (mean scores = 3.29 and 3.70 respectively) than did faculty members from the other colleges. This might be explained by the state of flux in the college during the time this survey was administered. After considerable conflict and criticism related to budget issues, the College of Arts and Sciences had recently been divided into two separate colleges. It is possible that the faculty members of the College of Arts may have felt less appreciated at this time and may not have been as positive about the university as other colleges' faculty members. Overall, the statistical significance of the lesser agreement of College of Arts' faculty members in regard to their pride in the university

as a place to work was a cause of concern. It could be that the faculty members did not perceive the organizational change as favorable.

There was also a statistically significant difference between the College of Arts faculty members and other faculty members, where the faculty of the College of Arts agreed less than did faculty members of other colleges on six of seven items when college affiliation was used as the independent variable. These included items referring to physical environment, temperature and lighting, administrators 'walking the talk,' allocation of funds to impact high-quality education, talking up the university, and pride in the university. The College of Arts differed from the other colleges in this finding. This should be of concern since all other colleges depend on this group to teach required general education courses. Still, many liberal arts programs face the brunt of budget cuts and the faculty members tend to lag behind the other colleges in pay (Pratt, 2003). Administrators in the College of Arts should look to initiatives that will boost the morale of their faculty members.

<div align="center">Research Question 3</div>

Are there any statistically significant differences between the faculty members' perception regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on their university rank?

The independent variable for Research Question 3 was university rank. There were seven items showing statistically significant differences between the perceptions expressed by the four ranks of professor, associate professor, assistant professor, and instructor. Across these seven items, there were no consistent statistically significant

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differences based on faculty rank. No one group agreed more or less than another to form a pattern.

Professors agreed more (mean score = 3.12) than did faculty in the other three ranks as to the extent to which administrators had plans to seek faculty feedback on how well the university provided support to faculty doing their jobs,. Since professors were typically tenured, with more years of service than the other faculty ranks and whose age and academic experience was more likely to be similar to that of administrators, this finding was not surprising. The mean score, however, was not all that strong and the cumulative mean score of 2.59 was something for administrators to query further as to why faculty members felt that their feedback was not sought. The fact that the other three ranks agreed less than did professors was indicative of a belief that those in the lower echelons were not as highly valued. As senior faculty, professors were likely better known and had developed relationships with administrators since they had probably been employed longer by the university. Also, the seniority held by professors enabled them more freedom to voice their opinions with less fear than less senior faculty of repercussion. Consequently, professors have tended to be sought out more often for their opinions.

The second item where there was a statistically significant difference measured faculty members' perception as to whether there was a checklist or some procedure that told students about the quality educational experience they should expect. Normally the least experienced members of the faculty are assistant professors, so it is not surprising that they would agree less (mean score = 2.54). Once again, the key finding with this item

was not the statistically significant difference between assistant professors and other ranks; it was the overall low mean score of 2.79. The mission statement does state that "providing high-quality education" is a goal. Administrators need to define high-quality education and communicate their definition to the entire university population. Only then can administrators hold all faculty members accountable for attaining it. If such a checklist does not exist within the university, perhaps it should be developed so that it can be refined for each college's specific idiosyncrasies and then used by all faculty members.

The third item which generated a statistically significant difference measured the extent to which administrators specifically rewarded department leaders on how well their department scored on student satisfaction measures. Assistant professors again agreed less (mean score = 2.00) than did their colleagues. There were a number of items concerning the reward structure, all with low mean scores, within the university. However, this was the only item concerning reward where there was a statistically significant difference based on rank. The overall mean score of 2.67 indicated that in general faculty members did not agree with this item; further, assistant professors agreed to a lesser extent. Being the junior group on the tenure ladder, administrators should insure that the recognition and reward procedures are known to assistant professors.

Faculty members' perceptions of "I would accept almost any job assignment to keep working for this university" showed a statistically significant difference in the responses of professors. They were in greater agreement (mean score = 2.83) than those of other ranks. Once again, there was an overall low mean score (2.43), and in retrospect

the wording of the item might have been ambiguous. The item should have been transposed from the industry survey to read "I would accept almost any *faculty* assignment to keep working for this university" rather than using it verbatim from the previous surveys. It was not surprising that professors agreed more than did those in other ranks given that senior faculty are typically more vested in the university than others due to their tenure and length of service.

In the group of items from Buckingham and Coffman (1999) indicating critical job factors (job satisfaction), three of the four items exhibited statistically significant differences among the ranks. While all three items had relatively high mean scores, there were some variances. Associate professors agreed less (mean score = 3.64) that they knew what was expected of them in their jobs. This was not particularly surprising. Associate professors normally have gained tenure and are moving toward being promoted to the rank of professor. Since paths often differ, the point between gaining tenure and achieving the highest of faculty ranks is an area where there has often been less guidance.

Assistant professors agreed less (mean score = 2.95) that they were able to do what they do best every day. For those new to academe, the message that performance is measured in terms of teaching, research, and service can be confusing. The road to tenure is often an unsure process (Nir & Zilberstein-Levy, 2006). Messages regarding the value placed on research by promotion and tenure committees result in the need to strengthen a weak area, subordinate a personal preference, and maintain a better balance of faculty activity.

In the hierarchy of faculty, instructors are at the bottom, especially at an institution with hopes of becoming a Research I institution. Typically, instructors do not have the degrees necessary to be on a tenure track and have few avenues to promotional opportunities. With the University's emphasis on attaining Research I status, it was not unexpected that instructors would agree less (mean score = 3.35) that "My supervisor, or someone at work cares about me as a person." Overall, however, this item had a relatively high mean score (3.69).

Research Question 4

Are there any statistically significant differences between the faculty members' perceptions regarding the alignment of the university's mission statement with the administration's actions, policies, and procedures based on the faculty members' primary teaching assignment?

Research Question 4 sought to identify statistically significant differences among faculty based on primary teaching assignment. It was the last of the questions requiring a pairwise comparison. Differences were investigated between faculty who taught primarily undergraduate classes, graduate classes or had an equal distribution of undergraduate and graduate. There were four items which, after analysis, exhibited statistically significant differences among the three teaching options.

Three of the items where a statistically significant variance was identified were from the items measuring the perception of alignment of mission statement with administrative policies and practices. The faculty members who indicated they taught primarily undergraduate students agreed less (mean score = 3.32) that the environmental conditions were designed to promote a high-quality educational experience. Given that

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undergraduate classes have higher student teacher ratios than graduate classes it should be expected that those teaching primarily undergraduates would have this perception.

Again, those with a primary teaching load of undergraduates differed significantly (mean score 2.58) from the other two groups on the statement 'we routinely train faculty to properly correct failures in delivering high-quality education.' The overall mean score for this statement of 2.81 indicated that none of the faculty members agreed very strongly with this statement. Many with undergraduate teaching loads typically have much larger classes and are forced to teach using only a lecture method and give minimal writing assignments due to the number of students in their classes. By not being able to utilize multiple teaching styles to address the variety of ways in which students learn, those teaching the larger classes may feel restricted in their ability to correct failures in delivering high-quality education. There may also be administrative support issues with faculty members being required to teach outside their area of expertise. There may also be a failure in training faculty on using various teaching methods that could also detract from the perception of the ability to deliver high-quality education.

Those teaching primarily undergraduates agreed less (mean score = 2.48) that administrators allocate funds to actions or items that will positively impact high-quality education. Although this item had a less than positive overall mean score of 2.74, it was interesting that the faculty members teaching primarily undergraduates believed that the graduate teaching faculty members received preferential treatment in regard to the allocation of funds for improving high-quality education. If this was a realistic perception, administrators should communicate the rationale behind per student

expenditures that the colleges make toward improving the quality of education. If the perception was inaccurate as to a discrepancy in the allocation of funds, the perception needs to be addressed.

Faculty members' knowing what is expected of them has been an important part of sustaining job performance and satisfaction (Buckingham & Coffman, 1999). Faculty members with an equally distributed teaching assignment between graduate students and undergraduate students agreed more (mean score = 4.30) that they understood expectations than did the other two groups. This was a perplexing finding. Although the overall mean score (3.95) indicated respondents overall agreed with this statement, it was curious as to why those with a dual teaching role agreed more? The answer may be that the balance of undergraduate and graduate exposure allowed them to separate each class from the other and provided them with sufficient variety to satisfy both their teaching as well as their research expectations. The overall mean score provided an indication that faculty members' perceptions of what was expected of them could serve as a positive indicator for administrators and could assist in positively influencing some of the other items in the survey.

Research Question 5

Are there any statistically significant differences between the faculty members' perception regarding the alignment of university's mission statement with the administration's actions, policies, and procedures based on their gender?

The final demographic cluster studied was gender. It was determined that any gender differences in the perception of alignment should be investigated. Interestingly

enough, the statistically significant differences based on gender were minimal. There was a significant difference in only 3 of the 58 items (5%). This consistency among the genders indicated that administrators could apply solutions to items where there were low mean scores without having to be concerned with impact on gender.

Females agreed less (mean score = 3.24) that the environmental conditions were designed to promote high-quality than males. This finding was supportive of Burns-Ardolino's findings in her research that females were more sensitive to spatial issues than were men (2003).

In regard to asking faculty applicants about their commitment to high-quality education in their employment interviews, females agreed more than males that this inquiry occurred (mean score = 3.87). While the overall mean score (3.61) was one of the higher mean scores in the survey, it should be noted that this was not positive. If the university truly values high-quality education enough to mention it in the mission statement, it should be a major topic of discussion during the interview. The fact that females agreed more that it was included was of little consequence. In her 2003 article, Gerdes indicated that her research show that females show pay special attention to networking and mentoring to attain success in higher education (2003). Perhaps this caution is the reason that females agree more that they inquire about an applicant's commitment to high quality education.

There was agreement across all faculty (mean score = 3.94), females agreed more (mean score = 4.17) that there were annual development opportunities for faculty to maintain their ability to deliver high-quality education. The comparatively high mean

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score indicates that the faculty members agreed that there were development opportunities available for faculty members at the university. That the mean score was just below agree on the five point Likert-like scale should give administrators an idea that they need to better publicize the opportunities faculty members have to develop their ability to deliver high-quality education or provide incentives to participate.

Research Question 6

Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of organizational commitment?

Research Question 7

Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of only job satisfaction?

Research Question 8

Is there a correlation between faculty members' perceptions of alignment of the university's mission statement with administration's actions, policies, and procedures and their level of overall satisfaction with their job and the organization?

These three research questions required that the data concerning faculty members' perception of alignment of mission statement with administrative policies, practices, and procedures be reduced so that the data could be correlated with the items of organizational commitment, job satisfaction, and overall job and organizational satisfaction. After performing a factor analysis, the factor loadings were determined to be disproportionate to make any consequential inferences. Although this rendered the correlations of the items in each of the three groups moot, it was a finding in itself.

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That the alignment items failed to reduce into useable factors might have occurred for several reasons. One might be that a survey used successfully in the private sector (Dickson, Ford, & Upchurch, 2006; Ford et al., 2006) did not fit in the public sector environment such as a large university. In the previous environments where the survey was used, there was a relatively strong centralized leadership structure. However the size of the University of Central Florida and the decentralized nature of the leadership may have rendered the survey instrument inappropriate for use with this population. It is difficult to tell how the various leadership styles alter faculty perceptions in different academic units and the effectiveness of the survey instrument without further study. In reviewing the histograms, it was noted that for a number of the alignment items there was a non-normal distribution. While not extremely skewed, the histograms showed nonsymmetrical patterns. The differing leadership styles in the numerous academic units could have led to the lack of ability to reduce the data.

The previous studies had populations whose backgrounds and careers (hotel and hospital employees) were relatively cohesive. While the UCF population surveyed had similar positions (faculty members), their educational backgrounds, experiences, and disciplines were widely divergent. Faculty job setting and progression were not continuous as they typically would be in a hotel or hospital setting. It may be very difficult for a faculty member from one college to become a leader in another college; yet, this is the type of cross pollination that has been encouraged in many private environments. This extreme difference in background could, however, have engendered the variety of responses that caused the factors not to have meaningful loadings.

In reviewing the mean scores for all of the items, it was significant that the mean scores were well below the "agree" level (4.0 on a 5.0 point Likert-type scale). In previous studies using a similar survey instrument, the mean scores were much closer to or even above the 4.0 level (Dickson, Ford, & Upchurch, 2006; Ford et al., 2006). It is likely that this lack of consistency contributed to the findings of the factor analysis. With the mean scores so diffused, it is doubtful that the data could be reduced so that correlations could be made.

The correlations of the three item groups indicated that the items representing organizational commitment were highly correlated. Even though the Mowday, Steers, and Porter scale (1979) was developed some 28 years prior to the present study, it was found to have a strong intercorrelation as a group. The other two item groups were moderately intercorrelated, and the interrelationship was not strong.

Implications of the Research

There were important implications derived from this study. It was noteworthy that higher education was under severe scrutiny from the state as well as the federal level. If higher education is to maintain its relative independence, an internal look at accountability is necessary (Atwell & Wellman, 2002; Kuh et al., 2006; USDOE, 2006). Further research needs to be conducted, and organizational researchers have begun to empirically study the relationship between excellence and dedication to mission statement through administrative policies, practices, and procedures (Pugh, Dietz, Wiley, & Brooks, 2002; Schneider, Salvaggio, & Subirats, 2002).

Identified within this study were factors that could be influenced by administrators. These, when aligned with mission, can have a positive relationship with attaining excellence (Kuh et al., 2006). If "higher education in the United States has become one of our greatest success stories" (USDOE, 2006, p. vi) as claimed in the Test of Leadership report, it is because of its independence from outside oversight. To allow others, either through a standardized, FCAT-like test or via learning compacts, to dictate the essence of higher education would remove the tradition that began with the founding of Harvard University in 1636.

Few would argue that institutions of higher education should not be responsible for achieving what they set out to do. However, this oversight should begin internally by asking those involved in the production of the product, the faculty. If internal oversight is not assumed, external forces will assume the responsibility via mandated programs such as learning compacts (Krist, 2005), FCAT-like state exams (R. E. LeMond, personal communication, September 23, 2005), or federally directed programs (USDOE, 2006). The organization's ability to be successful and achieve what the stakeholders are expecting is crucial. "Put another way, the degree to which the strategy, work, people, structure, and culture are smoothly aligned will determine the organization's ability to compete and succeed" (Nadler & Tushman, 1997, p. 214). Reinforcing the mission statement in a consistent manner is something that senior administrators should consider. This is the potential power of an instrument such as the one used in this study.

People have increasingly become disenchanted with the rankings generated by organizations like *U.S. News and World Report* (Rawe, 2007), and public officials have

sought greater accountability. This study contributes to the literature by bringing forth an alternative method to look at how an institution of higher learning is achieving its mission of providing a high-quality education. By conducting an alignment audit and then publishing the results as to how the institution is correcting any deficiencies, colleges and universities may be able to maintain control of their destinies rather than being placed under the auspices of outside influences.

Study Limitations

Most research applies only within the framework in which it is conducted. The results should not be assumed to be relevant outside the appropriate context. Therefore, the following limitations and delimitations of this research project are provided.

1. Data were delimited to that which were obtained from the respondents' self-reported replies to the survey (Appendix A).

2. The generalizability of the findings were delimited to the faculty members of UCF who responded to the survey and were members of the faculty at the time of the survey completion in January/February 2006.

3. Organizational alignment was particular to the organization; thus the generalizability of the results of this study was limited to UCF and could not be attributed to any other organization.

4. The study was limited by the number of responses. While a 23.1% response rate was acceptable (Deutskens, de Ruyter, & Wetzels, 2006; Suoranta & Matilla, 2004), the response rates for some of the colleges fell below 10% of

that college's faculty population. Hence, some inter-college comparisons could
not be made.

5. The accuracy of the list of potential respondents was limited to the accuracy of
   the faculty names as listed on the individual college web sites.

Recommendations for Future Research

This study opened several avenues for further research. Based on the review of
literature and the findings of the study, the following areas are recommended:

1. A more formal study should be conducted under the auspices of the Provost's
   office or external impartial organization to increase the response rate. It is
   likely that the survey was ignored by faculty because it was felt that it was
   merely dissertation research and had no impact beyond this study. Under the
   auspices of the Provost's office, university records could be used to more
   accurately identify potential respondents. This would require that the survey
   respondents be assured total confidentiality. For this to be effective, the trust
   level is essential. They must be able to trust that their comments could not be
   tracked back to them in any manner.

2. Future studies should endeavor to obtain responses from a significant number
   of faculty members of all colleges/departments/programmes so inter-college
   comparisons could be made.

3. Because of the lack of disciplinary cohesiveness between colleges and the
   decentralized administrative systems in the large university higher education

environment, it is recommended that future studies be done at the college level first to see if there is alignment within the college and then rolled up to a university level. By unbundling the colleges better information about the specific administrative policies in the colleges could be found.

4. Similar research should be performed at other universities to see if there are comparable results using the survey instrument.

5. Follow-up qualitative focus groups should be held to determine the specifics on why population segments either agreed or disagreed with specific items. With this information, improvement plans could be formulated.

6. The survey instrument should be carefully reviewed before using it again in a university environment. The number of variables measuring alignment should be reduced to fit the university setting.

7. The three constructs (organizational commitment, job satisfaction, & overall satisfaction and commitment) should be reviewed to insure that the terminology used is not confusing to those in the academic world.

8. To improve the response rate of future studies, researchers should investigate whether doing a traditional mail survey would be better. Some of the faculty members may not have been familiar with SurveyMonkey™ and felt that completing the survey would have taken too much of their time. In addition, the faculty members may have felt that the survey subject matter was too sensitive and were suspicious regarding the actual anonymity of an on-line survey.

9. Accountability in higher education is an important topic. Before it is undertaken by external forces, the academic community should take responsibility for its efforts and actions. This study should be refined and replicated to insure that the university is living its mission statement.

APPENDIX A
STUDY SURVEY INSTRUMENT

Mission Alignment Audit   **Exit this survey >>**
1. Introduction Letter

January 2006

Dear Faculty Member:

I am a doctoral candidate at the University of Central Florida. As part of my dissertation research, I am conducting a survey. The purpose of my study is to investigate faculty perceptions of alignment of administrative practices with the university's mission statement. The survey should take no longer than 15 minutes. After a few demographic questions, you will not have to answer any question you do not wish to answer. You will be answering the questions anonymously so answers cannot be attributed directly to you. All data will be reported as part of an aggregate.

We are surveying the entire faculty of the University of Central Florida for this study. Your name was retrieved from your College's web site.

There are no anticipated risks, compensation or other direct benefits to you as a participant in this survey. You are free to withdraw your consent to participate and may discontinue your participation in the survey at any time without consequence.

If you have any questions about this research project, please contact me at (407) 903-8042 or by e:mail at ddickson@mail.ucf.edu. My faculty supervisor, Dr. Levester Tubbs, may be contacted at (407) 823-1466 or by email at ltubbs@mail.ucf.edu. Research at the University of Central

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Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to the Institutional Review Board Office, IRB Coordinator, University of Central Florida, Office of Research & Commercialization, 12443 Research Parkway, Suite 302, Orlando, FL 32826-3252. The telephone number is (407) 823-2901.

By completing the survey, you are giving me permission to report your responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my dissertation research.

Sincerely,
Duncan R. Dickson
Doctoral Candidate

Mission Alignment Audit
2. Instructions

Please select the answer that best applies to you.

<< Prev   Next >>

Mission Alignment Audit   **Exit this survey >>**
3. Demographics

* 1. What is your current rank at the University?

* 2. Do you have tenure?

    Yes   No
    ☐   ☐

* 3. With what College are you associated?

* 4. How many years have you been teaching as a full-time faculty member at the University of Central Florida?

* 5. Your primary teaching assignment is?

                        Equal
Undergraduate Graduate distribution
                        of both
    ☐   ☐   ☐

* 6. Are you serving in any type of administrative position at UCF?

    Yes   No
    ◡   ◡

* 7. In your academic career, have you been in an administrative position at UCF?

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* 8. Would you say that your familiarity with the UCF Mission statement is:

Very High   High   Average   Low   Very low

* 9. What is your highest degree attained?

* 10. Please indicate your gender.

Male   Female

<< Prev   Next >>

Mission Alignment Audit
4. Questions

Exit this survey >>

Definition: The University of Central Florida Mission Statement says in part: "The mission of the university is to offer high-quality undergraduate and graduate education..." In this survey this will be referred to as high-quality education. We ask that you respond based on your knowledge of the University's administrative policies, procedures, and actions.

Instructions: Please select one answer for each statement below.

11. The university mission statement mentions our commitment to high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○	○	○	○

12. The university value statement mentions our commitment to high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○	○	○	○

13. Commitment to high quality education is part of each Administrator's/Department Chair's annual plan/goals/objectives

Strongly	Disagree	Neither Agree nor	Agree	Strongly	Do not

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Disagree		Disagree		Agree	know
↻	↻	↻	↻	↻	↻

14. Our physical /facility/room layout is designed to promote a high-quality educational experience

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↻	↻	↻	↻	↻	↻

15. Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↻	↻	↻	↻	↻	↻

16. We follow a set plan to consistently record how well our students are obtaining a high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↻	↻	↻	↻	↻	↻

17. We follow a set plan to consistently record how long the students have to wait for the services they expect from us

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do no know
↻	↻	↻	↻	↻	↻

18. We follow a set plan to consistently collect information about the extent to which we are providing high quality education

Strongly	Disagree	Neither Agree nor	Agree	Strongly	Do not

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Disagree   Disagree   Agree   know
   ↩   ↩   ↩   ↩   ↩   ↩

19. We follow a set plan to consistently fix problems that interfere with our ability to deliver high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↩	↩	↩	↩	↩	↩

20. We follow a set plan to consistently identify ways to help students participate in co-producing their high-quality educational experiences

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↩	↩	↩	↩	↩	↩

21. We follow a set plan to consistently keep our students informed about all aspects of their academic experience

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↩	↩	↩	↩	↩	↩

22. Administrators have established standards of educational quality for all aspects of the academic experience that our students tell us are important to them.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↩	↩	↩	↩	↩	↩

23. We follow a set plan to consistently ask our students about any complaints they may have about the quality of their education

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Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

24. We follow a set plan to consistently share feedback on educational quality with our faculty

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

25. College/department comparisons of student satisfaction scores are systematically and publicly shared across Colleges/departments

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

26. College/department comparisons of faculty satisfaction survey scores are systematically and publicly shared across Colleges/departments

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

27. Administrators formally share information they have systematically collected on how well each college/department is providing service to other colleges/departments

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

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28. Administrators have a set plan to continually seek faculty feedback on how well the University provides support to faculty doing their jobs

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

29. We have a checklist or some procedure that informs students about the quality educational experiences they should expect

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

30. Administrators routinely compare student satisfaction scores against those of other universities

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

31. Administrators routinely schedule time to remind faculty members of their commitment to high-quality education during regular meetings

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

32. Our recruitment literature mentions our commitment to high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

33. We routinely ask faculty applicants about their commitment to high-quality education in employment interviews

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

34. Commitment to high-quality education is one criterion we use to decide who gets hired

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

35. We routinely explain our commitment to high-quality education in our orientation for new faculty members

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

36. Annual development opportunities are available to faculty to maintain their ability to deliver high quality education

| Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

37. Commitment to high-quality education is part of everyone's annual performance evaluation

| Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

38. Superior performance in delivering high quality education is formally rewarded or recognized at UCF

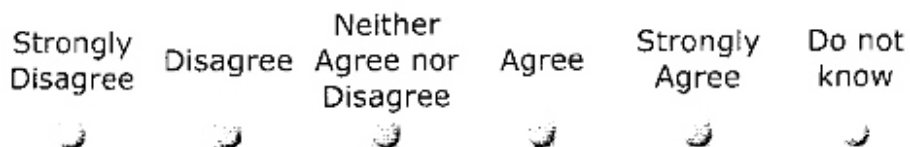| Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

39. Poor delivery of high quality education by faculty could lead to denial of tenure or reduction in rewards

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

40. We routinely train faculty how to properly correct failures in delivering high quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣
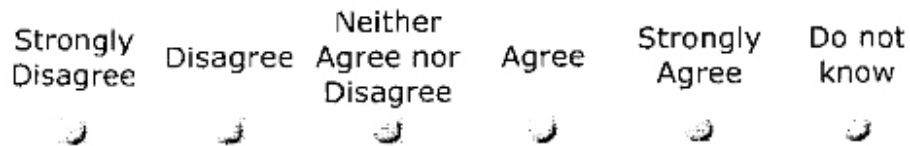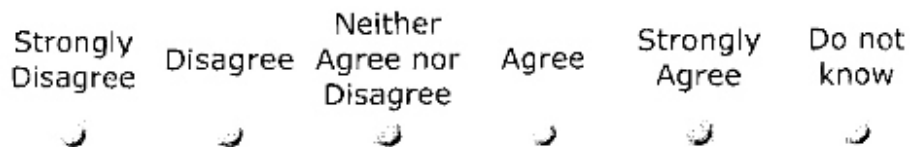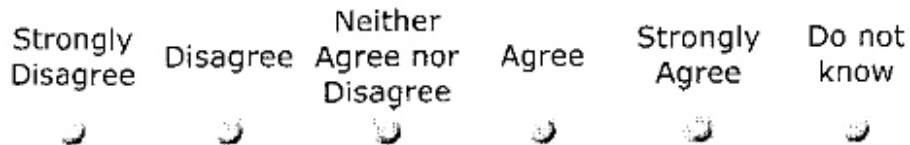
41. We routinely empower employees to resolve student concerns with their quality educational experience, within set limits

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣

42. Administrators have formal celebrations for those that provide high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
⌣	⌣	⌣	⌣	⌣	⌣
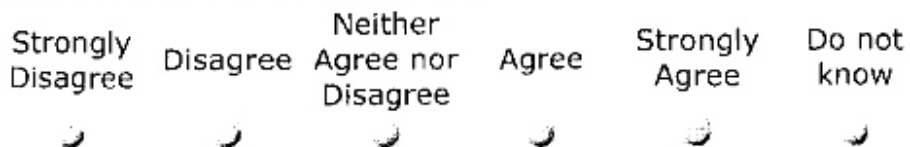
43. Administrators give our faculty pins/awards/symbols to recognize their contribution to high-quality education

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○	○	○	○

44. Administrators show their commitment to high quality education by visibly "walking the talk"

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○			○

45. Administrators specifically reward unit/department leaders on how well their unit/department scores on student satisfaction measures

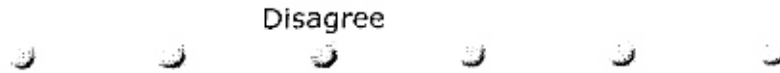| Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○	○	○	○

46. Administrators specifically reward unit/department leaders on how well unit/department does on faculty/staff satisfaction scores
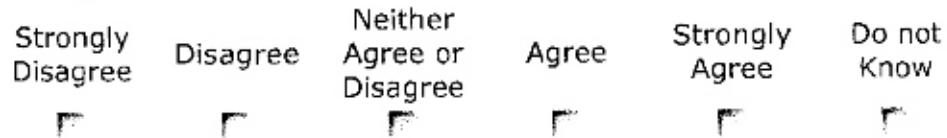
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
○	○	○	○	○	○

47. Administrators specifically reward unit/department leaders on how well their unit/department supports other units in providing high-quality education
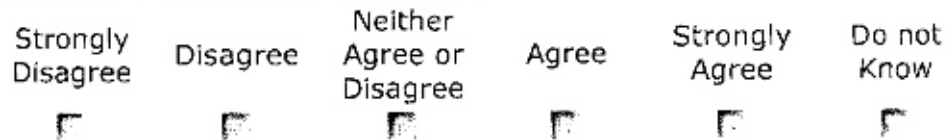
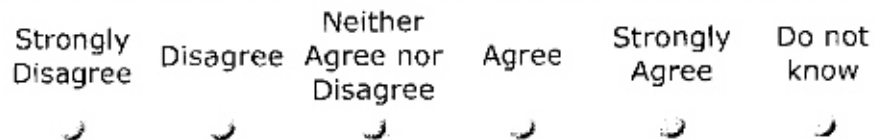| Strongly Disagree	Disagree	Neither Agree nor	Agree	Strongly Agree	Do not know

Disagree

48. Administrators have set plans to consistently allocate funds to things/units that they know will positively impact high quality education
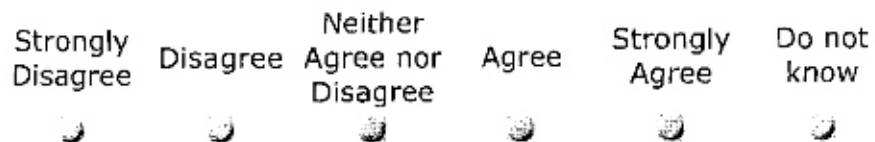
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Do not Know

49. Administrators specifically fund equipment and tools that promote high quality education

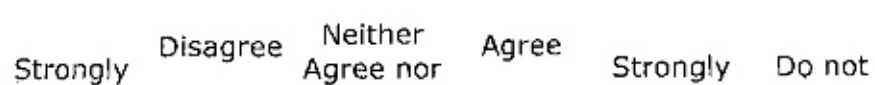| Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Do not Know

50. I am willing to put in a great deal of effort beyond that normally expected in order to help this University be successful

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

51. I talk up this University to my colleagues as a great organization for which to work

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

52. I would accept almost any job assignment to keep working for this University

Strongly	Disagree	Neither Agree nor	Agree	Strongly	Do not

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Disagree		Disagree		Agree	know
◡	◡	◡	◡	◡	◡

53. I find that my values and the University's values are very similar

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
◡		◡	◡	◡	◡

54. I am proud to tell others that I am part of this University

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
◡	◡	◡	◡	◡	◡

55. This University really inspires the very best in me in the way of job performance

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
◡	◡	◡	◡	◡	◡

56. I am extremely glad that I chose the University to work for over others I was considering at the time I joined.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
◡	◡	◡	◡	◡	◡

57. I really care about the future of this University

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
◡	◡		◡	◡	◡

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58. For me, this is the best of all possible organizations for which to work

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

59. I know what is expected of me in my job

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

60. I am able to do what I do best every day

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

61. I regularly receive recognition or praise for doing my job well

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

62. My supervisor, or someone at work, cares about me as a person

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know

63. Overall, I feel that the administration treats faculty and staff as customers of UCF

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↵	↵	↵	↵	↵	↵

64. Overall, I feel that UCF respects my academic training and experience

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↵	↵	↵	↵	↵	↵

65. Overall, I feel that UCF is a highly professional University

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↵	↵	↵	↵	↵	↵

66. Overall, I am satisfied with my job at UCF

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↵	↵	↵	↵	↵	↵

67. Overall, I am satisfied with UCF as a place to work

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Do not know
↵	↵	↵	↵	↵	↵

68. Based upon your annual evaluation, please indicate the percentage of your time you feel you are expected to spend in each of the following areas

Teaching
Research

144

Service

69. In your opinion, how should your time (use percentages) be divided between:

Service
Research
Teaching

<< Prev   Next >>

APPENDIX B
U.S. NEWS AND WORLD REPORT RANKING FACTORS

U. S. News and World Report Ranking Factors

1. Peer Assessment

2. Graduation & Retention Rank

3. Freshmen Retention Rate

4. Predicted Graduation Rate

5. Actual Graduation Rate

6. Faculty Resources Rate

7. Classes <20

8. Classes >50

9. Student Faculty Ratio

10. % Fulltime Faculty

11. Selectivity Rank

12. SAT/ACT Scores

13. Freshmen in High School Top Ten

14. Acceptance Rate

15. Financial Resources Rank

16. Alumni Giving Rank

17. Alumni Giving Rate

Retrieved December 10, 2006 from www.usnews.com/usnews/edu/college/ranking

APPENDIX C
BUSINESS WEEK RANKING FACTORS

Business Week Ranking Factors

1. Survey of 100,000 students at top schools

2. Poll of Recruiters

3. Starting Salaries

4. % Continuing for Masters

5. SAT Scores

6. Faculty Student Ratio

Retrieved December 10, 2006 from bwnt.business
week.com/bschools/undergraduate/06rankingu.

APPENDIX D
NATIONAL CENTER FOR PUBLIC POLICY
AND HIGHER EDUCATION MEASURES

National Center for Public Policy and Higher Education Measures

1. Preparation for Higher Education

2. High School Completion

3. K-12 Course Taking

4. Higher Education Affordability

5. Reliance on Loans

6. Completion

7. Adults with Bachelors Degrees

8. Adult Skill Levels

Retrieved December 10, 2006 from www.highereducation.org.

APPENDIX E
NATIONAL SURVEY OF STUDENT ENGAGEMENT MEASURES (2005)

National Survey of Student Engagement Measures

1. Level of Academic Challenge

2. Active and Collaborative Learning

3. Enriching Educational Experience

4. Supportive Campus Environment

5. Student – Faculty Interaction

Survey of 190,000 Freshmen and Senior level students from 530 four year schools

Retrieved December 10, 2006 from www.nsse.org

APPENDIX F
UNIVERSITY OF CENTRAL FLORIDA MISSION STATEMENT

University of Central Florida Mission Statement

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. **The mission of the university is to offer high-quality undergraduate and graduate education**, [*sic*] student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

Electronic version retrieved September 20, 2005 from www.ucf.edu.

APPENDIX G
INSTITUTIONAL REVIEW BOARD APPROVAL

University of
**Central
Florida**

Office of Research & Commercialization

December 19, 2005

Duncan R. Dickson
University of Central Florida
Rosen College of Hospitality Management
9907 Universal Blvd./RCH 239
Orlando, FL 32816-1450

Dear Mr. Dickson:

With reference to your protocol #05-3103 entitled, **"Faculty Perception of Alignment of Administrative Practices with a University Mission Statement"** I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **This study was approved on 12/14/05. The expiration date will be 12/13/06.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator. **Please notify the IRB office when you have completed this research study.**

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

Barbara Ward

Barbara Ward, CIM
UCF IRB Coordinator
(FWA00000351, IRB00001138)

Copies: IRB File
          LeVester Tubbs, Ph.D.

BW:jm

APPENDIX H
FREQUENCIES SORTED BY MEANS

FREQUENCIES SORTED BY MEANS

Item	Mean	Standard Deviation
The university mission statement mentions our commitment to high-quality education	4.3971	.84468
I am willing to put in a great deal of effort beyond that normally expected in order to help this University be successful	4.3397	.80527
I really care about the future of this University	4.3113	.80712
Our recruitment literature mentions our commitment to high-quality education	4.1145	.81955
The university value statement mentions our commitment to high-quality education	4.0741	.97452
I am proud to tell others that I am part of this University	3.9484	.92765
I know what is expected of me in my job	3.9479	.99146
Annual development opportunities are available to faculty to maintain their ability to deliver high quality education	3.9409	1.01301
Overall, I am satisfied with my job at UCF	3.7962	1.05161
Commitment to high quality education is part of each Administrator's/Department Chair's annual plan/goals/objectives	3.7898	1.09341
Commitment to high-quality education is part of everyone's annual performance evaluation	3.7778	1.04339
Overall, I am satisfied with UCF as a place to work	3.7667	1.07509
I talk up this University to my colleagues as a great organization for which to work	3.7642	1.19281
I am extremely glad that I chose the University to work for over others I was considering at the time I joined.	3.7500	1.07001
My supervisor, or someone at work, cares about me as a person	3.6875	1.24467
We routinely ask faculty applicants about their commitment to high-quality education in employment interviews	3.6131	1.06622
We routinely explain our commitment to high-quality education in our orientation for new faculty members	3.5917	1.09878
Our temperature, lighting, and environmental conditions are designed to promote a high-quality educational experience	3.5317	1.12686
We follow a set plan to consistently keep our students informed about all aspects of their academic experience	3.5227	.93781
Commitment to high-quality education is one criterion we use to decide who gets hired	3.5191	1.09365
Overall, I feel that UCF respects my academic training and experience	3.4292	1.25048
We follow a set plan to consistently collect information about the extent to which we are providing high quality education	3.4278	1.12379
Poor delivery of high quality education by faculty could lead to denial of tenure or reduction in rewards	3.4158	1.18222
Overall, I feel that UCF is a highly professional University	3.4123	1.13626
Our physical /facility/room layout is designed to promote a high-quality educational experience	3.3981	1.25981
Superior performance in delivering high quality education is formally rewarded or recognized at UCF	3.3939	1.21595
I am able to do what I do best every day	3.3567	1.30587
We routinely empower employees to resolve student Administrators show their commitment to high quality education by visibly 'walking the talk' concerns with their quality educational experience, within set limits	3.3372	1.09875
We follow a set plan to consistently ask our students about any complaints they may have about the quality of their education	3.2967	1.10243
Administrators specifically fund equipment and tools that promote high quality education	3.2912	1.13597
I find that my values and the University's values are very similar	3.2788	1.12895
We follow a set plan to consistently record how well our students are	3.2460	1.12805

obtaining a high-quality education		
This University really inspires the very best in me in the way of job performance	3.1659	1.17756
We follow a set plan to consistently share feedback on educational quality with our faculty	3.1383	1.16179
For me, this is the best of all possible organizations for which to work	3.0476	1.25565
We follow a set plan to consistently identify ways to help students participate in co-producing their high-quality educational experiences	3.0343	1.04440
Administrators have established standards of educational quality for all aspects of the academic experience that our students tell us are important to them.	3.0173	1.07549
Administrators routinely schedule time to remind faculty members of their commitment to high-quality education during regular meetings	2.9791	1.21377
Administrators give our faculty pins/awards/symbols to recognize their contribution Administrators specifically reward unit/department leaders on how well their unit/department supports other units in providing high-quality education to high-quality education	2.9655	1.23014
Administrators routinely compare student satisfaction scores against those of other universities	2.9091	1.121248
Administrators have formal celebrations for those that provide high-quality education	2.8944	1.16991
I regularly receive recognition or praise for doing my job well	2.8565	1.15960
We routinely train faculty how to properly correct failures in delivering high quality education	2.8146	1.11203
We have a check list or some procedure that informs students about the quality educational experiences they should expect	2.7901	1.16060
Administrators have set plans to consistently allocate funds to things/units that they know will positively impact high quality education	2.7439	1.20643
We follow a set plan to consistently fix problems that interfere with our ability to deliver high-quality education	2.7247	1.10344
College/department comparisons of student satisfaction scores are systematically and publicly shared across Colleges/departments	2.6981	1.23121
Administrators have a set plan to continually seek faculty feedback on how well the University provides support to faculty doing their jobs	2.5924	1.21113
We follow a set plan to consistently record how long the students have to wait for the services they expect from us	2.5600	1.02636
Administrators show their commitment to high quality education by visibly 'walking the talk'	2.5380	1.18214
Overall, I feel that the administration treats faculty and staff as customers of UCF	2.5025	1.16287
Administrators formally share information they have systematically collected on how well each college/department is providing service to other colleges/departments	2.4336	1.09775
I would accept almost any job assignment to keep working for this University	2.4306	1.15867
College/department comparisons of faculty satisfaction survey scores are systematically and publicly shared across Colleges/departments	2.3082	1.10780
Administrators specifically reward unit/department leaders on how well their unit/department scores on student satisfaction measures	2.2652	1.01033
Administrators specifically reward unit/department leaders on how well unit/department does on faculty/staff satisfaction scores	2.1940	.99983
Administrators specifically reward unit/department leaders on how well their unit/department supports other units in providing high-quality education	2.1885	.99892

APPENDIX I
ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND COMMITMENT
CORRELATIONS

Pearson Correlations Between the Nine Organizational Commitment Variables

Descriptor	Sig.	Item								
		50	51	52	53	54	55	56	57	58
I am willing to put in a great deal of effort beyond normally expected to help university be successful (Q50)	Pearson Correlation	1	.441**	.197**	.398**	.447**	.333**	.390**	.415**	.357**
	Sig. (2-tailed)		.000	.003	.000	.000	.000	.000	.000	.000
	n = 230	230	229	225	224	229	227	224	228	227
I talk up this University as great place to work (Q 51)	Pearson Correlation	.441**	1	.334**	.645**	.748**	.669**	.739**	.521**	.628**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	n = 233	229	233	228	227	232	230	227	231	230
I would accept almost any job assignment to keep working for this Univ.(Q52)	Pearson Correlation	.197**	.334**	1	.335**	.296**	.419**	.290**	.263**	.416**
	Sig. (2-tailed)	.003	.000		.000	.000	.000	.000	.000	.000
	n = 231	225	228	231	226	231	229	227	229	228
I find that my values and the University's values are very similar (Q53)	Pearson Correlation	.398**	.645**	.335**	1	.706**	.690**	.669**	.494**	.605**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	n = 230	224	227	226	230	230	229	224	228	227
I am proud to tell others that I am part of this University (Q54)	Pearson Correlation	.447**	.748**	.296**	.706**	1	.693**	.757**	.649**	.645**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	n = 235	229	232	231	230	235	233	229	233	232
This University really inspires the best in me in the way of job performance (Item 55)	Pearson Correlation	.333**	.669**	.419**	.690**	.693**	1	.719**	.526**	.680**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	n = 233	227	230	229	233	233	233	227	231	230
I am glad I chose the University to work for over others I was considering (Q56)	Pearson Correlation	.390**	.739**	.290**	.669**	.757**	.719**	1	.560**	.695**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	n = 229	224	227	226	224	229	227	229	227	227
I really care about the future of this University (Q57)	Pearson Correlation	.415**	.521**	.263**	.494**	.649**	.526**	.560**	1	.501**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	n = 234	228	231	229	228	233	231	227	234	231
For me, this is best possible organization for which to work. (Q58)	Pearson Correlation	.357**	.628**	.416**	.605**	.645**	.680**	.695**	.501**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	n = 232	227	230	228	227	232	230	227	231	232

** Correlation is significant at the 0.01 level (2-tailed)

Correlations of Job Satisfaction Scale

Item	Sig.	Item			
		59	60	61	62
I know what is expected of me in my job (Q59)	Pearson Correlation	1	.515**	.404**	.332**
	Sig. (2-tailed)		.000	.000	.000
	n	232	169	226	225
I am able to do what I do best every day (Q60)	Pearson Correlation	.515**	1	.351**	.252**
	Sig. (2-tailed)	.000		.000	.000
	n	169	171	165	166
I regularly receive recognition or praise for doing my job well (Q61)	Pearson Correlation	.404**	.351**	1	.538**
	Sig. (2-tailed)	.000	.000		.000
	n	226	165	231	226
My supervisor, or someone at work, cares about me as a person (Q62)	Pearson Correlation	.332**	.252**	.538**	1
	Sig. (2-tailed)	.000	.000	.000	
	n	225	166	226	230

** Correlation is significant at the 0.01 level (2-tailed)

Correlations of Overall Job Satisfaction and Commitment

Item	Sig.	Item				
		63	64	65	66	67
Overall, I feel that the administration treats faculty and staff as customers of UCF (Q63)	Pearson Correlation	1	.500**	.483**	.345**	.402**
	Sig. (2-tailed)		.000	.000	.000	.000
	n	218	217	215	215	214
Overall, I feel that UCF respects my academic training and experience (Q64)	Pearson Correlation	.500**	1	.695**	.574**	.624**
	Sig. (2-tailed)	.000		.000	.000	.000
	n	217	234	231	231	230
Overall, I feel that UCF is a highly professional University (Q65)	Pearson Correlation	.483**	.695**	1	.701**	.714**
	Sig. (2-tailed)	.000	.000		.000	.000
	n	215	231	233	231	230
Overall, I am satisfied with my job at UCF (Q66)	Pearson Correlation	.345**	.574**	.701**	1	.876**
	Sig. (2-tailed)	.000	.000	.000		.000
	n	215	231	231	233	231
Overall, I am satisfied with UCF as a place to work (Q67)	Pearson Correlation	.402**	.624**	.714**	.876**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	n	214	230	230	230	232

** Correlation is significant at the 0.01 level (2-tailed)

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