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## An Examination of Generational Factors on Faculty Engagement in Shared Governance in the Northern California Community College System

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An Examination of Generational Factors on Faculty Engagement in Shared Governance  
in the Northern California Community College System

A Dissertation by

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Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

April 2018

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April 2018

An Examination of Generational Factors on Faculty Engagement in Shared Governance  
in the Northern California Community College System

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by Gina Lord

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There have been many people who have walked alongside me on my educational journey who have inspired, guided, encouraged, supported, and believed in me.

Although it is impossible to acknowledge each person that has helped me reach this point, there are many whom I need to recognize as they played vital roles along the way.

This dissertation is dedicated to:

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For your wisdom, guidance, and commitment to seeing me through this process.

### **My Family and Friends**

For always being there during times of laughter, joy, and life's challenges.

### **My Beloved Parents**

For raising me, providing guidance and love, and being my greatest teachers.

### **My Beautiful Daughters**

For inspiring me, being my best friends, and believing that I can do anything.

### **My Loving Husband**

For your endless support, unwavering patience, and never-ending love.

## ABSTRACT

An Examination of Generational Factors on Faculty Engagement in Shared Governance  
in the Northern California Community College System

by Gina Lord

**Purpose:** The purpose of this phenomenological study was to identify and describe the factors that motivated northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees, and to determine what differences existed between the generations.

**Methodology:** This research used a qualitative methodology and applied a phenomenological approach. The data for this study was gathered by conducting in-depth, semi-structured interviews with 16 fulltime faculty members from the Solano, Marin, and Sonoma County community college districts.

**Findings:** The findings from this study identified factors that motivated faculty to engage in shared governance. Findings were grouped into three categories: knowledge-driven motivators, service-driven motivators, and collegiality-driven motivators. Within these three categories of motivational factors, this study identified similarities and differences between the three generational cohorts, Baby Boomers, Gen Xer's, and Millennials.

**Conclusions:** Based on the findings from this study and the literature review, it was concluded that faculty were motivated to participate in shared governance when the system embraced characteristics including: collaboration, mutual respect, effective communication, and a shared sense of purpose. It was further concluded that faculty

were motivated to engage in shared governance committee work when they felt valued and appreciated, had the ability to develop and grow, and where the environment was built upon trust and transparency.

**Recommendations:** Institutions of higher education need to nurture a climate that expressly supports strong faculty engagement in the governance of the institution by developing and maintaining an effective shared governance system that gives voice to all constituencies, encourages a diversity of opinions, and balances maximum participation in the decision-making process where all participants act as true partners toward the common goals of the institution.

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## CHAPTER 1: INTRODUCTION

Employee engagement is a critical issue and on-going concern in the worldwide workforce. A poll by Gallup (2017) revealed 87% of employees across the globe were not engaged and 71% of American workers fell into this same category. Lencioni (2007) described engaged employees as those who went beyond the mandatory job duties and contributed to the organizational goals and objectives. An engaged employee worked with passion and felt a higher sense of purpose and connection to the company. They were willing to work above what was required to help the organization achieve greater success (Lencioni, 2007). Highly engaged workers displayed a superior sense of meaning in their work and their actions, attitudes, and behaviors demonstrated their motivation to work toward the greater good of the organization (Krishnaveni & Monica, 2016). In contrast, disengaged employees lacked energy and commitment, and were only willing to do the bare minimum; actively disengaged employee spent considerable time expressing their misery and unhappiness at work (BlessingWhite, 2010; Lencioni, 2017; Mautz, 2015).

The problem of the disengaged workforce was widespread and impacted both the private and public sectors, and small and large industries (Krishnaveni & Monica, 2016). One of the largest group of disengaged workers consisted of individuals who worked for the government, including faculty at colleges and universities (Moody, 2012). A recent Gallup (2017) survey reported that 52% of higher education faculty members were not engaged in the work place and 14% were actively disengaged. Although the percentage of disengaged faculty was lower than the general population, engagement in higher education posed an on-going challenge. Per Holland (2016):

Among faculty who expressed reservations 17 years ago, not many have changed their minds. When they participate in committees, governance activities, and planning processes, these skeptical academics question the legitimacy and the strategic reasons for encouraging community engagement...The bottom line is that so long as community engagement work is enacted by a self-selecting group, with separate infrastructure, limited funding, and a random agenda of interaction across community issues and partners, campuses will struggle with sustainability, quality, extent of benefits to the institutional mission, and ability to measure activity impacts and outcomes. (p. 74)

In addition to the serious issue regarding faculty engagement, 47% of institutions of higher education (IHEs)—both universities and two-year colleges—did not track or attempt to measure employee engagement (A. Robinson, 2016). Community colleges across the nation were experiencing this faculty engagement crisis and the California Community College System was not spared (Clinton, 2015). Thus, to improve system-wide faculty engagement and track the benefits of engagement in higher education, one must understand the variables that impact engagement and integrate engagement into the college mission, supported by an agenda driven by specific purpose and objectives as needed (Holland, 2016).

Per relevant research on levels of engagement, related motivational factors, and the impact of engagement in the educational arena, several themes emerged (Holland, 2016). Studies indicated an increasing need for employee engagement, particularly with faculty involvement in college activities outside of instructional classroom duties

(Clinton, 2015; Donohoe, 2014; Holland, 2016). The success of any college or university depended upon the organization's ability to develop and support a collaborative environment where faculty, staff, and administrators worked together toward organizational goals (Donohue, 2014; Ott & Mathews, 2015). Although many factors motivated employee engagement in the work environment, intergenerational factors may play a key role. According to Blanchard (2007), leaders had the responsibility to motivate and engage employees in the workforce, which requires an awareness of differences regarding motivational variables. Without this on-going effort and commitment to maintain a working relationship among leaders and employees, the organization may jeopardize its ability to reach its maximum potential. Thus, institutional leaders were in a unique position to cultivate a highly engaged and high-performing workforce, and needed to embrace this responsibility with sincere and consistent efforts (Rath & Conchie, 2008).

In addition to understanding the general nature of employee engagement, an examination of any unique motivational factors between the three primary working generations should be evaluated. These three generations included Baby Boomers (born from 1946 to 1964), Gen Xer's (born from 1965 to 1981), and Millennials (born from 1982 to 2001). Prior research showed the levels of engagement varied among these different generations (Kiiru-Weatherly, 2017; Riescher, 2009). A recent study showed the least engaged generation was the Millennials with a mere 29% engaged and 16% actively disengaged, leaving 55% either under or moderately engaged (Gallup, 2017). This emerging generation of employees cannot be ignored as these individuals were projected to comprise 75% of the workforce by 2020 (Morrison-Williams, n.d.). Higher

education will be no exception and will also see an influx of Millennials as new faculty are hired to replace retirements.

Thus, as Millennials continue to secure teaching positions in higher education, it is important for institutional leaders to acquire a better understanding of the motivational factors that impact the level of faculty engagement. Disengagement is a serious problem occurring in the university and community college systems (Donohue, 2014; A. Robinson, 2016). Therefore, given the on-going challenges facing higher education, it is imperative these organizations examine the variables that motivate faculty to get actively involved in campus-wide endeavors that benefit the entire college community.

### **Background**

The American workforce continues to be at risk due to bleak reports on employee engagement levels. Unless turned around soon, this trend could pose considerable implications for the entire nation. Per Gallup (2017), employee engagement remained relatively flat since 2000 despite changes in the U.S. economy. The ratio of actively disengaged to actively engaged employees was is 2:1, indicating that approximately 70% of employees lacked the desire to move above and beyond what was required in their jobs and were highly disconnected (A. Robinson, 2016). Engaged workers were crucial to any organization as they displayed higher levels of work performance and contributed significantly more to the company's productivity and profitability (Crabtree, 2013). Additionally, engaged employees had a greater commitment to job longevity, as evidenced by less turnover than those who were disengaged (Krishnaveni & Monica, 2016, A. Robinson, 2016). Employee engagement varied among different industries and occupations, but frontline service employees (those who worked directly with the

consumer, including faculty in higher education) had some of the lowest levels of employee engagement (Gallup, 2017).

Despite the alarming statistics regarding the low levels of employee engagement, a variety of ways emerged to accelerate the level of engagement in the workplace. Companies must embrace the reality that engagement is a partnership where organizational leaders hold a primary role in the creation of a more engaged workforce (Krishnaveni & Monica, 2016, Lencioni, 2007). Likewise, employees must take the responsibility and opportunity to respond with ways in which they play a more active role in helping the company reach its overall objectives and goals. Thus, it is a two-way commitment that can positively influence employee engagement.

One fundamental approach was to develop an environment in which employees felt a sense of belonging and experienced an emotional connection to the company (Mautz, 2015; D. Robinson, Perryman, & Hayday, 2004). Additionally, the level of employee engagement could be impacted when employees had a clear vision about the organizational goals and worked in a collaborative environment within effective teams (Crabtree, 2013). Furthermore, engagement levels could improve when leaders demonstrated a clear genuineness toward employees by exhibiting actions that showed authentic care and concern (Holland, 2016). Therefore, effective organizational leaders clarified the purpose of the organization and its related values, and took the necessary time to show employees how their contributions affected the overall well-being of the company (Blanchard, 2007; Crowley, 2011; Mautz, 2015).



## **Theories of Motivation**

Institutions can strive to increase employee engagement, with many strategies centered on motivation. Motivating employees could take many forms, including: (a) providing consistent recognition and praise for work well done, (b) relaying positive and regular performance feedback, and (c) establishing an environment that challenges employees to increase their knowledge base by getting them more involved in organizational activities peripheral to their job duties. When employees had a true sense that they were supported and appreciated, they tended to get more involved and stay committed (Ackerman-Anderson & Anderson 2010; Blanchard, 2007; Crowley, 2011; Mautz, 2015). Hence, leaders could foster this environment in several ways by understanding what factors motivated employees to take on added responsibility and involvement with the decision-making activities that impacted the entire organization. Motivational theories and the underlying variables—intrinsic and extrinsic—that examine factors that motivate individuals would enhance the organization's ability to better align the company's objectives with the values, belief systems, and personal interests of the employees (Mautz, 2015).

Purkey and Stanley (1991) suggested one primary source of motivation centered specifically on intrinsic factors. These related activities and opportunities enhanced a person's self-image, increasing the level of motivation to engage. However, other theorists, such as Herzberg (1974) and Maslow (1943), defined the theory of motivation on a broader perspective. According to Maslow (1943), human behavior was dominated by unsatisfied needs and when one level of needs was satisfied, the next higher level was the focus. Although many theorists agreed with Maslow's theory of motivation, some

critics did not share his philosophy. Herzberg's (1974) theory of motivation stated there were two classifications of motivational variables in the workplace, hygiene factors and motivational factors. This theory purported the lack of hygiene factors, such as reasonable compensation, could lead to dissatisfaction, but only motivational factors such as recognition, sense of accomplishment, and meaningfulness affected employee engagement (Herzberg, 1974). Different theories of motivation aided organizational leaders to better understand what encouraged employees to engage in work activities beyond the scope of their job requirements and allowed them to feel more connected and valued by the company.

### **Characteristics of Three Generations**

About the ability to motivate employees, a misconception held by inexperienced managers was the same factors motivated all individuals (Deal, Altman, & Rogelberg, 2010). This was a dangerous generalization because many factors, including age, impacted motivation and engagement. Generational differences existed between the three primary working generations that influenced the level of engagement in the workplace. Each generation's engagement level and motivational variable varied widely due to different life experiences that shaped their attitudes, behaviors, and opinions about work in general (Deal et al., 2010).

Baby Boomers, for example, were passionate about being mentors within their organization and enjoyed consensus building (Kiiru-Weatherly, 2017). The Boomers valued teamwork and were generally committed and loyal employees. On the other hand, the Gen Xers expected work to be highly engaging. They had short attention spans, placed high value on environments that were challenging, and sought out opportunities

for professional and personal growth. This generation placed a high value on learning and had a desire to balance work and pleasure. They were also interested in job security. However, Gen Xers were also described as arrogant, lazy, and disloyal. Millennials tended to be less social due to early life events, including many tragedies such as Columbine and the attacks on September 11, 2001, which shaped their willingness to build connections and trust others (Kiiru-Weatherly, 2017). The Millennials were a unique group of working class individuals and were of interest because they were expected to comprise the greatest percentage of the American workforce within the next few years (Gallup, 2017).

### **Engagement**

Definitions of engagement vary greatly, and personal and professional opinions differ about what factors influence engagement. Moreover, there were different interpretations and perspectives about the various levels of engagement and how these corresponded to motivation in the workplace (Moody, 2012; O’Byrne, 2013). In addition to generational differences, many other variables potentially contributed to employee engagement, including (a) peer culture, (b) nature of the job, (c) pay fairness, and (d) trust in management (Shuck, Reio, & Rocco, 2011). Employees generally wanted to be engaged and be an integral part of the success of the organization. Thus, there was a tremendous opportunity for organizations to increase engagement as a large untapped portion of the workforce—over 50% of the American workers—want to be a greater part of the achievements of the company (Gallup, 2017). However, worldwide there continues to be a serious disconnect between companies and employees that needs to be examined to move these individuals from moderately engaged to actively engaged.

Active engagement fulfills employees' needs to feel more important and involved, and enhances the company's ability to succeed, financially and otherwise. To accomplish this task, engagement and the factors that motivate employees to go the extra mile need to be understood, valued, and nurtured.

Kahn (1990) wrote one of the first articles on engagement titled "Psychological Conditions of Personal Engagement and Disengagement at Work," which appeared in the *Academy of Management Journal*. This study described the different definitions for engagement as well as common terms such as involvement, dedication, passion, energy, fulfillment, enthusiasm, and effort. Kahn (1990) described personal engagement as the way in which people saw their "preferred self" and the related behaviors that supported this awareness and connection to others. According to Kahn (1990), individuals who were personally engaged balanced their roles in the workplace without sacrificing their sense of self. The phrase *employee engagement* was since tied to employee commitment, productivity, attitudes, and behaviors (Krishnaveni & Monica, 2016; Shuck & Wollard, 2010). From a broad perspective, these expressions of employee engagement referred to employees who had a positive attitude toward the organization and displayed actions that embraced the values of the company. In general, an engaged employee was aware of business values, goals, and context, and was eagerly willing to work with colleagues to improve company performance for the greater good of the organization (Kahn, 1990; D. Robinson et al., 2004).

Varying levels of engagement were generally identified as: (a) actively engaged, (b) moderately engaged, (c) disengaged, and (d) actively disengaged. Per Crabtree (2013), actively engaged employees were pleased and worked with vigor and dedication

toward the overall company's well-being. To expand further, Kahn's (1990) theory of engagement described engaged employees as those who demonstrated behaviors and attitudes that illustrated the combination of their self-expression, personal ideas, and creative minds along with their obligatory roles within the organization. These individuals experienced a stronger sense of pride and were involved in work and company activities outside of the mandatory duties of their job. Moderately engaged workers were those who showed up to work to earn a paycheck and did little more than what was required by their job description (Crabtree, 2013). Disengaged individuals were unhappy with their jobs and did the bare minimum, whereas actively disengaged posed a threat to the organization by engaging in behaviors that undermined the company (O'Byrne, 2013; Yossef, 2016). Moving employees toward the spectrum of actively engaged requires identification and evaluation of the factors that contribute to these different levels.

### **Shared Governance in Higher Education**

Strong leaders who engaged others was crucial and one of the main elements in creating an educational culture of engagement—one that would sustain the institution and allow it to thrive in an ever-changing, complex, and increasingly global environment (Crabtree, 2013; Krishnaveni & Monica, 2016). Education was no different from a business and institutions of higher education were experiencing the engagement-gap crisis (Holland, 2016). This urgent and challenging situation became a major point of interest due to on-going changes in regulations, standards, initiatives, and other external pressures. This, in turn, created a need for greater employee engagement, especially in academic governance (Campbell, 2003; Donohue, 2014).

Per Floyd (1985), the term “governance” in higher education was the division of responsibility and decision-making activities between faculty, staff, and the administration. Collectively, these parties had authority and accountability over areas that related to curriculum, technology, research, and pedagogy, as well as institutional planning decisions related to operations, finance, student affairs, capital expenditures, and relations with the surrounding community (Hines, 2000; Mortimer & McConnell, 1978). Additional pressures, expectations, and competition gave rise to the need for examining what motivated faculty to become engaged in governance.

The meaning of shared governance was not absolutely agreed upon, as there was some disagreement about this expression. Some faculty expressed that shared governance simply resorted to a vote on a plan or proposal and there was no sense of sharing. In contrast, some faculty believed shared governance was the heart of the institution and it was their responsibility to take a primary role, along with the administrators, to plan and govern the college (Campbell, 2003; Clinton, 2015; Donohue, 2014; Olson, 2009). To encourage participation on shared governance in the state of California, AB 1725 was introduced as a tool to ensure that faculty expertise would be utilized to help develop college policies (California Community College Chancellor’s Office, 2016). Thus, shared governance was a process created by law that required faculty be allowed to participate in activities that influenced the planning and decision-making of the institution (Donohue, 2014; Olson, 2009).

Given the current state of higher education and the decrease in faculty engagement, there is an eminent need to assess factors that encourage or discourage faculty to be engaged in shared governance and to better understand why some faculty

are more eager to express their opinions and perspectives, and collaborate for the greater good of the institution. Thus, to increase engagement in shared governance, institutions need to understand the relationship between motivation and engagement, as well as any generational differences, that impact faculty motivation to participate in the academic governance in the institution.

### **Summary**

Employee engagement is a worldwide crisis impacting the entire workforce. Many employees were not engaged or actively disengaged globally, nationally, and regionally. Colleges and universities were no exception. Employee engagement was found to be imperative to organizational success. Thus, it is important for employers to acknowledge the likely engagement gap in their organization, which may be impacting the potential performance of the company.

Steps toward improving employee engagement include trying to understand what variables motivate the organization's workforce and how the company can promote and nurture these variables. D. Robinson et al. (2004) concluded that to decrease the engagement gap, organizations need to strive to make employees feel valued while helping them to understand the values of the company. Organizational leaders need to give employees a sense of meaning in their work and help them see they are valued to the overall organization. Finally, understanding what truly motivates engagement in the workplace and the impact of any generational-specific factors that may exist requires further research. Given the continuing pressures in the educational environment, it is more important than ever that universities and colleges maximize participation in shared

governance committee work to effectively operate; meet community, business, and student needs; and thrive in the ever-changing landscape of education.

### **Statement of the Research Problem**

Employee engagement was considered a critical concern and major challenge causing significant problems in the workforce (A. Robinson, 2016). Disengaged employees could negatively impact many aspects of the organization, including productivity, profitability, customer service relations, employee-employer rapport, and overall performance in the workplace (Lencioni, 2007; Mautz, 2015; Moody, 2012). The American economy was working at less than 30% efficiency due to employees who were not engaged and did just enough to earn a paycheck (Gallup, 2017). However, organizations with actively engaged employees experienced numerous benefits associated with individuals who worked with a greater sense of purpose and connectivity to the company's mission (BlessingWhite, 2010; Shuck & Rose, 2013).

Several theories, including Maslow's (1943) Theory of Human Motivation and Herzberg's (1974) Motivation-Hygiene Theory, supported the belief that employees were motivated to engage more at work when there were activities and opportunities that enhanced self-image, offered recognition and praise, satisfied needs, and aligned with personal values, beliefs, and organizational goals. According to Crabtree (2013), employees were more productive and engaged when they were content and knew that what they did mattered and had significant meaning and value in the work environment. Accordingly, leaders needed to create and nurture an environment that encouraged employees to participate and get actively involved with added responsibilities, over and above their job descriptions, that impacted the entire organization (BlessingWhite, 2010;



Crabtree 2013). Therefore, it is imperative that business organizations continue to look for ways to increase employee engagement to survive and prosper.

In the field of higher education, lack of engagement was also a crucial issue and on-going problem (Holland, 2016). More specifically, there was a critical need to understand the motivational factors that impacted faculty engagement in shared governance activities at the community college level and the varying perceptions of the benefits of involvement in the shared governance of the institution (Clinton, 2015). Shared governance was defined as the process involving the responsibility of participants—including faculty—in the decision-making processes that governed the institution (Donohue, 2014; Olson, 2009; Townsend & Twombly, 2007). College governance was moving toward a more participatory system where faculty were encouraged and needed to be at the center of the planning and decision process (Donohue, 2014). This participation was vital as universities and colleges strove to move ahead in a rapidly changing environment. Research was conducted on faculty engagement in shared governance at the four-year university level; however, research was extremely limited in the community college setting (Clinton, 2015).

It is urgent that additional research be conducted on faculty engagement at the community college level. These institutions were becoming more complex and facing additional pressures, both internally and externally (Donohue, 2014). Community colleges across the nation were asked to do more work with fewer resources, including fewer faculty members (Monaghan, 2017). This situation drastically increased the need to determine and explore which factors motivated faculty to become involved in the shared governance of the institution. Furthermore, this crisis was expected to escalate as

the Millennials, with the lowest levels of employee engagement, continued to enter the workforce and were anticipated to represent 75% of the American workforce by 2020 (Gallup, 2017, A. Robinson, 2016). With the challenges community colleges are facing, along with a significant shift in the workforce, institutional leaders must be better equipped with ways in which to engage faculty to participate in shared governance.

Although there was research on employee engagement in the overall workforce, more research is needed to examine the factors that motivate employee engagement at the community college level. According to Clinton (2015), there was limited research on community college governance, especially variables that influenced faculty participation on campus-wide committees, president cabinets, and other governance practices of their local institutions. Furthermore, there was minimal information on any unique motivational factors connected to generational differences that influenced faculty engagement in the educational arena (Zemke, Raines, & Filipczak, 1999). With the succession crisis looming—as large numbers of Baby Boomers and Gen Xers retire—and the Millennials becoming the preponderance of the workforce, more research is needed to examine specific differences in factors that impact motivation to engage between these groups. In addition, although some research was completed, most academic studies on faculty engagement in shared governance were conducted at the university level. Little information existed on the variables that motivated engagement of two-year college faculty in the academic governance of the institution (Townsend & Twombly, 2007). Thus, to better identify whether leadership influenced participation in shared governance and if there were any unique generational differences in factors that encouraged or

discouraged motivation in shared governance, a phenomenological study of this nature would contribute to the current literature.

### **Purpose**

The purpose of this phenomenological study was to identify and describe the factors that motivate northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees to determine what differences exist between the generations.

### **Research Questions**

The following two research questions guided the study:

1. What factors do northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations identify as motivators for them to become engaged in campus-wide shared governance committees?
2. What differences exist between the factors identified for Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

### **Research Sub-Questions**

1. What factors do Northern California Community College faculty of the Baby Boomer generation identify as motivators to become engaged in campus-wide shared governance committees?
2. What factors do Northern California Community College faculty of the Gen X generation identify as motivators to become engaged in campus-wide shared governance committees?

3. What factors do Northern California Community College faculty of the Millennial generation identify as motivators to become engaged in campus-wide shared governance committees?
4. What differences exist between the factors identified by the Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

### **Significance of the Problem**

Individual colleges within the larger community college system determined how shared governance was carried out and the various duties, details, and scope of committees within the institution (Clinton, 2015). However, all community colleges relied on a shared governance system to balance power and players in the planning and decision-making of the institutions. Although the structure, number of committees, and overall composition of shared governance systems were not the same, one thing was consistent—given the additional pressures and complexities facing the two-year college system, there was an increasing need for faculty to become engaged in shared governance committee work (Beaudry & Crockford, 2015).

Thus, this research aimed to study factors that motivated faculty to become engaged in shared governance committees in the northern California community college system. This added to previous research (Clinton, 2015; Kiiru-Weatherly, 2017; Moody, 2012) by examining the understudied shared governance system at the community college level and factors that motivated faculty engagement. Moreover, this study sought to fill the gap in the literature as to what generational differences existed as factors that

motivated faculty to engage in the governance system in the two-year college environment.

The results of this study could benefit the community college system and other educational systems by providing valuable information about the factors that impact motivation of full-time faculty to engage in shared governance. The implications for positive change resulting from this research were numerous. This study provided information to aid educational leaders and administrators in the community colleges to gain a better understanding of motivational variables and engagement between the three generations of faculty members. With awareness, institutions could better develop an environment that embraces these variables in such a way that would motivate engagement by more faculty to serve on campus-wide committees. This valuable insight could also help community colleges and institutional leaders better prepare to engage future faculty members by understanding underlying factors that contribute to motivation and engagement among the different generations.

Finally, this research could influence how the community college system continues to create and nurture an educational climate that inspires more faculty to engage in the planning and decision-making processes that contribute to the institution's ability to reach its ultimate goals, which would benefit the students, college-wide community, surrounding businesses, and other educational partnerships.

### **Definitions**

The following terms were used in this study:

**Engagement.** Per Kahn (1990), employee engagement was the highest level of commitment and loyalty as evidenced by an individual's willingness and desire to do

what was in his or her means to contribute to the overall goals and objectives of the organization. An engaged employee referred to an individual who had a positive attitude toward the organization and eagerly worked above what was required to embrace the values of the company and contribute to the overall well-being of the organization.

**Generations.** Generation referred to a group of individuals who shared common experiences and held similar beliefs, values, and expectations based upon key events that occurred during their lifetime; a generational group were defined from cohorts within a certain birth year period who moved through life together and were influenced by critical factors (Kiiru-Weatherly, 2017).

**Motivation.** Motivation referred to the reason(s) that one made certain choices or completed something in a particular way. Different schools of thought attempted to describe and classify those reasons. Per Maslow (1948), reasons were based upon unsatisfied needs, whereas Herzberg (1974) described reasons as fitting into either hygiene or motivational needs.

**Shared Governance.** Donohue (2014) described shared governance as a process involving the responsibility of participants—managers, faculty, and staff—in decisions that govern the institution. Shared governance defined as was a participatory system where faculty were encouraged to work with the administration in the planning and decision procedures that impacted the college-wide community (Donohue, 2014).

### **Delimitations**

This study was delimited to colleges within the northern California community college system. Due to the extensive range of shared governance activities, this study was also delimited to include only participants who served on a campus-wide committee.

## **Organization of the Study**

This study includes five chapters. The first chapter was comprised of an introduction, background, statement of the research problem, purpose statement, research questions, significance of the problem, definitions, and delimitations. Chapter two presents a comprehensive review of the relevant literature. The study's methodology is provided in chapter three, which includes a reiteration of the purpose statement and research questions, followed by descriptions of the research design, population, sample, instrumentation, data collection procedures, data analysis, and limitations. The fourth chapter centers on the examination and analysis of the data. The final chapter includes a summary, key findings, conclusions, implications, recommendations for further research and concluding comments.

## CHAPTER II: REVIEW OF THE LITERATURE

Strong shared governance takes effort to cultivate, nurture, and maintain. This collaborative system is a unique tradition in higher education and relies heavily upon the voluntary commitment and involvement of faculty (Donohue, 2014; Ehrlinger, 2008; Trombley & Sallo, 2012). Faculty engagement in shared governance became increasingly important over the last decade as this concerted effort contributed to the creation of a healthy and inclusive campus environment capable of acting on emerging opportunities and needed changes (Donohue, 2014).

Shared governance nurtures a culture of accountability and collective ownership, and enhances an institution's ability to achieve its vision and meet strategic goals (Escover, 2007). It galvanizes the college-wide community and strengthens the decision-making ability at the institution. When faculty, administrators, students, staff, and boards come together and collaboratively work toward the common goals of the institution, decisions are implemented more effectively and expeditiously (Escover, 2007). However, the multigenerational workforce poses significant challenges to institutional leaders to better understand what motivates Baby Boomers, Gen Xers, and the Millennials to engage in shared governance activities and how best to engage diverse faculty (Beaudry & Crockford, 2015; Birman, 2015; Bowman, 2011).

This literature review provides a theoretical background to the study and describes the value of this research. The literature review aligned with the purpose and research questions, and a review of professional literature was conducted based upon scholarly journal articles, books, empirical studies, and dissertations. This chapter includes a review of literature describing a historical perspective of shared governance,



the current state of shared governance, the three generations, theories of motivation, and factors that impact engagement in the workplace.

### **Motivational Theorists**

Motivating the multigenerational workforce will remain an ongoing challenge for institutions of higher education (De Long, 2010; Sandeen, 2008). When generations work side-by-side in organizations, many factors come into play among these various groups, including variables that motivate engagement. These factors are based upon difference in life experiences, expectations, and core values (Cook & Artino, 2016; Kim, Henderson, & Eom, 2015). Thus, attempting to understand variables that motivate engagement in the workplace and identifying any differences that exist between the generations is vital for the success of any organization (Shuck & Wollard, 2008).

A variety of motivational theories were found in the literature. All motivational theories reflected an attempt to explain human behavior and factors that influence individuals to behave in certain ways (Herzberg, 1974; Maslow, 1943; Purkey & Stanley, 1991). Motivation was described as an internal condition that directs goal-oriented behavior (Cook & Artino, 2016; Shuck & Wollard, 2008; Testani, 2012). Society widely accepted many different theories as they aided in the explanation of motivation in the work environment. These theories were studied by scientists for over a century, with the leading theorists being Abraham Maslow, Frederick Herzberg, William Purkey, and Paula Stanley. Their different theories of motivation served as a conceptual framework to better understand the variables impacting motivation for workplace engagement (Akhmetova, 2015; Herzberg, 1974; Purkey & Stanley, 1991).

## **Maslow's Theory of Motivation**

In 1943, Abraham Maslow published *A Theory of Human Motivation* describing his theory of human motivation and launching the beginning of the humanistic psychology of motivation. Maslow (1943) believed every person was motivated to fulfill their needs and certain needs had to be satisfied before others could be tackled. According to Maslow's (1943) theory, five distinct components comprised a hierarchy of needs. His pyramid of needs started with physiological needs and was followed by safety, belongingness, esteem, and self-actualization needs. At the bottom of the pyramid was basic physiological needs such as food and water, and people moved up the pyramid to the highest-level needs of self-actualization (Maslow, 1943).

Per Maslow (1943), physiological needs were basic to survival: water, food, sleep, clothing, and shelter. The next level of needs related to security, which focused on individuals' needs for safe surroundings, allowing for predictability and stability, including financial security. The third level of needs Maslow (1943) described related to affiliation, which created a sense of belonging or feelings of love. The next higher level was esteem needs, which included an individual's image of self-worth and self-respect. The highest stage of the hierarchy of needs was called self-actualization. This final level described a need that was never quite fully realized as individuals were constantly striving to achieve this ultimate level of satisfaction. Maslow (1948) contended humans must meet the lower-level needs to move up the hierarchy and purported:

There are at least five sets of goals, which we may call basic needs. These are briefly physiological, safety, love, esteem, and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various

conditions upon which these basic satisfactions rest and by certain more intellectual desires. (p. 394)

Maslow's (1943) motivational theory provided a sound foundation and framework for future research on motivation in the workplace, especially concerning self-actualization needs. This level of needs served as the beginnings of engagement theory and an exploration of what motivated employees to be engaged in the workplace (Akhmetova, 2015; Shuck & Wollard, 2008).

### **Herzberg's Theory of Motivation**

Another theory commonly related to Maslow's theory of hierarchical needs was developed by Frederick Herzberg in the late 1950s. One of Herzberg's many theories was the Two-Factor Theory, also referred to as the Motivation-Hygiene Theory (Herzberg, 1974). The overarching theme of this theory was that mental health and job performance directly related to performing meaningful tasks (Fumham, Eracleous, & Chamorro-Premuzic, 2009; Herzberg, 1974). Herzberg (1974) defined two types of factors labeled as motivators: job context and hygiene factors. Per Herzberg (1974), job context factors were those focused on the actual work and included job achievement, recognition, responsibility, advancement, and growth opportunities. In contrast, hygiene factors were defined as those contributing to job dissatisfaction such as salary, job security, working conditions, and organizational policies. When hygiene factors were inadequate, they led to a lack of job satisfaction (Fumham et al., 2009).

Factors that led to job satisfaction were different from those that led to job dissatisfaction (Fumham et al., 2009; Herzberg, 1974). Herzberg (1974) found factors that increased employee motivation were growth-related factors, which related to the

highest level of needs from Maslow's theory. Research on Herzberg's Two-Factor Theory showed "for an employee to be truly motivated, the employee's job has to be fully enriched where the employee has the opportunity for achievement and recognition, stimulation, responsibility, and advancement" (Ramlall, 2014, p. 57). Herzberg (1974) found that for employees to be motivated, they needed to feel a sense of personal responsibility in achieving their personal goals, and work toward the overall goals of the organization. Furthermore, employees needed to feel their work was meaningful and enriching, as true motivation stemmed from a need for achievement, personal growth, recognition, and job satisfaction (Herzberg, 1974).

### **Purkey and Stanley's Theory of Motivation**

Purkey and Stanley's Self-Concept Theory of Motivation placed motivational variables into intrinsic and extrinsic factors (Purkey & Stanley, 1991). They purported that whether it was through intrinsic motivation or extrinsic motivation, most individuals were inspired to engage in activities that supported their beliefs, values, and personal interests. However, Purkey and Stanley (1991) stated there was only a single intrinsic motivational factor that encouraged individuals to engage in activities, which was whether those activities reinforced their self-concept and self-image. According to Purkey and Stanley (1991), maintenance of one's perceived self-image and enhancement of an individual's personal existence were the motives behind all human motivational behaviors.

Purkey and Stanley (1991) postulated that "all behavior is a function of the individual's perceptual field... behavior may make little or no sense when observed from an external viewpoint, but the same behavior makes perfect sense when understood

through the eyes of the perceiving, behaving individual (p. 32). Purkey and Stanley (1991) defined fourteen assumptions of an individual's perceptual world that impacted self-image:

1. There may be a preexistent reality, but everyone can only know that part which comprises his or her perceptual world, the world of awareness.
2. All experiences are phenomenal in character: The fact that two individuals share the same physical environment does not mean that they have the same experiences.
3. Perceptions at any given moment exist at countless levels of awareness, from the vaguest to the sharpest.
4. Because people are limited in what they can perceive, they are highly selective in what they choose to perceive.
5. What individuals choose to perceive is determined by past experiences as mediated by present purposes, perceptions, expectations, and aspirations.
6. Individuals tend to perceive only that which is relevant to their purposes and make their choices accordingly.
7. Choices are determined by perceptions, not facts. How a person acts is a function of his or her perceptual field at the moment of acting.
8. No perception can ever be fully shared or totally communicated because it is embedded in the life of the individual.
9. "Phenomenal absolutism" means that people tend to assume that others perceive as they do. If others perceive differently, it is often thought to be because others are mistaken or because they lie.

10. The perceptual field, including the perceived self, is internally organized and personally meaningful. When this organization and meaning are threatened, emotional problems are likely to result.
11. People not only perceive the world of the present, they also reflect on past experiences and imagine future ones to guide their behavior.
12. Beliefs can and do create their own social reality. People respond with feelings not only to “reality,” but to their perceptions of reality.
13. Reality can exist for an individual only when he or she is conscious of it and has some relationship with it.
14. Communication depends on the process of acquiring greater mutual understanding of one another's phenomenal fields. (p. 30)

Thus, the perceptual field that impacted one's self-image was the primary motivational force that caused individuals to behave in a certain fashion. This perceptual field was defined as a dynamic system of learned beliefs people held as true about themselves (Purkey & Stanley, 1991). In addition to the 14 assumptions, an individual's belief system allowed for predictability in behavior and consistency in personality, and was comprised of five characteristics: organized, dynamic, consistent, modifiable, and learned. Organized was characterized as a state of internal harmony with one's belief system and level of orderliness. Dynamic allowed for the protection of the perceived personal existence as viewed by the perceiving individual. Consistency related to a person's expectations about what actions and behaviors were appropriate in each situation and any state of discomfort when those did not align. Modification referred to the ongoing flow of feelings and thoughts, and how ideas morphed and continued to

evolve. Learned was the overarching concept that people behaved and responded based on how they perceive they were being treated. For example, if they felt disrespected or unappreciated, they would behave accordingly. Understanding human behavior through an internal lens by looking through the eyes of the individual and how he or she perceived the world allowed for interpretation and built an understanding of how self-concept gave meaning to consistency and predictability of human behavior (Purkey & Stanley, 1991).

### **Generations**

A generation was defined by Sandeen (2008) as a cohort of people born within twenty years of each other, which represented the average length of time between birth and childbearing—or the beginning of the next generation. This two-decade time interval also represented the division of an average human lifespan of roughly 80 years into four distinct phases: youth, rising adulthood, midlife, and elderhood (Sandeen, 2008).

Understanding the variables that motivate human behavior in the multigenerational workplace was considered vital to the success of any business or institution (Clark, 2017; Cox, 2017; Crystal & Jackie, 2015). The current workforce is becoming increasingly challenging to manage due to the diversity of motivational factors, core values, personal needs, and work styles (Clark, 2017). Per Zemke et al. (1999), the flow of power and responsibilities changed in lifestyle and life expectancy, from the older to younger generations, and created greater disconnect among the workforce.

In higher education, the multigenerational workforce is impacting institutional goals, including ways to engage faculty beyond the classroom (Birman, 2015; Holland, 2016). The current academic workplace has a high degree of generational diversity

among the faculty, which continues to pose unique challenges (Gibson, Greenwood & Murphy, 2009). College campuses require ongoing interaction, collaboration, and participation among the faculty, many of whom work into their 70s and work alongside instructors nearly half their age with different needs, values, and perspectives (Hannay & Fretwell, 2011). To create and maintain an academic environment catering to this multigenerational academic environment, it is imperative that institutions of higher education examine variables that encourage participation among the three primary faculty generations to nurture an increasingly engaging atmosphere (Lieber, 2010).

### **Three Generations – Birth Years and Names**

Research overflows about what constitutes the various generations in the current workforce, and the literature reflected a variety of different beginning and ending dates for birth years, in addition to the names for each generation. Table 1 presents the birth years and additional names used to describe the three distinct generations in the current workforce.

Table 1

#### *Defining the Generations*

Generation	Birth Years	Other Known Names
Baby Boomers	1943-1964	<ul style="list-style-type: none"> <li>• Boomers</li> <li>• Postwar Babies</li> </ul>
Generation X	1965-1980	<ul style="list-style-type: none"> <li>• Xers</li> <li>• Gen X</li> <li>• Baby Busters</li> <li>• Post-Boomers</li> </ul>
Millennials	1980-2000	<ul style="list-style-type: none"> <li>• Generation Y</li> <li>• Nintendo Generation</li> <li>• Generation Net</li> <li>• Internet Generation</li> </ul>



## **Characteristics of the Three Generations**

The workforce is comprised primarily of three generations working side-by-side. These different groups represent varied values, life experiences, professional styles, and activities, which continue to create ongoing challenges in the workplace (Bowman, 2011; Kiiru-Weatherly, 2017). One of the biggest challenges for institutions of higher education is integrating the younger faculty into the academic environment, as they arrive with their own distinct ideas about job expectations and personal needs (Clark, 2017; Hannay & Fretwell, 2011; Sandeen, 2008).

The characteristics of each generation represent broad generalizations that may not apply to each member of a generational group (Sandeen, 2008). For example, if individuals were born at the end or beginning of a generation, they may experience parts of each generational cohort. Also, generalizations may not hold true for every socioeconomic group or with people who did not spend most their youth in the United States (Sandeen, 2008). However, clear distinctions were found among the generations that apply to many individuals within that age unit.

**Baby Boomers.** Baby Boomers were characterized as achievement-oriented, dedicated, and career-focused. They welcome exciting, challenging projects and strive to make a difference in the world around them (Kiiru-Weatherly, 2017). Baby Boomers were described as confident, self-assertive, independent, optimistic, idealistic, competitive, and hardworking (Macky, Gardner, & Forsyth, 2008; Wong, Gardiner, Lang & Coulon, 2008). They also tend to reject authority (Macky et al., 2008). They will sacrifice personal goals in exchange for professional advancements (Riescher, 2009; Sandeen, 2008). This generation was often referred to as the workaholic generation due

to their strong work ethic and commitment to the workplace (Mackey et al., 2008). They are career-focused and defined by their professional goals and accomplishments. Per Mackey et al. (2008), they are willing to pay their dues and conform to the culture in the workplace to move up the career ladder.

Baby Boomers were raised in an era of reform and maintain a strong belief that their actions can have a positive and lasting impact on the world (Bowman, 2011; Kiiru-Weatherly, 2017). They are not afraid to question the status quo and do not hesitate to challenge established policies or procedures in the workplace (Riescher, 2009). These individuals are people-oriented and strive to build consensus and teamwork in the work environment (Salahuddin, 2010; Smola & Sutton, 2002). They are noted as the generation to bring participative management approaches to the workplace and prefer personal communication—in fact they fear technology will replace face-to-face interaction (Gibson et al, 2009).

Unlike their parents, this generation invented the credit card and many did not save sufficiently for retirement (Mire, 2014; Sandeen, 2008). Most Baby Boomers lived in a two-income household to support their lifestyle. They value education and believe this was a major contributing factor to their professional achievements. They often work beyond the traditional retirement age as they thrive off their careers and professional identities. Although they were not considered as loyal to one lifelong employer as previous generations, they were also not considered to *job-hoppers* as they felt changing jobs frequently negatively impacted one's career path (Mire, 2014; Sandeen, 2008).

**Generation X.** Unlike the Baby Boomers' optimistic generation, Generation X experienced extreme conditions during their formative growth years (Sandeen, 2008).

During this time, the U.S. divorce rate increased, crime and suicide increased, and other impactful changes, including the de-funding of special programs in education, occurred (Cox, 2017). Generation X children saw art, music, and physical education classes disappear from their curriculum and experienced a major shift in the home environment as many moms began to enter the workforce (Cox, 2017). As the women's movement exploded during this time frame, Generation X children were infamously coined the *latch key kids* due to the lack of parental supervision after school (Sandeen, 2008).

Although Generation X is less college-educated and has lower academic skills, they are higher in areas of negotiation and are more adept at adult interactions (De Long, 2010; Denham & Adbow, 2002). They tend to be more financially conservative and politically savvy. This generation embraces family and the importance that parents play in their children's lives. Unlike their upbringing, they strive for fathers to be involved and play a significant role in their offspring (Sandeen, 2008). They are resilient survivors who found a way to successfully navigate the challenging social environment in which they grew up. They are conservatively optimistic and hopeful their family-centered values will impact the world in a positive and long-lasting way (Riescher, 2009).

Despite this generation's challenges, or perhaps due to these life experiences, individuals from Generation X are realistic, resourceful, self-reliant, adaptive to change, skeptical, and distrustful of institutions (Mackey et al., 2008). They are flexible and motivated by job opportunities that allow a balance between work and personal goals (Clark, 2017; Cox, 2017). They strive to build a portable career that provides greater flexibility to work and enjoy family and friends (Cox, 2017; Hoole & Bonnema, 2015). Thus, this generation is not committed to a single long-term employer and welcomes the

advantages of changing jobs. They do not strive to work long hours per week and do not see this as the norm, as they are more centered on family time and value leisurely activities and travel. In terms of communication style, they appreciate feedback and want options for professional growth and flexibility within the work environment.

**Millennials.** Like Generation X, the Millennials grew up with computers, the rapidly expanding internet, and other electronic devices. Thus, they are a highly networked and connected generation immersed in technology (Naples, 2010; Sandeen, 2008). This generation grew up during the age of technology where communication was efficient, quick, and informal (Deal et al., 2010; Sessa, 2015). Being technologically savvy is perhaps one of their greatest strengths where their electronic capabilities are extraordinary. Social media is at the heart of their world, both personally and professionally (Sessa, 2015). This generation is constantly connected with the use of cell phones, Facebook, email, and instant messaging tools, all of which are common ways of interacting (Morreale & Staley, 2016). In an organizational setting, this group strives for constant interaction and positive feedback (Deal et al., 2010). They will tolerate constructive criticism if it is delivered in a respectful way, and have a need to feel valued, have little patience for ambiguity, and want to be a part of the decision-making process (Naples, 2010; D. Roberts, Newman, & Schwartzstein, 2012).

Millennials strive for constant recognition for virtually every achievement due to their upbringing where parents would celebrate the most trivial accomplishments (Sandeen, 2008). They value the involvement of their parents and appreciate ongoing feedback and special attention. Millennials trust authority—both parental and outside of the household. This generation represents the lowest child-to-parent ratio in American

history where parents were coined as being *helicopter parents* and terms like *cocooning* and *soccer mom* became popular (Cox, 2017). In addition to nurturing their children, the Generation X and Baby Boomer parents of Millennials started to prepare their children for the future at an early stage in life, sending them to the best preschools, building resumes in elementary school, and preparing for college admissions in sixth grade (Denham & Adbow, 2002). Thus, this generation felt the pressure to succeed and achieve.

Millennials are skilled at multitasking and want to build parallel careers allowing them to focus on more than one job or profession—which led to continuous job changing (Karen & Kamyab, 2010; Sandeen, 2008). They are team-oriented, social, and value collaboration with others (Morreale & Staley, 2016). They enjoy brainstorming and want to share their feelings and opinions about proposals and ideas. This generation is career-oriented and accustomed to being in the spotlight, constantly striving for approval and recognition (D. Roberts et al., 2012). Millennials also have a strong sense of purpose and want to make a difference in society and positively impact the community around them (Cox, 2017; Deal et al., 2010). They are socially responsible, environmentally conscientious, and want work aligned with their personal values (Deal et al., 2010).

### **Values of Each Generation**

Several theorists described the importance of beliefs and values to the multigenerational workforce (Herzberg, 1974; Testani, 2012). Values represent long-lasting beliefs about what is most important to an individual (Crystal & Jackie, 2015; Rajput & Kochhar, 2015). These values played an instrumental role in influencing the thoughts and behaviors of employees in the workplace (Crain, 2016; Hannay & Fretwell,

2011). They served as a guiding force that encouraged employees to act, work, and behave in the organization, which may or may not be compatible with the organizational culture (Crain, 2016).

Baby Boomers in the workplace were content to see work requirements and demands as one of the major driving factors in their lives (Hannay & Fretwell, 2011). This generation values money, titles, and stellar careers (Mire, 2014). They equate work and positions to self-worth. They believe in hierarchical structure and rank, value fairness and loyalty to one's employer, and highly respect seniority and experience in the workplace (Mire, 2014). In general, Baby Boomers value face-to-face interactions over communication via technology because they recognize the importance of building relationships with a personal touch (Cox, 2017).

Generation X shares some of the values of their Baby Boomer parents, such as money and status, but they strive for more freedom and flexibility in the workplace. This generation continues to demand greater work-life balance in their work environments. Leisure time, vacations, and time spent with recreational endeavors is particularly important to this generation (Hannay & Fretwell, 2011). Gen Xers expect the recognition of skills over tenure and seek instant promotions rather than taking the time to climb the corporate ladder. This generation seizes every opportunity to learn new skills that enhance the portability of their careers. They tend to engage in self-development and career management activities that increase their skillset, and they are open-minded to career path changes (Crystal & Jackie, 2015; Hannay & Fretwell, 2011). They value the environment and are globally concerned citizens with personal safety as one of their main

concerns. They are realistic, cyber literate, and prefer to use digital over face-to-face communication strategies.

Millennial are referred to as digital natives because technology is second nature to this group (Karen & Kamyab, 2010; Sessa, 2015). Thus, they value technological advancements in the workplace and expect communication to be almost exclusively digital. They value family and friends, and a lifestyle that allows for balance in work and leisure (Crystal & Jackie, 2015). Like Generation X, they are frustrated with entry level jobs and do not feel a high sense of loyalty to one employer if the opportunity for advancement and alignment with their lifestyle needs do not collide (Crystal & Jackie, 2015).

Millennials were also noted as being emotionally needy and relatively high maintenance in the work environment due to the need for ongoing recognition and praise (Sandeen, 2008). They strive for constant feedback, instant communication, and instant gratification. They enjoy stimulating working conditions that allow for collaboration and teamwork. This generation also does not take personal responsibility over events that do not go their way and tend to attribute failures to something external rather than their lack of skills and abilities (Hannay & Fretwell, 2011). However, Millennials highly value giving back and being civically engaged with over 70% indicating this is one of their highest priorities (Hannay & Fretwell, 2011).

Although clear differences in values exist among the three generations, many similarities were found. For example, Baby Boomers, Gen Xers, and Millennials place meaningful work, opportunities for growth, and high-quality leadership as priorities in the workplace (Cox, 2017; Crystal & Jackie, 2015; Hannay & Fretwell, 2011).

Furthermore, they all value intrinsic rewards, multitasking, and technology in the workplace to increase efficiency, effectiveness, and productivity (De Long, 2010). They also all recognize the value of solid communication—they just do not agree on the best method in which to communicate. Finally, these generations are results-oriented; although they strive in different ways to achieve their goals, they value meaningful, engaging, and challenging work (Hannay & Fretwell, 2011).

### **Employee Engagement**

Creating and maintaining an engaged workforce and providing employees with a sense of meaning at work is an increasingly challenging task. Given the multigenerational workforce where age is becoming more important as a diversity factor, understanding the variables that contribute to engagement is paramount for organizations to survive and thrive (Crystal & Jackie, 2015). For organizations to preserve their competitive edge, companies must continue to explore the factors that enhance employee engagement and identify any significant differences between the generational cohorts in the workplace (Crystal & Jackie, 2015).

Kahn (1990) defined employee engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances” (p. 694). Kahn (1990) further stated employee engagement was the synchronized expression of one’s preferred self and the connections with others. It was a state of feeling valued and involved resulting in positive attitudes and behaviors that expresses commitment to the company’s goals (Kahn, 1990). Similarly, Flemming and Asplund (2007) defined employee engagement as the “ability to capture the heads, hearts, and souls of your



employees and instill an intrinsic desire and passion for excellence” (p. 1). In addition, Albrecht (2010) defined employee engagement as a “positive work-related psychological state characterized by a genuine willingness to contribute to organizational success” (p. 56). However, despite the number of definitions of employee engagement, confusion remains as to whether the construct of employee engagement is an attitude or behavior (Krishnaveni & Monica, 2016; Shuck & Wollard, 2010).

### **Levels of Employee Engagement**

Employee engagement is a major challenge for private organizations and institutions of higher education ("Study Makes the Case for Employee Engagement in Higher Education Institutions," 2016). Disengaged employees had detrimental impacts on the performance, productivity, and culture of an organization (Fink, 2012). Crabtree (2004) outlined three levels of employee engagement: engaged, not engaged, and actively disengaged. Organizations need to examine the levels of engagement and understand why employees demonstrate various levels of engagement in the workplace.

**Engaged.** Engaged employees are action-oriented and encourage others in the group to achieve objectives. They feel a strong sense of purpose and work with passion and commitment to the organization (Crabtree, 2004, 2013; Swinton-Douglas, 2010). Engaged employees are drivers of innovation and assist organizations to move forward (Moody, 2012). They tend to have positive energy and supportive workplace relationships with managers and peers. They maintain a can-do attitude and are committed to helping their organization accomplish its goals. They go over and above their responsibilities, are team-oriented, and understand the need to find new and better

ways to perform work in a highly productive and collaborative environment (Moody, 2012).

**Not engaged.** Employees who are not engaged are checked-out and floating along in the workplace (Crabtree, 2004). They do not put extra time or energy into their workday and just get by doing the bare minimum. They lack a strong connection or commitment to their employers—only worrying about the job description and tasks directly related to their workload requirements (Crabtree, 2013; Moody, 2012). They work with a lack of passion and tend to have an attitude of apathy, as opposed to a positive or negative outlook (Swinton-Douglas, 2010). These people are at work to earn a paycheck and not necessarily contribute otherwise to helping the organization achieve its overall mission. These individuals also show signs of emotional detachment from their colleagues and work environments—disconnected and indifferent as to any involvement in the company beyond performing their job duties (Swinton-Douglas, 2010).

**Actively disengaged.** Employees classified as actively disengaged lack passion and energy, act out their unhappiness, and attempt to undermine what engaged coworkers are striving to accomplish (Crabtree, 2013). They tend to get distracted by problems and reject brainstorming or identifying potential solutions (Krishnaveni & Monica, 2016). They like to surround themselves with others who are equally disengaged and frequently play the role of the victim. Actively disengaged workers believe nothing is ever their fault—they look outward for reasons they are unhappy at work (Krishnaveni & Monica, 2016). Actively disengaged workers removed themselves emotionally and cognitively from the work and their colleagues (Kahn, 1990).

## **Drivers of Engagement**

Although many factors drive employee engagement, this study focused on the five driving forces depicted by Kahn (1990): job characteristics, supervisory leadership, cultural relations, development and growth opportunities, and rewards and recognition. These predominant physical, emotional, and cognitive drivers, when enhanced in the workplace, could lead to greater organizational effectiveness and success (Kahn, 1990). Given the different emerging needs, expectations, and behavioral patterns in the workforce, these engagement factors require ongoing examination to increase the levels of engagement in the multigenerational workplace (Crabtree, 2004; Krishnaveni & Monica, 2016; Moody, 2012).

### **Job Characteristics**

The initial research on engagement was encompassed in Kahn's (1990) seminal theory, which was widely supported by organizations and worldwide researchers (Krishnaveni & Monica, 2016). Kahn (1990) proposed the main psychological conditions that influenced an individual's level of engagement or disengagement at work was the meaningfulness of the job itself, which was interpreted as one's feelings of being valuable, useful, and appreciated. This implied work that added value, was challenging, and aligned with the self-image and status of an employee increased their level of engagement in the workplace (Kahn, 1990; Swinton-Douglas, 2010).

### **Supervisory Support**

Employers could enhance job meaningfulness through efficacy of job design and leadership (Moody, 2012). Quality line management fostered an environment that provided greater potential for employee engagement. Effective managers cared for their

employees, embraced two-way communication, kept staff informed of significant changes, treated them fairly, and took an interest in their personal values and professional aspirations (Bates, 2004; Krishnaveni & Monica, 2016; Moody, 2012). This was true in both the private and public sectors as all employees thrived when leadership created a harmonious environment (Blanchard, 2007; Crowley, 2011). Thus, a leader played an instrumental role involving the creation of positive relations, engagement employees, and effective performance (Moody, 2012; B. Shuck & Wollard, 2010).

### **Collegial Support**

Positive workplace environments created and maintained strong relational elements built upon trust, cooperation, collaboration, and support (Kahn, 1990). In addition to effective leadership, trust among coworkers was another main factor for engagement (Shuck & Wollard, 2010). According to Kahn (1990), climates that endorsed positive emotions by providing a supportive atmosphere enhanced an employee's ability to think and build their psychological and emotional resource base. When the workplace climate was conducive to supportive, collegial relationships, employees were more committed and engaged in activities within the organization that supported the entire company (Kahn, 1990). Hence the social aspect of the workplace was largely shaped by coworkers and supervisors who looked out for one another, which in turn encouraged greater engagement and better performance in the workplace (Miller, 2014).

### **Training and Development**

Research identified a strong positive relationship between learning opportunities, challenging tasks, career development, and level of employee engagement (Shuck &

Wollard, 2010). When employees felt a sincere commitment from their employers for individual development and career advancement through training, this further enhanced engagement among employees (Shuck & Rocco, 2014). Loyalty, support, and encouragement from the employer to further develop the workforce instilled a deeper sense of commitment by the employees resulting in greater levels of workplace engagement (Birman, 2015; Miller, 2014; Moody, 2012).

### **Rewards and Recognition**

According to Kahn (1990) individuals varied their level of engagement according to the way in which they perceived their role performance in the organization and the benefits they received in return. These rewards and recognitions stimulated feelings of fairness in the minds of the workforce. If rewards and recognition were perceived as lacking, this negatively impacted an employee's level of engagement (Saks, 2006).

### **Kahn's Theoretical Framework**

Kahn's (1990) five primary drivers of engagement (job characteristics, supervisory leadership, cultural relations, development and growth opportunities, and rewards and recognition) were found to impact an employee's level of belief in and commitment to the organization. Since engagement was considered a two-way relationship, employees with positive experiences tended to have a greater desire to take that extra step to work improve work relationships by being helpful and respectful to peers and supervisors, and embrace a positive attitude about the organization, its mission and values (Kahn, 1990). Engaged employees understood the big picture, were aware of the business context, and worked with others to improve performance both within their job responsibilities and for the overall benefit of the organization (Crabtree, 2013;

Krishnaveni & Monica, 2016; Swinton-Douglas, 2010). Based on these factors, Kahn (1990) developed his theoretical framework for employee engagement (Figure 1).

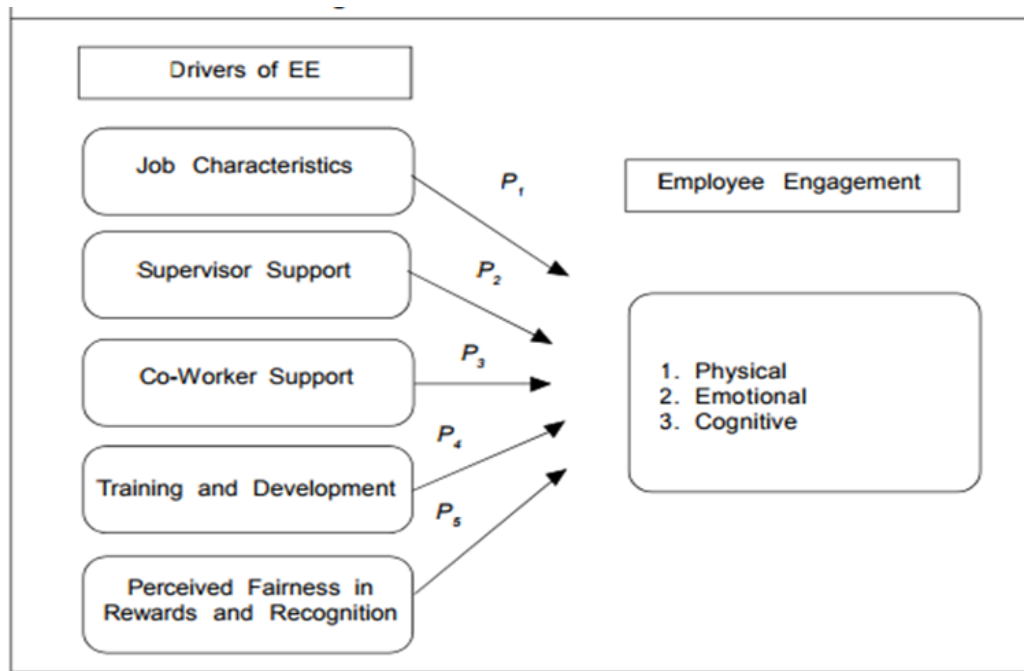


Figure 1. Kahn's (1990) theoretical framework showing the relationship between drivers and employee engagement.

### Engaging a Multigenerational Workforce

Numerous challenges were associated with effectively managing the multigeneration workplace. To combat these challenges, employee engagement must be addressed and leveraged to increase the levels of commitment and productivity in the workforce (Holland, 2016; Krishnaveni & Monica, 2016). Although greater age diversity brought a wide range of experiences and perspectives in the work environment, it also resulted in differing values, needs, and expectations of each generation (Hannay & Fretwell, 2011; Rajput & Kochhar, 2015). These must be addressed to create high-performing, productive, successful organizations (Lieber, 2010).

The generational diversity in higher education today is bringing about unique challenges for colleges and universities to create a highly engaged workforce (Holland, 2016). Some institutions made considerable progress in meeting the core challenges for change now occurring in the educational community, including the creation of an equitable learning environment, equal access to education, and emphasis on student success and completion (Birman, 2015; Holland, 2016). These imperatives were a reflection for the need of a more focused agenda of collegial engagement aligned with institutional needs, educational standards, academic strengths, and community interests and objectives (Beaudry & Crockford, 2015; Holland, 2016). However, managing faculty engagement while simultaneously minimizing employee burnout remains a major factor of concern (Miller, 2014). When faculty were overly engaged and overworked, this led to disengagement. Thus, balancing the need for faculty to be engaged in the governance activities that support institutional goals, yet recognizing and managing the signs of burnout is essential to maintaining effective engagement in the academic workplace (Miller, 2014).

### **Shared Governance in Higher Education**

Governance within higher education was defined as the formal process of decision-making and authority within an institution (Beaudry & Crockford, 2015; Ehrlinger, 2008; Maloney, 2003; Nussbaum, 1995). Shared governance is considered one of the basic tenets of higher education and essential to the vitality, success, and future of universities and colleges (Clinton, 2015; Hines, 2000; Lanning, 2006). However, for shared governance to be effective, it requires an engaged workforce where institutional

decision-making processes and related outcomes are a collaborative effort among different constituents on campus (Beaudry & Crockford, 2015).

Higher education, much like the private business sector, continues to face a multitude of employee engagement issues (Beaudry & Crockford, 2015; Birman, 2015). Motivating faculty engagement beyond the classroom and keeping them actively involved in the decision-making processes of the college benefited the campus-wide community (Donohue, 2014; Trites & Weegar, 2003). Faculty who were engaged and passionate about their work, including the governance of the institution, had a greater sense of interconnectedness (A. Robinson, 2016). At the same time, it was recognized that shared governance takes effort to cultivate and maintain, but when done correctly, it resulted in an institutional culture of collective accountability, commitment, and ownership over the organization's present condition and future goals (Clinton, 2015; Hines, 2000).

### **Historical Overview**

In 1988, the California Legislature passed AB 1725, which profoundly changed the direction of shared governance in higher education (Beaudry & Crockford, 2015; Nussbaum, 1995). This new bill mandated the Legislature to remain "relatively silent" and required local governing boards to design and implement policies that provided for the participation of faculty, students, and staff. This new approach deviated from the traditional governing of the organization, but after much debate and discussion, the California community college system adopted AB 1725 (Nussbaum, 1995). This included a compromise for a policy that provided for the traditional collegial governance style, but with new added directives regarding the role of local boards enabling them to



create and maintain an environment conducive to collaboration among various constituents of the college community (Ehrlinger, 2008; Escover, 2007; Trites & Weegar, 2003).

AB 1725 specifically required the consultation and participation of the five primary stakeholder groups within each community college: the trustees, administration, faculty, staff, and students. It was designed to bring greater experience, knowledge, and perspective to decision-making processes within the institution (Escover, 2007). To implement these changes into the shared governance system, a new mandate called for specific procedures to ensure faculty could participate effectively in shared governance activities. Effectively, the Legislature allowed the colleges to establish:

minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration...to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (Nussbaum, 1995, p. 9)

Effective shared governance evolved considerably over the past 35 years, creating a stronger educational foundation codified in the constitutional documents of each community college (Carducci, 2006; Clinton, 2015; Nussbaum, 1995). However, although AB 1725 mandated all community colleges adopt this new methodology of governance, little consistency was found among campuses in the application of shared governance procedures and the perceived value and participation among faculty varied

(Clinton, 2015). Moreover, although all community colleges implemented some form of shared governance, the faculty in the California Community Colleges System were noted as serving a larger and more pronounced role in shared governance (Clinton, 2015).

### **Characteristics of Shared Governance**

Numerous factors contributed to effective governance, including trust, transparency, effective communication, shared sense of purpose, adaptability, and productivity (Moazen, 2012; Ott & Matthews, 2015). These primary features enhanced the ability of the college to build an effective shared governance system. Successful shared governance in higher education took time to develop, where the process was guided by shared governance and key elements were evident and aided in the effectiveness of this system (Moazen, 2012; Ott & Matthews, 2015).

**Trust.** Trust was at the heart of every effective shared governance system, but could not be mandated (Ott & Matthews, 2015). Rather, trust must be cultivated and sustained by the group at large, not the individuals within the system. Faculty and administrators needed to trust each other and share decision-making responsibilities for the system to be successful (Ott & Matthews, 2015, p. 2). Trust was embraced by people striving for the greater good of the organization (Ehrlinger, 2008). Trust in a community was a collaborative effort of many individuals where trust was a shared value and demonstrated when individuals treated others with respect and courtesy (Moazen, 2012).

**Transparency.** Effective shared governance environments maintained transparency where faculty, staff, students, and administrators were aware of which group had primary responsibility for leading the decision-making process (Moazen, 2012). The intent of shared governance was that all groups had a voice; however, it was not based on

consensus, but rather an agreement as to which group had primary authority over a decision-making process (Fink, 2012). Thus, transparency involved clarity as to the roles and responsibilities of the various parties involved in the governance of the institution.

**Effective communication.** Effective communication in shared governance structures occurred between and among those impacted by the decision. At the heart of building trust was the process of communications, both oral and written. Fostering healthy dialogue around the institution was fundamental to sustaining trust, as it created an environment where individuals felt safe to share ideas, perspectives, and opinions regarding the governance of the institution (Ehrlinger, 2008; Moazen, 2012; Ott & Matthews, 2015). Honest, open-minded, and regular communication was an important characteristic of a strong shared governance system.

**Shared sense of purpose.** Cultivating a common understanding about the purpose of shared governance was a crucial characteristic for governance to be meaningful and productive (Moazen, 2012; Ott & Matthews, 2015). Although consensus could be difficult to accomplish, ongoing collaboration and a shared sense of the priorities created an environment that enabled the various parties to move toward a common vision (Beaudry & Crockford, 2015; Moody, 2012). Having a shared sense of purpose also reduced tension, which arose when constituencies with different needs and expectations clashed (Ott & Matthews, 2015). Therefore, sharing common values and purpose allowed individuals with unique interests and needs to work together toward the common good of the organization and its goals.

**Understandability.** The overall health of the institution was dependent upon the ability of shared governance participants to make well-informed decisions (Shuck &

Wollard, 2010). The best decisions were based upon a thorough understanding of the issues. These issues could be complex due to the varying number of perspectives. However, the diversity of opinions should be embraced to welcome broad participation as issues are discussed and deliberated. Listening to varied opinions was considered essential to understanding complicated issues and all ideas carried value and should be respected (Shuck & Wollard, 2010). Thus, the culture of shared governance should support a free exchange of ideas where individuals' perspectives are appreciated and collegial dialogue is promoted (Beaudry & Crockford, 2015; Gerber, 2015).

**Adaptability.** There is not a single effective approach or system regarding shared governance. Instead, “there is an approach that works best at a specific institution, in a specific historical context, and even in response to the demands of a specific decision-making situation” (Ott & Matthews, 2015, p. 7). For example, some institutions had a greater tendency to look toward the future and structure governance based upon this outlook, whereas other institutions were more focused on current conditions and situations that warranted immediate attention. Thus, an effective shared governance atmosphere must adapt with the changing landscape in the educational arena and allow for flexibility (Beaudry & Crockford, 2015; Donohue, 2014; Escover, 2007).

**Productivity.** A shared governance system was effective when tasks were accomplished and progress was made (Beaudry & Crockford, 2015). Fostering productivity by allowing shared governance committees to accomplish significant goals that contributed to the transformation of the institution was key to the long-term success of the system. Governance depended upon a tremendous amount of work so unproductive time often led to frustration. However, allowing the process to occur and

taking the needed time to discuss different points of view and build consensus were important foundations of this system (Beaudry & Crockford, 2015). Thus, managing the sheer amount of work needed in a shared governance environment, while allowing adequate time for discussion and debates over different points of views, was at the heart of effective systems (Campbell, 2003; Ehrlinger, 2008; Lanning, 2006).

### **Faculty Engagement in Shared Governance**

Today, higher education faces unprecedented challenges creating the need for greater faculty participation in institutional decision-making (Cohen & Kisker, 2010). Thus, promoting an environment that embraces the essential elements for success is paramount. Additionally, the institutional pressures for accountability continue to stress the importance of faculty to become more involved in the governance of the institutions. Internal goals and external expectations continue to place additional demands on institutions of higher education, including issues related to access and equity, enrollment, retention, graduation and transfer rates, and various student success initiatives focused on test scores, remedial performance, student job attainment, and degrees and/or certificates awarded (Cohen & Kisker, 2010).

Understanding why certain faculty are motivated to participate in shared governance is becoming increasingly important in higher education (Hannay & Fretwell, 2011; Sandeen, 2008). Examining motivations for participation and possessing the ability to recognize those drivers could enable institutions of higher education to create and maintain an environment conducive to greater involvement in shared governance. Furthermore, issues surrounding the generational diversity among faculty in higher education creates more challenges regarding any differences among the cohort groups

that impact participation in shared governance (Hannay & Fretwell, 2011; Sandeen, 2008). A ground-breaking study by Dyke (1968, as cited by Moazen, 2012) identified generational differences among faculty engagement in shared governance varied by age, where older faculty members felt a greater sense of professional duty and obligation to participate, and empowerment and responsibility were the top two motivational factors in shared governance. Thus, in addition to identifying factors that motivate faculty to engage in shared governance, it is equally important to examine any differences among the generations of faculty due to the multigenerational workforce in higher education (Crystal & Jackie, 2015; Hannay & Fretwell, 2011).

### **Gap in Literature**

Faculty involvement in institutional governance represents the norm within higher educational institutions and much research was conducted in this area (Beaudry & Crockford, 2015; Clinton, 2015; Donohue, 2014). However, community college faculty members' role in institutional governance had not been the major focus for most studies, (Clinton, 2015). Moreover, although many studies researched faculty participation in shared governance within the four-year university system, few examined faculty engagement and related factors within the community college system (Campbell, 2003; Clinton, 2015). Thus, this study added to the existing literature regarding shared governance in higher education by examining the factors that motivate engagement of full-time faculty in shared governance within the California Community College System. Finally, with the rapidly changing educational landscape, including age diversity, this research study explored the similarities and differences among the generational cohorts

(Baby Boomers, Gen Xers, and Millennials), and investigates whether any factors specific to each cohort encouraged participation in shared governance activities.

### **Summary**

Shared governance plays a constructive role in the future of higher education and is an essential component to an institution's ability to thrive in the ever-changing educational landscape (Beaudry & Crockford, 2015; Trites & Weegar, 2003). Shared governance is a complex relationship and dynamic system that requires collaboration among different constituencies on campus. When shared governance worked as intended, it supported the institution's mission, vision, and related strategies (Gerber, 2015). When faculty, staff, students, and administrators shared a common sense of purpose and worked together toward these goals for the good of the organization, all stakeholders benefited by bringing together a collection of diverse opinions, perspectives, backgrounds, and experiences (Clinton, 2015; Floyd, 1985; Gerber, 2015). The challenges facing higher education today differ significantly from those of decades ago, and offer opportunities to create new and adaptive approaches to shared governance (Donohue, 2014). Without a single set of best practices that fit all institutions of higher education, it is important that shared governance systems be flexible and adaptable to meeting the specific organization's needs and expectations (Beaudry, 2015; Campbell, 2003; Floyd, 1985).

Revitalizing and improving shared governance to meet institutional needs includes gaining a better understanding of factors that motivate individuals to engage in this endeavor (Holland, 2016). For shared governance to be effective, institutions must continually evaluate the factors that motivate participation (Sandeem, 2008). Different

perspectives were found in effective governance systems and faculty played a critical role because their voice was crucial to the efficacy of shared governance. Faculty could be highly effective institutional players and their active involvement and ongoing engagement added value to shared governance (Sandeem, 2008). However, different drivers of engagement and factors that motivated faculty engagement in shared governance were found (Crabtree, 2013; Krishnaveni & Monica, 2016). These must be constantly evaluated to improve participation among the various constituents, including faculty. Therefore, it is imperative that institutions of higher education evaluate and examine factors that motivate faculty to engage in shared governance. An effective shared governance system does not happen by accident, but rather through sustained and intentional efforts across multiple stakeholders (Crabtree, 2013; Krishnaveni & Monica, 2016). Therefore, understanding the underlying motivations that impact human behavior and the drivers of engagement, as well as any differences in these variables between the primary faculty generations, is paramount to the efficacy of shared governance in higher education (Donohue, 2014; Fumham et al., 2009; Shuck & Wollard, 2008; Testani, 2012).

Chapter II reviewed the literature relating to the seminal theories of motivation and the various factors contributing to motivating human behavior. The review also examined the three primary generations in the current work environment, and the specific characteristics and values of each of these generational cohorts. Furthermore, Chapter II included a section on employee engagement and the different levels of engagement. Subsections included information on the drivers of engagement and issues related to the today's multigenerational workforce, including ways to increase engagement in the



workplace. Additionally, shared governance in higher education was reviewed, both from a historical context and the desirable characteristics of an effective shared governance system. Chapter III presents the research methods for this study, including the population, sample, instruments, data collection process, and data analysis techniques. Chapter IV provides the study's analyzed data and subsequent findings, and Chapter V offers conclusions, implications, and recommendations for further research by bridging existing literature and findings from the study.

## CHAPTER III: METHODOLOGY

Chapter III describes the methodological approach to conducting this qualitative study. This chapter provides the research design that supports the purpose statement and research questions provided in the first chapter. Additionally, this chapter provides details of the population and sample studied. This study adds to the body of literature on the variables that motivate fulltime faculty to engage in shared governance work in higher education. Through personal, in-depth interviews, this research gathered and described the perceptions of the lived experiences of faculty representing the Baby Boomer, Gen X, and Millennial generations, and the motivational factors that impacted their engagement in shared governance of the institution. Finally, this chapter describes the instrument used, how the data were collected and analyzed, the study's limitations, and a summary of the chapter.

### **Purpose Statement**

The purpose of this phenomenological study was to identify and describe the factors that motivated northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance committees and what differences existed between the generations.

### **Research Questions**

The following research questions guided the study:

1. What factors do northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations identify as motivators for them to become engaged in campus-wide shared governance committees?

2. What differences exist between the factors identified for Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

### **Research Sub-Questions**

1. What factors do Northern California Community College faculty of the Baby Boomer generation identify as motivators to become engaged in campus-wide shared governance committees?
2. What factors do Northern California Community College faculty of the Gen X generation identify as motivators to become engaged in campus-wide shared governance committees?
3. What factors do Northern California Community College faculty of the Millennial generation identify as motivators to become engaged in campus-wide shared governance committees?
4. What differences exist between the factors identified by the Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

### **Research Design**

This research used a qualitative methodology and applied a phenomenological approach. In general, a qualitative study refers to when a researcher serving as the instrument of data collection with a focus on describing an experience or phenomenon the stories and words of the participants (McMillan & Schumacher, 2010; Patton, 2015). A phenomenological approach specifically focuses on the exploration of how humans describe their lived experiences and translate them into meaning through consciousness

and awareness (Patton, 2015; Ravitch & Carl, 2016). The intent of this technique is to examine and capture the spirit of each individual's experiences and related perspectives to see if there were any common themes among the participants of the study (Creswell, 2007; Patton, 2015). Phenomenological theory allows for the exploration of meaning of the participants' experiences as they relate to the context of their personal lives. Thus, per Patton (2015), "An emotion, state of being, specific act, or even a career can be classified as a phenomenon, and viewing these acts through the lens of phenomenology aims to capture the essence of program participants' experiences" (p. 116). This study sought to better understand the meaning of the lived experiences of faculty who engaged in shared governance by participating on an approved, campus-wide committee and the various factors that motivated them to do so.

This study was an attempt to examine and understand each faculty members' lived experiences (1) to identify common themes based the factors they perceived as motivators to participate in shared governance committee work and (2) to develop interpretations of the shared participants' experiences. According to Patton (2015), a phenomenological approach sought to more deeply explore how humans "make sense of experience and transform experience into consciousness, both individually and as shared meaning" (p. 115). Hence, this study focused on exploring the meaning of the shared lived experiences of fulltime college faculty serving on an academic governance committee within the northern California community college system.

Ravitch and Carl (2016) noted that researchers should strive to attempt to gather pertinent information with as little disruption to the natural setting as possible. Thus, the information in this study was gathered by conducting in-depth, semi-structured

interviews, which allowed the researcher flexibility to delve deeper based upon participant responses. The participants selected the setting so they were comfortable and questions were posed as they related to the participants' perspectives and opinions about the factors that motivated them to engage in shared governance committee work. This phenomenological approach was the most appropriate design for this study as it allowed for the collection of data in the respondents' natural settings and allowed them to share their insights as to their lived experiences participating on shared governance committees (Merriam, 2009; Patton, 2015). This information could help institutional leaders better understand the leadership and intergenerational factors that tend to motivate faculty to engage in shared governance. Finally, information from this qualitative study could aid in the development of strategies to improve the level of faculty engagement in committee work that ultimately contributes to the organization's overall objectives, goals, and mission.

### **Population**

The research population refers to a well-defined group of individuals with similar characteristics that allow researchers to generalize and draw conclusions based on these characteristics (Creswell, 2007; Ravitch & Carl, 2016). According to C. Roberts (2010), the population was a group the interest for a study, identified by the researcher as the ones who shared common characteristics or traits. The population for this study was fulltime faculty who taught within the California community college system. Across the 113 community colleges in California, as of fall 2016, there were approximately 18,600 tenure and tenure-track fulltime faculty (California Community College Chancellor's Office, 2017).

## **Target Population**

The target population for a study refers to the units for which the findings from the research could be generalized (Patton, 2015). Per McMillan and Schumacher (2010), this group of individuals were determined from the process of narrowing down the general population for a sample to be drawn. Thus, due to the extensive size of the statewide community college educational system, as well as accessibility and proximity issues, the target study for this population was fulltime faculty employed at one of the 17 northern California community colleges campuses. Additionally, this target population was delimited to individuals who participated on one of the approved shared governance committees within the institution.

## **Sample**

A sample refers to a subgroup of the target population that contains the characteristics of all known entities of the population (McMillan & Schumacher, 2010). To conduct this qualitative study, convenience sampling—which permits the researcher to focus on participants easily accessible to the researcher (Creswell, 2007; Ravitch & Carl, 2016)—was used within a specific geographic area. Patton (2015) described convenience sampling as a process where the researcher elects to solicit accessible and consenting participants from the onset of the study. Additionally, there were no absolute rules as to the size of the sample, as it depended only upon what the researcher wanted to learn from the participants (Patton, 2015).

The sample for this study includes fulltime faculty members who taught in the northern California community college system, which included 17 colleges. The sample for this study was 16-fulltime faculty who taught for one of the three community

colleges: Santa Rosa Junior College, Solano Community College, and College of Marin. Furthermore, due to the extensive range of shared governance activities, this study included participants who served on a campus-wide, approved committee within one of the following areas:

- Program Planning and Review
- Professional Ethics
- Educational Program Development
- Student Preparation and Success
- Accreditation Processes
- Professional Development Activities
- Curriculum Review
- Institutional Planning
- Budget Development
- Other Academic and Professional Matters including the Academic Senate

The intent of the sample size and target population was based upon the purpose of this study, where information was gathered through in-depth, semi-structured interviews. The researcher hoped to gain a better understanding of the shared lived experiences of fulltime faculty who elected to participate in shared governance work for the institution and the variables that encouraged engagement on those committees.

### **Sample Selection Process**

The study focused on a convenience sampling approach where fulltime faculty who serve on one of the approved committees at either Santa Rosa Junior College, College of Marin, or Solano Community College were contacted. To solicit participation

for this study, a list of the committee members who served on at least one of the approved shared governance committees was obtained from each of the three colleges. List of these shared governance, campus-wide committees was obtained from each of the three colleges, along with a list of faculty members who served on these committees. From this set of study participants, college email addresses were obtained and an email was sent to each faculty member explaining the purpose of the study and related research questions. Included in the email was an invitation to participate (Appendix A). Finally, for those faculty who agreed to participate, another email was sent providing the informed consent form and participant bill of rights (Appendix B), along with a request for the best date, time, and location for the interview.

### **Instrumentation**

Qualitative studies refer to when the researcher is the primary instrument of data collection (McMillan & Schumacher, 2010; Patton, 2015; Ravitch & Carl, 2016). In this phenomenological study, in-depth interviews with fulltime faculty using semi-structured questions that addressed the research questions were utilized as the primary method of data collection. According to McMillan and Schumacher (2010), semi-structured questions allowed for individual responses, while at the same time offering the researcher the flexibility to follow up with additional questions to probe for greater understanding. To support the need for threat of internal and external validity and reliability, interview questions were specific and directly related to the objectives of the study.

Per McMillan and Schumacher (2010) “the data collection mainstay of a phenomenologist is the personal in-depth, unstructured interview” (p. 346). Although this study included semi-structured interviews to allow for follow-up questions, the



researcher served as a means of primary data collection. To capture the essence of the shared experiences and examine the meaning of the participants' voice, as perceived by the fulltime faculty who were engaged in shared governance committees, the researcher set aside any preconceived ideas about the phenomenon. To minimize the impact of researcher bias, the researcher took the necessary steps to ensure the questions and interview process produced a credible and reliable study. For example, the interview protocol, which was designed by the researcher, correlated directly with the purpose of the study and research questions, and was reviewed by an expert panel to reduce the potential for bias. Creswell (2007) stated that the interview protocol was a:

Predetermined sheet on which one logs information learned during the observation or interview. Interview protocols enable a person to take notes during the interview about the response of the interviewee. They also help a researcher organize thoughts on items such as headings, information about starting the interview, concluding ideas, information on ending the interview, and thanking the respondent. (p. 126)

The instrument used for this study consisted of 10 interview questions, developed in July 2017, designed to provide an in-depth discussion to address the broad research questions of this study (Appendix C). These questions were open-ended and the semi-structured format allowed for follow-up questions to probe for additional information.

Qualitative interviewing requires a conversational tone, rather than an interrogatory approach, to gain information on the participants' background and demographics, as well as their opinions and perspectives on their experiences (McMillan & Schumacher, 2010; Patton, 2015). Thus, the interview protocol in this study included

questions to solicit demographic variables and open-ended questions. Demographic questions including age-related questions were asked to place each participant into a generational category. Flexible questions that allowed each participant the opportunity to share honest responses were also included, which provided the researcher with a clear picture of the lived experiences of each participant's perspectives as to the variables that motivated engagement in shared governance committee work. These probing questions enabled the researcher to elicit further elaboration, clarification of responses, and/or additional details (Patton, 2015; Ravitch & Carl, 2016). Per McMillan and Schumacher (2010), the sequence of questions needed to be designed to allow the researcher to gain information efficiently, yet allow participants to elaborate on earlier topics as needed. The order of interview questions for this study started with more broad and general questions, followed by questions that allowed the researcher to probe more deeply. Furthermore, before the interviews started, the researcher communicated information to each participant as to the purpose and focus of this study and all research questions were meaningful and directly correlated to the research questions and avoided language that might lead to biased or leading answers.

Face-to-face personal interviews were conducted in this study. The logistics of each interview included time, duration, location, and means of follow-up communication. To secure the initial time and location, the researcher emailed each willing participant to schedule a convenient appointment. The participant had the opportunity to select a location in which he or she would be comfortable, such as an office on campus or an off-campus location. The interviews were conducted between February and March 2018 and a phone call or email took place one week prior to the interview to confirm the time and

location. The researcher used a recording device during the interview to capture the participants' responses. This information was then sent electronically for transcription and returned to the researcher via email. Once the researcher received the transcript, it was sent via email to the participant to allow for checking of meaning and accuracy of the information. After the transcribed information was checked for additional accuracy, the researcher examined and analyzed each interview question response to identify emerging themes and code the data.

### **Reliability**

Reliability and validity are key aspects of all research and serve to ensure credibility or trustfulness of the data (Merriam, 2009; Ravitch & Carl, 2016). Reliability is the consistency, stability, and repeatability of the informant's responses and the researcher's ability to collect and record this information accurately (Brink, 1993). In qualitative research, reliability poses a major threat and requires an awareness and related strategies to avoid or lessen the potential risks associated with issues that could impact the accuracy of the results. To ensure reliability in this study, the researcher took both handwritten field notes and recorded all interview sessions. Recording the interviews digitally, with verbatim accounts of the participants' responses, ensured completeness and provided material for reliability checks (McMillan & Schumacher, 2010).

Triangulation refers to the use of two or more data sources to analyze in the study of a single phenomenon, followed up with validating the similarity among them (Brink, 1993). The major goal of triangulation is to avoid the personal biases of researchers and "overcome the deficiencies intrinsic to single-investigator, single-theory, or single-method study thus increasing the validity of the study" (Brink, 1993, p. 37).

Triangulation of data in this study included the gathering of related documentation to supplement the interview data. The researcher provided an audit trail of the documents and artifacts procured, including a list of approved committees of the three institutions involved in this study, a list of committee members on each of these committees and corresponding affiliation (faculty, administrator, or student), agendas and minutes from each session over the prior year, and each committees' mission, values, and related goals.

In addition to an audit trail of records of data collection, to limit researcher bias and self-reporting errors, each participant in the study was asked to examine the verbatim transcription of his or her interview session. Checking for accuracy and content of meaning in the interview transcriptions increased reliability of the results (Creswell, 2007). Thus, the researcher provided each interview participant with the entire transcription of the interview and allowed time for review and to provide feedback and/or corrections.

According to Lombard, Snyder-Duch, and Bracken (2004), intercoder reliability solidifies and helps ensure the data are analyzed in a way that reflects the accurate and complete results from a study. In this study, the process of intercoder reliability was conducted by an expert researcher who double-coded 20% of the data. The expert researcher held a doctorate degree and had nearly 20 years of research experience, including extensive work with qualitative studies and coding. The goal for the intercoder reliability was at least 80% to be considered adequate and 90% or greater to be ideal.

The coding process for intercoder reliability was conducted as follows:

- Step 1: The primary researcher coded 100% of all data collected using Excel software.

- Step 2: The primary researcher provided the data set and codebook to the expert researcher to code at least 20% of the data.
- Step 3: The expert researcher selected 20% of the collected data from both related artifacts and interviews.
- Step 4: The primary researcher sent the themes developed during the coding process to compare the themes with the data and to see if any themes should be consolidated or added.
- Step 5: The expert researcher coded 20% of the data using the themes developed, adding and consolidating themes as needed.
- Step 6: A discussion between the primary and expert researcher took place and any modifications or adjustments were completed.
- Step 7: After the coding process by the expert researcher was complete, the data were returned to the researcher for comparison purposes and frequencies of themes were examined between the two coders.

### **Field Test**

Field testing aids in the assessment of interview questions to determine whether the items are clear, concise, and worded appropriately to solicit the desired information (Grady, 1998). To ensure the interview protocol aligned to the study research questions, a field test occurred prior to data collection for this study. This process helped decrease any internal or external threats to the validity of this study. The interviewees for the field test consisted of two full-time faculty from each generational category who were engaged in shared governance committee work at a community college. These voluntary participants were asked to respond to the interview questions and provide feedback as to

the clarity of each question and offer suggestions for adjustments or revisions.

Additionally, a peer who completed all doctoral coursework at Brandman University was selected to observe the field test interviews to provide feedback regarding potential bias presented through nonverbal cues such as body language and facial expressions. Finally, the responses of each of these participants were transcribed and followed up by a discussion with each field test participant to gain insight about the researcher's method of interviewing, including verbal and nonverbal gestures.

### **Validity**

Research validity is concerned with the accuracy of the study's findings and a valid study should measure what the study intended to measure (Patton, 2015). Per Patton (2015), the instrument selection was key regarding validity, as the instrument itself must measure and accurately perform and report results as intended. To address validity in this study, an external audit was conducted to review the study's design, interview protocol, data collection procedures, and data coding processes. Dr. Sharon Herpin, who possesses a doctorate in organizational leadership and has nearly 20 years of research and evaluation experience, conducted the external audit. This external audit served to reduce interviewer bias by examining the interview questions for leading language and evaluating the proposed research process and subsequent data collection and analysis. Any revisions noted in the external audit were addressed and resubmitted before the field test took place or any data collection occurred.

### **Data Collection**

Prior to the collection of data for this study, the researcher obtained permission from the Brandman University Institutional Review Board (BUIRB) to conduct this

study. No research was conducted before this approval was received from the BUIRB. Furthermore, the Institutional Review Board of each of the three colleges was contacted and permission was granted before any research was conducted. Collection of research data was considered a crucial process and instrumental to a qualitative phenomenological study (McMillan & Schumacher, 2010; Merriam, 2009; Patton, 2015). The collection of these data supported the necessity to gather insights, opinions, and feelings about the lived experiences among faculty who were engaged in shared governance work. To attain the appropriate information for this phenomenological study, the researcher utilized personal interviews with planned questions to probe for in-depth feedback. These interviews were conducted in an environment selected by the participants to allow everyone the opportunity to share their story in a natural setting, striving to make the session as comfortable as possible. Furthermore, these one-on-one interviews were semi-structured to allow the researcher flexibility with the questions and to solicit additional information based upon the responses of the participants.

The sample for this study consisted of 16 fulltime faculty who taught at either Santa Rosa Junior College, Solano Community College, or the College of Marin—colleges all situated within the northern California community college system. Due to the extensive range of shared governance activities, this study only included participants who served on an approved, campus-wide committee. All participants were sent an email detailing the purpose of the study that included the interview protocol, the informed consent form, and a letter of assurance of confidentiality. Each participant's identity was protected with the use of a pseudonym as opposed to actual names. All information including signed consent forms, research records, and interview responses were kept in

locked cabinets at the home of the researcher and disposed of upon successful defense of this study.

Data collection took place with the use of a recording device and all recordings were submitted electronically to the transcription service. Once these recordings were transcribed, the transcription was sent back to each participant to check for accuracy and clarity. After this process, the data were coded using Excel software to identify common themes regarding the variables that impacted engagement in shared governance committee work. Additionally, to increase validity, credibility, and reliability, the transcriptions were double coded—also referred to as intercoder reliability (Creswell, 2007; Patton, 2015).

Finally, the researcher collected additional artifacts to triangulate and support the data collected during the interviews and increase validity of this study. Triangulation allows for cross-validation by examining different data sources (McMillan & Schumacher, 2010; Merriam, 2009). Before the retrieval of any documents, the researcher gained approval from the participants via email, as outlined in the consent form. Once any artifacts were procured, the researcher analyzed them for emergent themes that corresponded to the research questions. This process took place using Excel software and were reviewed with 20% double-coded by an expert researcher. Upon completion of the interviews and subsequent review process, the researcher sent out thank you notes and offered a copy of the study to participants to reiterate the appreciation of their involvement in this study.



## **Data Analysis**

Qualitative analysis was defined as a “systematic process of coding, categorizing, and interpreting the data to provide explanations of a single phenomenon of interest” (McMillan & Schumacher, 2010, p. 367). The primary focus of this study was to better understand the variables that motivated engagement in shared governance committees and the lived experiences of those who participated in the governance of the institution. To gain this insight, data were collected through in-depth personal interviews and the review of artifacts

Upon completion of the interviews, the researcher submitted the recordings for transcription. Once completed and returned to the researcher, the transcriptions were sent back to the participant to check for accuracy, clarity, and completion. Archival documents related to the variables that motivated engagement in shared governance were requested to supplement the interviews and cross-validate the information. The researcher separated the transcripts into workable units including artifacts, field notes, and interview responses. Field notes and interview transcripts were carefully examined and data were synthesized to draw meaning from the information gathered.

The coding process began once each participant verified the verbatim transcription. The coding process, per Patton (2015), was used to synthesize data for emergent themes, categories, and ideas, looking for similarity of passages within the text to identify the frequency of this information. The researcher used Excel software to organize, sort, and store the data; however, the researcher was responsible for analyzing the information for common themes. Each of the interview questions was directly related to the research questions and analyzed for emergent themes based upon the variables

addressed in the research questions. All data collected for this study were coded as they related to the lived experiences of fulltime faculty who participated in the shared governance of the institution. The codes that emerged from this qualitative analysis process resulted in the study's findings to gain a better understanding of which variables motivated faculty to engage in the governance of their institutions.

### **Limitations**

In a qualitative study of this nature, several limitations were worthy of noting. Limitations in this study related to the limited small sample size, small geographical areas, the selection process used to solicit participants, and the self-reporting nature of interviews. With the small sample size and geographic area included, it would not be possible to generalize from this study to the wider population (Creswell, 2007; Patton, 2015; Ravitch & Carl, 2016). Unlike quantitative research where the findings were tested to discover whether they were statistically significant or simply due to chance, qualitative research does not conduct these tests (Creswell, 2007; McMillan & Schumacher, 2010, Merriam, 2009, Patton, 2015). Additionally, the results of this study were limited to the participants' willingness to be candid, open, and honest regarding the motivational variables and related experience engaging with shared governance committee work. Further, the interview process, data collection, and coding, which inherently could lead to biased results, were limitations for which the researcher was aware took actions to mitigate these constraints. Furthermore, another limitation was any potential bias that could have occurred since the researcher in this study was a fulltime faculty member at Santa Rosa Junior College, serves on numerous shared governance committees, and is from the Gen X age category. Finally, the additional limitations of this study included

the fact that over half of the participants in this study were from the same college, 12 of the 16 participants were female and the potential situational impact due to considerable turmoil at the one of the colleges associated with faculty salary negotiations and unprecedented budgetary problems.

### **Summary**

Chapter III included the purpose statement and research questions from Chapter I, along with a description of the population, target population, and sample for this study. Chapter III also explained the processes of selecting participants, instrumentation, data collection and analysis, and the potential limitations of the study. To fulfill the purpose of this qualitative phenomenological study, a convenience sample of fulltime faculty teaching within the northern California community college system was selected to participate in personal, one-on-one in-depth interviews. The interview protocol was designed by the researcher, evaluated via an external audit, and field tested before data collection occurred. The collection of artifacts and subsequent examination of those documents took place to triangulate the interview data. Upon completion of the interviews, recordings were transcribed by an independent transcription service and later sent to each interview participant to check for accuracy and clarity. After this process was completed, data were coded for emerging themes based upon the variables in the research questions, which focused on the factors that motivate fulltime faculty to engage in shared governance activities. The next chapter provides research findings presenting the analysis of the factors that motivated fulltime faculty to engage in shared governance committee work, the lived experiences of these participants, and any differences among the motivational factors between the three generations studied.

## CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This chapter presents an analysis of the data collected from the study, which focused on the examination of the generational factors on faculty engagement in shared governance in the northern California community college system. This chapter begins with a review of the purpose of this study, research questions, methodology, target population, and sample, and concludes with a presentation of the data collected as it relates to each research question.

### **Purpose**

The purpose of this phenomenological study was to identify and describe the factors that motivate northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees to determine what differences exist between the generations.

### **Research Questions**

The following primary qualitative research questions guided this study, which addressed factors that motivated Baby Boomer, Gen X, and Millennial community college faculty members to become engaged in the shared governance of the institution.

1. What factors do northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations identify as motivators for them to become engaged in campus-wide shared governance committees?
2. What differences exist between the factors identified for Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

These research questions above were then divided into three sub research questions as follows:

1. What factors do Northern California Community College faculty of the Baby Boomer generation identify as motivators to become engaged in campus-wide shared governance committees?
2. What factors do Northern California Community College faculty of the Gen X generation identify as motivators to become engaged in campus-wide shared governance committees?
3. What factors do Northern California Community College faculty of the Millennial generation identify as motivators to become engaged in campus-wide shared governance committees?
4. What differences exist between the factors identified by the Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?

### **Methodology**

This research used a qualitative, phenomenological study to share the lived experiences of full-time faculty engaged in the shared governance committee work of the institution. The intent of this technique was to examine and capture the spirit of everyone's experiences and related perspectives to see if there were any common themes among the participants of the study (Creswell, 2007; Patton, 2015). Thus, to examine the lived experiences of faculty who engaged in the governance of the college, it was deemed appropriate to share their stories by conducting semi-structured, in-depth interviews. The researcher conducted personal interviews with 16 full-time faculty from Solano, Marin,

and Sonoma Counties. The participant selected the date, time, and location of each interview. All interviews were conducted in February and March 2018, and were either conducted in the office of the participant, a public area on campus, or by phone. Prior to each interview, participants were provided a list of the interview questions and signed a statement of confidentiality and consent before the interview took place. Interviews were recorded using two electronic devices and submitted to the Rev Transcription Services for transcription purposes. Once the transcription was completed, all participants received the verbatim transcriptions of their interview and were asked to review and edit it for accuracy, meaning, and content. Once the participants approved the transcriptions, the coding process was completed. The data from the interviews were analyzed for frequency of themes, and the codes that emerged were then aligned to the study's research questions. Any code with a frequency less than three was not included in the findings from this study. Furthermore, to increase reliability, a peer researcher coded a portion of the data, referred to as intercoder reliability (Lombard, 2004), to reach common conclusions.

### **Population and Sample**

The population for this study was fulltime faculty who taught within the California community college system. Across the 113 community colleges in California, as of fall 2016, there were approximately 18,600 tenure and tenure-track fulltime faculty (California Community College Chancellor's Office, 2017). More narrowly, the target population for this study was fulltime faculty who participated in shared governance committees in the northern California community college system, which included 17 colleges.

The sample for this study was 16 fulltime faculty who taught for one of three community colleges: Santa Rosa Junior College, Solano Community College, and College of Marin. Furthermore, due to the extensive range of shared governance activities, this study included participants who served on a campus-wide, approved committee within one of the following areas:

- Program Planning and Review
- Professional Ethics
- Educational Program Development
- Student Preparation and Success
- Accreditation Processes
- Professional Development Activities
- Curriculum Review
- Institutional Planning
- Budget Development
- Other Academic and Professional committees including the Academic Senate

To conduct this qualitative study, convenience sampling was used. Convenience sampling was a process where the researcher solicited accessible and consenting participants from the onset of the study and permitted the researcher to focus on participants who are easily accessible and within a specific geographic area (Creswell, 2007; Ravitch & Carl, 2016; Patton, 2015).

### **Presentation of the Data**

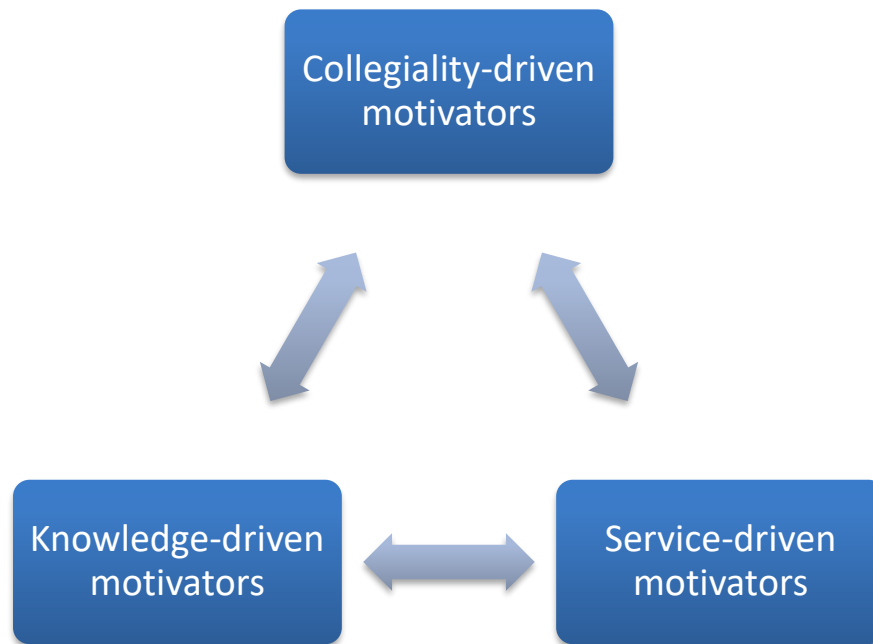
To answer the first primary question: *What factors do northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations*

*identify as motivators for them to become engaged in campus-wide shared governance committees*, the researcher coded emergent themes between the generational groups. The findings from this study pertaining to the first primary research question are presented by the sub-research questions detailed below. Based on a review of the themes, they were grouped into three broad categories: knowledge-driven motivators, service-driven motivators, and collegiality-driven motivators.

Knowledge-driven factors of motivation centered on the quest to learn more about the inner workings of the institution, desire to see the big picture, and opportunity to gain a diverse perspective about the various participatory constituents involved in the shared governance process. Service-driven variables supported the participants' commitment to the students, a desire to express a voice in the shared governance environment, and a general obligation to take part in the decision-making processes of the institution. The collegiality-driven motivators captured the participants' aspirations to feel connected the college-wide community, to collaborate with others whom they respected and admired, and the sense of value they experienced as part of the governance of the institution. In this continuous system, each motivational factors supported and was related the next, where information-driven skills empowered faculty to want to become more involved in shared governance. With an enhanced knowledge base of the institution and a better understanding of the big picture and purpose of shared governance, faculty became more confident they could make a difference. With this increased knowledge base, they were more inclined to engage and provide their services, opinions, perspectives, and expertise with shared governance committee work. This in turn, created a shared governance



environment where participants felt valued as they collaborated with colleagues. This interplay between the motivational factors is depicted in Figure 2.



*Figure 2.* Interconnectedness between the motivational factors for participation in shared governance.

## **Findings for Research Question 1**

### **Findings for Research Sub-Question 1**

Research Sub-Question 1 was: *What factors do northern California community college faculty of the Baby Boomer generation identify as motivators to become engaged in campus-wide shared governance committees?*

The first sub-question of this study sought to describe the factors that motivated faculty from the Baby Boomer generation to participate in the shared governance of the institution. Baby Boomers were motivated by knowledge-based, service-based, and collegiality-based factors.

**Knowledge-driven motivators.** The desire for knowledge about the college was a motivator for Baby Boomers to participate on shared governance committees. One Baby Boomer faculty member shared her interest in gaining more information by participating in shared governance with the following comment “you get the 30,000 foot view of the college and what's going on.” Similarly, another Baby Boomer faculty stated, “One reason why I joined the Educational Planning Committee is that I really wanted to know more about that process. If we’re going to create an educational master plan, we need to learn and get involved.”

**Service-driven motivators.** With regard to factors that motivated Baby Boomers to get involved in the shared governance system of their institution, many faculty shared comments regarding the need to have a voice and to support students and fellow colleagues by sharing the responsibilities of leadership and committee work outside the classroom. Faculty comments included wanting to “make sure that our students are getting served properly” and recognizing the “ship is hard to steer, but you’ve got to be part of it.” Another Baby Boomer stated,

I would say now, it just has more to do with my desire. The direction that I would like to see this institution go in is not the direction this institution is going in, and that’s what keeps me motivated and working in shared governance.

**Collegiality-driven motivators.** Factors that motivated faculty to engage in shared governance focused on communication, collaboration, mutual respect and admiration, feelings of value and excitement, and passion for the work fell within the category of collegiality. One faculty remark related to collegiality was, “I really felt like

those were my peeps. I felt very connected to those people and their values and what was important.” Another Baby Boomer expressed,

I had a good experience. I learned a lot... The spirited conversations and that people had differences of opinions, and for the most part, I think it's changed very much now, but for the most part before I found it very respectful, even when we were talking about things that were heated. Things that people had very different opinions, people listened and were able to say how they felt and not get attacked personally and I really appreciated that. You know, administration was involved, clearly coming and doing presentations and always attending those meetings. I felt like there was inclusion, that our input was included.

### **Findings for Research Sub-Question 2**

Research sub-question 2 was: *What factors do northern California community college faculty of the Gen X generation identify as motivators to become engaged in campus-wide shared governance committees?*

The second sub-question of this study seeks to answer the question of which factors specifically motivate faculty who fall within the Generation X population to engage in the shared governance of the institution. The factors that contributed to these individuals' desire to be a part of the governance on the college included the following.

**Knowledge-driven motivators.** The factors within the category among the Generation X cohort again centered on the desire to gain more information about how the college operated, learn more about the structure of shared governance, and acquire new knowledge from listening to different perspectives and opinions among faculty,

administration, and staff. One comment that highlighted knowledge-driven motivation was,

I really wanted to get involved to just understand how the college worked a little bit better. I think as faculty members, we have a sense of our place in the college, or maybe our place in the department, but it can be almost kind of looking at a tree rather than the forest. In terms of understanding, okay, yes, I know this is my department. This is my department and this is my place in the department. What's my larger place in the college and within the institution?

**Service-driven motivators.** Service oriented factors that motivated the Generation X faculty to be involved in the shared governance system at their college centered on the desire to support students and fellow colleagues, share in the workload of other faculty members involved in shared governance, and help with the productivity and efficiency of their committee. One Generation X faculty commented "I would be showing my commitment to the institution." Another shared,

Just in terms of shared governance, what interests me there is, partially, my role as an educator to advocate for my students and to ensure that not just in the classroom but at an institution-wide level that we are asking the questions we should be asking and that we're thinking about how do we help all of our students succeed.

**Collegiality-driven motivators.** Collegiality-based factors that motivated Generation X faculty members to engage in shared governance focused on embracing effective communication and collaboration, building mutual respect and admiration,

feeling valued, and making a positive contribution to the system. One faculty member reported, “I feel more like I’m helping my colleagues.” Another shared,

It is a very collaborative environment for shared governance...a pretty robust exchange of ideas. And for the most part, it always seemed as though faculty members were committed to be faculty members.

Students, and obviously administrators, were committed to being a part of that process.

### **Findings for Research Sub-Question 3**

Research Question 3 was: *What factors do northern California community college faculty of the Millennial generation identify as motivators to become engaged in campus-wide shared governance committees?*

The third sub-question of this study sought to answer the question of which factors contributed to the motivation Millennials to participate in the shared governance of the institution. These motivational factors could also be categorized as knowledge-driven, service-driven, and collegiality-driven.

**Knowledge-driven motivators.** Knowledge-based factors that motivated Millennials to engage in shared governance stemmed from their desire to acquire more information about college operations and the nature and structure of shared governance, and the desire to gain new knowledge by working with a diverse population of faculty, staff, and administrators. One faculty member highlighted this theme when saying,

I figure what better way to learn about it than to do it and you know being on academic senate, just for that semester was mind-blowing and just opened my eyes to processes that I didn’t know existed or things that were

happening that I would have overlooked otherwise and not realized we have a responsibility to do something about.

**Service-driven motivators.** Service-oriented motivating factors for the Millennial faculty members involvement in shared governance centered on the commitment to support students, obligations to share in the workload of other faculty members, and to enhance the productivity and efficiency of their committee. One faculty member described wanting to give back to the students, noting,

I also think that one of my contributions as I gain more skills and am able to voice my thoughts more, might be being able to help us bridge those differences and come together to find meaningful and effective strategies to help our students and to make this a good place to work.

Another Millennial faculty member described personal characteristics that were a good fit for shared governance, commenting,

So, I feel like I have a unique perspective, and I know what it means to make an Ed plan, and I know what it means to do a combination, and I know what that looks like in the class. That's a unique role, right? It's not just student services or faculty, it's both

**Collegiality-driven motivators.** Factors that motivated Millennial faculty to engage in shared governance comprised of desires to communicate, collaborate, build mutual respect and appreciation, feel valued, and contribute to a system that was exciting and innovative. This theme was captured by one respondent who stated,

I like my structure, and it also was engaging because not only was there the conversation and the organization, but there was a respect for

innovation and making changes and moving forward and looking at what are the factors that might make us want to make this decision, and I just liked the collegiality and respectfulness of the group. It was so professional and it was one of the reasons that I wanted to stay in this department because their knowledge, every individual's wealth of knowledge on our team. I just felt like my mind was being blown every single day with how much I was learning and that was exciting, and I was encouraged from the get go to think about that question you asked me as well, what will my contribution be and that left me just like floored trying to figure out what will it be. What am I going to do here and that's exciting. So, I like the excitement of the innovation.

### **Findings for Research Question 2**

The second primary research question that guided this study was: *What differences exist between the factors identified for Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?* The findings for this research question stemmed from sub-question 4.

### **Findings for Research Sub-Question 4**

Research Sub-Question 4 was: *What differences exist between the factors identified by the Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?*

The fourth sub-question of this study sought to answer whether any differences existed between the Baby Boomers, Gen Xer's, and Millennials with regard to factors that motivated these cohorts to engage in the shared governance systems of their

institutions. The similarities and differences between these three generational groups were evident within all three categories of motivational factors. For example, within the knowledge-driven motivators it was clear the Generation Xer's and Millennials were more motivated than the Boomers to gain knowledge and information about shared governance and the overall process, and this served as a factor that encourages them to participate in this system. Additionally, the results of this study found that the Millennials are motivated to engage in shared governance due to the diversity of perspectives in this governance process, whereas the Generation Xer's are motivated to see the big picture, more than the other two cohorts (Table 2).

Table 2

*Knowledge-Driven Motivators*

	Baby Boomers		Gen Xer's		Millennials	
	n	%	n	%	n	%
Information/Learning	3	60	7	100	3	75
Seeing the Big Picture	3	60	6	86	3	75
Diversity of Perspectives	3	60	4	57	4	100

Another difference between the three generations fell under the service-driven motivators where the findings from this study supported the notion that Gen Xer's and Millennials were more motivated than the Boomers to participate in shared governance to exercise a voice in the decision-making processes of this institution. Millennials were also less likely than Baby Boomers and Gen Xer's to participate in shared governance based on the idea of sharing responsibility (Table 3).



Table 3

*Service-Driven Motivators*

	Baby Boomers		Gen Xer's		Millennials	
	n	%	n	%	n	%
Have a Voice	2	40	7	100	4	100
Support Students	4	80	5	71	4	100
Sharing the Responsibility	2	40	3	43	1	25
Sense of Obligation	1	20	5	71	2	50
Productivity/Efficiency	0	0	2	29	3	75
Flexibility	0	0	0	0	3	75

All three generational cohorts described the sense of collaboration and inclusivity that stemmed from participating in shared governance. Although most participants talked about feeling valued and that their opinions mattered, Millennials were more likely to discuss the idea of mutual respect and admiration. Baby Boomers were more motivated to get involved due to feelings of being valued and general excitement about the collaborative effort and collegiality that accompanies this process (Table 4).

Table 4

*Collegiality-Driven Motivators*

	Baby Boomers		Gen Xer's		Millennials	
	n	%	n	%	n	%
Collaboration/Inclusivity	5	100	7	100	4	100
Feeling Valued	5	100	5	71	3	75
Mutual Respect/ Admiration	1	20	2	29	3	75
Passion/Excitement	3	60	3	43	1	25
Common Values	1	20	0	0	0	0

**Summary**

This chapter presented the data collected and the related findings of this qualitative study. This study sought to examine the lived experiences of three different

generations of faculty who participated in the shared governance of their institutions. This study focused on the variables that motivated these three cohorts of individuals who served on one of the Academic Senate-approved committees. The population was fulltime faculty who worked in the northern California community college system and the target population consisted of fulltime faculty who worked in the Marin, Solano, or Sonoma counties. A sum of 16 faculty participated in the study. Findings showed similarities and some differences across the three groups. Chapter V presents a summary of major findings, as well and conclusions, implications, and recommendations for further study.

## CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This qualitative phenomenological study intended to examine the generational factors that motivated fulltime faculty members to engage in shared governance in the northern California community college system. Two primary research questions guided this study: (1) *what factors do northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations identify as motivators for them to become engaged in campus-wide shared governance committees*, and (2) *what differences exist between the factors identified for Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?* An additional four sub-questions were examined to further to identify similarities and differences between the generations. The focus of this approach was to explore how those faculty engaged in shared governance committee work, describe their lived experiences, and capture the essence of related perspectives to see if there were any common themes among the participants. In addition, this study was an attempt to identify any differences between the three generations in terms of the factors that motivated them to participate in the shared governance of their institution.

The population of this study was fulltime faculty who worked in the California community college system. The target population was narrowed down to fulltime faculty employed in the northern California community college system, and the sample included 16 faculty who worked for community colleges in Marin, Solano, or Sonoma County and served on an Academic Senate-approved shared governance committee.

## Major Findings

In this qualitative study, the major findings are detailed and organized by each research sub-question.

### Research Sub-Question 1

Research Sub-Question 1 asked: *What factors do Northern California Community College faculty of the Baby Boomer generation identify as motivators to become engaged in campus-wide shared governance committees?* The major findings related to what motivated faculty within the Baby Boomer generation to engage in shared governance were:

- Desire to support students
- Feelings of inclusivity working with other constituents
- Benefits associated with a collaborative environment
- Feeling valued for participation and contributions in the process

### Research Sub-Question 2

Research Sub-Question 2 asked: *What factors do Northern California Community College faculty of the Gen X generation identify as motivators to become engaged in campus-wide shared governance committees?* The major findings related to what motivated faculty within Generation X to engage in shared governance were:

- Need to learn and gain information about shared governance
- Desire to see the “big picture” with regards to college operations
- A voice in the leadership and governance of the college
- Collaborative environment and related benefits

### **Research Sub-Question 3**

Research Sub-Question 3 asked: *What factors do Northern California Community College faculty of the Millennial generation identify as motivators to become engaged in campus-wide shared governance committees?* The major findings related to what motivated faculty within the Millennial generation to engage in shared governance were:

- Diversity of perspectives from working in a collaborative setting
- Desire to support students
- Opportunity to exercise a voice in the governance of the institution
- Productivity of the committee and flexibility of meeting time
- Feelings of inclusivity working with others across campus

### **Research Sub-Question 4**

Research Sub-Question 4 asked: *What differences exist between the factors identified by the Baby Boomer, Gen X, and Millennial generations as motivators to become engaged in campus-wide shared governance committees?* The major findings from sub-question 4, which sought to determine the differences between the factors that served as motivators between the three generations included:

- Generation Xer's and Millennials had more knowledge-driven motivators than the Baby Boomers, where the results from this study showed 100% of the participants in the Generation X cohort acknowledged the need for information about the shared governance system and the desire to learn. Within the Millennial population, 75% of the participants reported the need for information and desire to learn more about the shared governance system.

- Baby Boomers and Gen Xer's were not as motivated for the need to be productive or flexible compared to Millennials. According to the findings from this study, 75% of Millennials commented on the desire to serve on committees that get "something done" and committees that did not meet in the afternoon when children needed to be picked up from school.
- The findings from this study showed 60% of Baby Boomers were passionate and excited about participation on shared governance, compared to only 43% among Gen Xer's and 25% for Millennials.
- This study reported Generation Xer's had a greater sense of obligation (71%) and responsibility to be involved and share the workload than the other generations, which only reported 20% among Baby Boomers and 50% for Millennials.
- Millennials were motivated to engage in shared governance due to the mutual respect and admiration they experienced when serving on governance committees, which was evidenced by 75% noting this among Millennials compared to 20% among Baby Boomers and 29% among Gen Xer's.

### **Unexpected Findings**

Based upon the data collected in this study, there were three unexpected findings. First, although many participants involved in shared governance had an overall positive experience with their involvement with this system, many were frustrated and disenfranchised with the current state of shared governance. In fact, during the interviews, two individuals mentioned feelings of marginalization, where they felt insignificant in the shared governance process and peripheral to the leadership decision-

making activities of their committee work. Furthermore, two participants in this study shared what they referred to as the “illusion of inclusion” where they explained that although they were on the committee, it was not always a collaborative and communicative experience or an inclusive process.

Second, there appeared to be a lack of clear definition regarding the role and purpose of shared governance, as well as the various committees that each college’s shared governance system encompassed. This lack of knowledge was more evident with the newer faculty members who expressed uncertainty as to the specific list of committees on campus and the function and purpose of each. So, although they were involved in shared governance work, they were not fully aware of other committees on campus, the types of governance groups, composition of constituent representatives, and specific responsibilities of each committee.

Third, it was surprising to see most participants did not express a sense of excitement or passion with regard to their involvement in shared governance, but more a sense of responsibility and obligation. This was an unexpected result as one might surmise that if an individual was engaged in shared governance that he or she would be passionate about involvement in the system. Most participants expressed their on-going desire to stay involved, but it was not evident this stemmed from a sense of excitement, but rather a sense of commitment to be part of the leadership decision-making process of the institution.

### **Conclusions**

The following conclusions were derived based upon the review of literature and the findings from the data collected during this study.

**Conclusion 1.** The factors of motivation between the three generations of this study supported the key elements of an effective shared governance system: trust, collaboration, and mutual respect; transparency and communication; shared sense of purpose; and productivity.

**Conclusion 2.** The findings from this study aligned with many of the drivers of engagement described by Kahn's (1990) seminal theory, which included:

- Job characteristics – one's feelings of being valued and appreciated
- Collegial support – collaborative and cooperative environments built upon trust
- Development and growth opportunities – ability to gain knowledge for employees interested in understanding the big picture

**Conclusion 3.** The factors of motivation derived from the results of this study aligned with many of the general facets of human behavior models and theories described in the literature review. According to many motivational theorists, the internal conditions that motivate engagement included:

- The need for belongingness
- An individual's image of self-worth and self-respect
- The need for personal growth and achievement
- The need to be involved in activities that supported one's self-concept and self-image (passion and excitement)

**Conclusion 4.** Factors of motivation differed between the three generations that aligned with the literature review, which centered on human behavior, elements of an effective shared governance system, and drivers of engagement. These included:



- Feelings of inclusivity was a greater motivational factor for Baby Boomers than the other two generations
- Development and personal growth opportunities served as a greater motivator for the two younger generations
- Shared sense of purpose (common values) motivated Baby Boomers more so than Gen Xer's and Millennials
- Mutual respect was a factor that motivated engagement among Millennials more than the other two generations.

### **Implications for Action**

Implications for further action were drawn from the major findings from this study and related conclusions. Implications for actions include:

- Evaluate best practices across various types of institutions—community colleges, four-year universities, public, and private—as to the different ways shared governance was successfully structured, nurtured, and facilitated.
- Reward strong faculty governance by stating the importance of faculty in the decision-making process and valuing the actions taken in this role.
- Develop a faculty skills inventory database to align faculty skills with committee function and purpose.
- Provide leadership training to support faculty leadership development.
- Create informational sessions to help faculty learn about the purpose and process of shared governance.
- Continually assess the state of shared governance and seek feedback from all constituencies as to the definitions and expectations of shared governance.

- Maintain a steadfast commitment to frequent communication and sharing of relevant information regarding the importance of engaging in shared governance.
- Evaluate different models of shared governance within the community college system to identify ways to improve upon it.
- Commit to learning more about the differences between generations of faculty and continually assess what factors motivate these different groups to engage in shared governance, then create ways to adapt to these evolving desires and needs.

### **Recommendations for Further Research**

Based upon the findings and conclusions of this study, the following recommendations were made for further research:

1. Replicate the study with adjunct faculty who engaged in shared governance within the community college system to examine what factors motivated them to participate.
2. Replicate the study with administrators who engaged in shared governance within the community college system to examine what factors motivated them to participate.
3. Replicate the study with students who engaged in shared governance within the community college system to examine what factors motivated them to participate.
4. Replicate the study, but examine variables that demotivated faculty to be engaged in shared governance.

5. Identify and examine the perspectives of different constituents of shared governance to gain an understanding of what they believe the purpose of shared governance is and determine if there are any significant differences between the constituents.
6. Conduct a study to compare the results from this study to those from similar studies at the four-year university level.

### **Final Remarks and Reflections**

Employee engagement is crucial in all facets of the workforce. Engaged employees go beyond what is required of them and work with a strong sense of passion, purpose, and connection to the organization. Higher education is no exception and the need for faculty to be engaged in activities outside the classroom is imperative to the institutions ability to thrive and meet its objectives and goals. Shared governance is a central aspect leadership in higher education dependent on the participation of all constituents, which include faculty. This participatory system is reliant on the cooperation and collaboration of all its components to function effectively. It requires participation from all segments of the college community, including an engaged workforce where faculty play a central role in the development of policies and procedures that shape the direction of the institution.

Understanding what factors motivate faculty to engage in leadership and decision-making processes is imperative to an effective shared governance environment.

However, many benchmarks of excellent shared governance exist, which need to be embraced, including: transparency, mutual respect, collaboration, communication, open-mindedness, trust, and cooperation. The ideal shared governance model is one that

celebrates collegiality and recognizes the contributions of all members of the college community. It is a dynamic, participatory, advisory system of governance that strives to breakdown divisiveness and turf wars among administrators, faculty, staff, and students. Thus, it requires a strong commitment and focused efforts at all levels, with an on-going and clear mission devoted to the goals, values, and mission of the institution. Institutions of higher education need to develop and nurture a climate that expressly supports strong faculty engagement in the governance of the institution. The over-arching element to an effective shared governance system is broad and unending communication and an environment that gives voice to all constituencies, encourages difficult discussions due to a diversity of opinions, and balances maximum participation in the decision-making process where all participants act as true partners toward the common goals of the institution.

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## APPENDICES

### APPENDIX A – RESEARCH INVITATION LETTER

February 2018

Dear Prospective Study Participant:

You are invited to participate in a research study conducted in Sonoma, Napa, and Solano Counties, California. The main investigator of this study is Gina Lord, doctoral candidate in Brandman University's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are a fulltime faculty member serving on at least one shared governance committee in Sonoma, Napa, and Solano Counties, California. Approximately 15 full time faculty will be enrolled in this study. Participation should require about one hour of your time and is entirely voluntary. This study is not supported or affiliated with your institution. You may withdraw from the study at any time without consequences.

The purpose of this study is to identify and describe factors that motivate northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees to determine what differences exist between the generations.

In participating in this research study, you agree to partake in an interview. The interview will take approximately 1 hour and will be audio-recorded. The interview will take place at a location of your choosing. During this interview, you will be asked a series of questions designed to allow you to share your lived experiences as a full-time faculty engaged in the shared governance committee work of your institution.

You are encouraged to ask any questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. You may contact the investigator, Ms. Lord, by phone at (707-648-8545) or email [glord@mail.brandman.edu](mailto:glord@mail.brandman.edu). If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Very Respectfully,

Gina Lord  
Principal Investigator

## APPENDIX B – INFORMED CONSENT AND BILL OF RIGHTS

**RESEARCH STUDY TITLE:** An Examination of Generational Factors on Faculty Engagement in Shared Governance in the Northern California Community College system

**Brandman University**  
**16355 Laguna Canyon Road**  
**Irvine, CA 92618**

**RESPONSIBLE INVESTIGATOR:** Gina Lord, Doctoral Candidate

**TITLE OF CONSENT FORM:** Research Participant’s Informed Consent Form

**PURPOSE OF THE STUDY:** The purpose of this study is to identify and describe factors that motivate northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees to determine what differences exist between the generations.

In participating in this research study, you agree to partake in an interview. The interview will take up to one hour and will be audio-recorded. The interview will take place at a location of your choosing. During this interview, you will be asked a series of questions designed to allow you to share your experiences.

I understand that:

- a. There are no known major risks or discomforts associated with this research. The session will be held at a location of my choosing to minimize inconvenience. Some interview questions may cause me to reflect on barriers and support systems that are unique to my lived experience and sharing my experience in an interview setting may cause minor discomfort.
- b. There are no major benefits to me for participation, but a potential may be that I will have an opportunity to share my experiences. The information from this study is intended to inform researchers, policymakers, and educators of the motivators for participating in shared governance.
- c. Money will not be provided for my time and involvement.
- d. Any questions I have concerning my participation in this study will be answered by Gina Lord, Brandman University Doctoral Candidate. I understand that Ms. Lord may be contacted by phone at 707-548-8545 or email at [glord@mail.brandman.edu](mailto:glord@mail.brandman.edu)

- e. I understand that I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.
- f. I understand that the study will be audio-recorded, and the recordings will not be used beyond the scope of this project.
- g. I understand that the audio recordings will be used to transcribe the interview. Once the interview is transcribed, the audio, interview transcripts, and demographic questionnaire will be kept for a minimum of three years by the investigator in a secure location.
- h. I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call of the office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

I have read the above and understand it and hereby voluntarily consent to the procedures(s) set forth.

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**Signature of Participant or Responsible Party**

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**Date**

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**Signature of Principal Investigator**

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**Date**

**Brandman University IRB August 2016**

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## Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

## APPENDIX C – INTERVIEW PROTOCOL

**Introduction:** Thank you for taking the time to speak with me. The purpose of this study is to identify and describe factors that motivate northern California community college faculty of the Baby Boomer, Gen X, and Millennial generations to become engaged in shared governance and campus-wide committees, to determine what differences exist between the generations. The questions are written to elicit this information by sharing stories or experiences as you see fit throughout the interview. Please be as honest and open as possible. Everything you share will remain completely confidential and your name will never be associated with individual responses.

Prior to this interview, you signed the informed consent form that outlined the interview process and the condition of complete confidentiality for this study. With your permission, this interview will be recorded and transcribed, and you will be provided with a copy of the complete transcripts to check for accuracy in content and meaning prior to me analyzing the data. Once the analysis has been completed, the data will be destroyed by shredding any documentation from these interviews, including the transcripts, and erasing audio files. Do you have any questions before we begin?

### **Background Questions:**

1. Share a little about yourself personally and professionally.
2. Where did you work prior to becoming a fulltime faculty member?
3. How long have you worked in the community college system?
4. How long have you been in your current position?
5. Since this study is looking at generational cohorts, can you please tell me what year you were born?

### **Content Questions:**

6. What shared governance committees do you currently serve on at your college?
  - a. What is the purpose and function of this committee?
  - b. What is your role on this committee?
  - c. What is the committee's mission, vision, and values?
7. How long have you been engaged in shared governance activities and what other shared governance committees did you previously serve on?
8. How did you first get involved in shared governance?
  - a) Why did you want to participate in shared governance?
9. What specific factors motivated you to first participate?
  - a) Probe for personal motivations.
  - b) Probe for professional motivations.
10. What specific factors motivate you to continue your participation? Are they different than the factors that motivated you to engage in shared governance?
11. Are there any reasons why you would stop participating?
12. Do you have anything else you would like to add about shared governance and your reasons for being involved?

**Closing Script:**

Those are all the questions I have for you. I will send you a copy of the transcription once it is ready. Please review it for accuracy and let me know if you want to revise to add to any response. Thank you for your time today; it is greatly appreciated.