

REFRAMING THE CULTURE OF AN ACADEMIC UNIT AFTER RELOCATION:  
A CASE STUDY

Joy Gianakura

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“We have to continually be jumping off cliffs and developing our wings on the way down.”

—Kurt Vonnegut

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This work is dedicated to my parents who have never put boundaries on my potential, my  
children who cheered me on regardless of  
the time it took away from “us,” and God who continues to bless me.

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## ABSTRACT

### REFRAMING THE CULTURE OF AN ACADEMIC UNIT AFTER RELOCATION: A CASE STUDY

by Joy Gianakura

Building renovations and new construction are not new to higher education. Colleges and universities must adapt to the demands of changing programs, enrollments, and aging or inadequate facilities. Research exists in the area of change theory and how individuals may be impacted by change. Research surrounding the culture of the workplace, including the values of an organization and its rich history is also well signified. This study focuses on addressing the question of whether a physical change in work environment influences the working culture of an academic unit, thereby bridging the gap between change and culture. A distinct connection between employees moving to a new construction and how that change may reframe organizational culture is the focus of this study.

Qualitative research is employed by utilizing a single case study of a mid-western state university that has constructed a new building that houses several departments within an academic college. This site was selected based on the size of the construction project and the number of individuals whose departments were moved to this new building. Both individual interviews and key informant interviews were conducted. Findings illustrate the ways in which the culture of an academic unit is reframed, which includes the assumptions, artifacts and values held by the faculty and staff impacted by the move.

## TABLE OF CONTENTS

LIST OF FIGURES .....	x
CHAPTER	
I. INTRODUCTION .....	1
Statement of the Problem.....	2
Significance of the Study .....	4
Research Questions .....	6
Definition of Terms.....	7
Assumptions.....	8
Limitations .....	9
Delimitations.....	9
Overview of Literature.....	9
Overview of Methodology .....	10
Overview of Complete Document .....	10
II. LITERATURE REVIEW .....	11
Introduction.....	11
Change .....	12
Change Process .....	13
<i>Change and the Coupled System</i> .....	16
Communicating Change.....	17
Resisting Change .....	20
Change Leadership.....	26
Facility Changes.....	31
Culture.....	37
Defining Organizational Culture.....	37
Cultural Framing and Reframing .....	45
Summary of Literature Review.....	46
Overview of the Conceptual Model of the Literature Review.....	47
III. METHODOLOGY .....	51
Introduction.....	51
Theoretical Constructs .....	52
Research Paradigm: Qualitative Research .....	52
Case Study .....	53
Research Site.....	56
Population and Sample Description.....	57
Sample Size.....	58
<i>Key Informant</i> .....	59
Data Collection .....	60
Instrumentation .....	62
Researcher Bias.....	63

	Data Analysis .....	64
	Constant Comparative Method of Analysis .....	64
	Trustworthiness.....	64
	Considerations of Participants .....	66
	Informed Consent.....	66
	Confidentiality .....	67
	Summary.....	67
IV.	PRESENTATION OF THE DATA.....	69
	Introduction.....	69
	Overview of Chapter IV.....	69
	Emergent Themes .....	70
	Summary of Data .....	72
	<i>Issues of Proximity</i> .....	73
	<i>Influence of the Building on Work</i> .....	77
	<i>A Department Divided</i> .....	81
	<i>Summary</i> .....	83
	<i>Issues of Proximity and Collegiality</i> .....	84
	<i>Timing and Resistance</i> .....	85
	<i>Summary</i> .....	88
	<i>Communication Flow</i> .....	89
	<i>Unexpected Change in Leadership</i> .....	91
	<i>After the Move</i> .....	94
	<i>Summary</i> .....	95
V.	CONCLUSIONS AND RECOMMENDATIONS .....	97
	Introduction.....	97
	Discussion of Primary Research Question.....	98
	Underlying Assumptions .....	99
	Artifacts.....	102
	<i>Architecture as Artifact</i> .....	103
	<i>Dean as Cultural Hero</i> .....	104
	Espoused Values .....	105
	<i>Value of Teaching</i> .....	105
	<i>Value of Collegiality</i> .....	106
	Summary.....	106
	Discussion of Sub-question 1a.....	107
	Issues of Proximity .....	108
	Influence of the Building on Work .....	109
	A Department Divided.....	111
	Discussion of Sub-question 1b.....	112
	Issues of Proximity and Collegiality.....	112
	Timing and Resistance.....	113
	Discussion of Sub-question 1c.....	115
	Communication Flow.....	115

Unexpected Change in Leadership .....	117
After the Move .....	118
Implications Within the Areas of Culture and Change .....	120
Learning from Each Other .....	120
Appreciating the Future .....	122
Saying Goodbye to the Past .....	123
Dangers of Division .....	124
Abrupt Leadership Change .....	126
Recommendations for Further Study .....	127
Different Populations .....	127
Different Methodologies .....	129
Conclusion .....	131
APPENDICES .....	133
REFERENCES .....	147

## LIST OF FIGURES

FIGURE	PAGE
1. Conceptual Model of Literature: A Visual Description of the Literature Utilized in the Literature Review for This Qualitative Case Study .....	48
2. Levels of Culture: A Visual Description of Schein’s Three Components of Culture .....	99
3. Organizational Cultural Assumptions Target: An Adaptation of Schein’s Levels of Assumptions That Includes External, Internal and Deep Cultural Assumptions.....	101

## CHAPTER I

### INTRODUCTION

The physical working environment within higher education institutions continues to evolve. Some universities are challenged with meeting building codes and being both environmentally and student friendly. Often times the focus is on updating facilities that may be outdated or investing in new construction. The growing needs of programs and increased technology may require changes in the physical infrastructure of campus buildings. The American School and University's 35<sup>th</sup> annual Official Education Construction Report states that the total spending on new facilities, additions to existing construction, and modernization by public school districts and higher-education institutions increased to \$43.3 billion in 2008 from \$32.9 billion the prior year (Agron, 2009). State spending on construction within higher education is not reflective of the current downward economy (Schmidt, 2010). Construction is happening across the country and faculty and staff are relocated and work out of those new spaces.

Existing research in the area of change theory, and how general work environments are impacted by change is very strong (Kotter & Cohen, 2002; Fullan, 2001). Similarly, research surrounding the culture of the workplace including the values of an organization is well represented (Eckel, Hill & Green, 1998; Fullan, 2001; Morgan, 2006). This qualitative study focused on how a change in work environment reframes the culture of an organization. This study contributes to the literature which addresses the relocation and fills the gap of how the cultural aspects are influenced.

Chapter I includes the statement of the research problem, an explanation of the significance of the study, and the research questions associated with the study. Also included in

this chapter is a definition of terms for the words and phrases most commonly utilized during this study. Conclusively, the assumptions, limitations, and delimitations are described along with an overview of the full document.

The reframing of culture within this study refers to both the physical, observable and unobservable changes. Unobservable changes refer to how individuals feel and engage with each other throughout their work day. As a result of the unobservable aspects, leadership may not be aware of reframing taking place within their unit's culture.

### Statement of the Problem

An academic unit is typically comprised of faculty, staff, and administrators. Each may have their individual roles, yet work collaboratively toward accomplishing common goals which are specific to their academic unit. Such goals may include increased enrollment and student satisfaction or launching a new program within a given time-frame.

The purpose of this study was to examine how the culture of an academic unit may be re-framed as a result of a physical relocation. When a cultural challenge occurs, such as relocation, individuals tend to ask questions related to how their work has changed, how to move forward in order to work effectively, as well as seeking understanding of their responsibilities (Strange & Banning, 2001). When things change, some individuals may feel they have forfeited something important. A sense of loss during change can be expected. It is this loss which contributes to the adjustment or reframing of organizational culture, thereby requiring employees to adjust the manner in which they achieve their common goal (Bolman & Deal, 2008; Fairhurst, 2011),

Remodeling of spaces, erecting new buildings, enrollment growth or decline and updating of facilities to meet student needs, are some of the reasons academic units experience

relocation. In turn, changing space may also mean a change in how work may get done. Office traditions also play an important part in the work culture. Routine celebrations, a common shared language, and artifacts, are symbols that can bring a group closely together (Bolman & Deal, 2008). Human characteristics attract individuals to a work environment. These same characteristics satisfy employees in such a way that they are then and retained. When environments change, it is vital for unit leaders to acknowledge that if the human characteristics are negatively impacted, so too can the retention of strong employees.

Individuals experiencing a physical change in their work environment may feel a sense of loss of the work culture they have grown to know. Norms, behaviors and traditions may change or end due to a personnel shift during reorganization. The unit experiencing the change may be individuals who embrace the change and can be considered *innovators*. Innovators are individuals who wish to make change on a regular basis in the name of innovation. Traditionalists may “sit on the fence, or become isolated” (Strange & Banning, 2001, p. 385). This *fence sitting* is due to the traditionalist’s status quo way of thinking. Traditionalists are often convinced that if something is not blatantly broken, it should not be adjusted, while innovators may be too avant-garde and experiment with change or the latest innovations. Managing both the innovator and the traditionalist during a time of change can be a challenge, and will require the leader to understand organizational culture and the influence such a change can have on the existing culture.

Understanding the existing culture of the organization can provide sensitivity to leadership that will assist in fostering a smooth transition and one of caring during a time of flux. Another gain for the leader is that of employee engagement during the change. Keeping faculty and staff apprised of relocation details and understanding their frustrations, curiosities, and needs

can contribute to the ongoing business of the department to continue as it should; without interruption or a negative effect on service to other departments and students.

Researchers have discussed organizational culture and have captured aspects of organizational culture that can be generalized and applied to change situations with some modification (Deal & Peterson, 2009; Hickman, 2010; Hofstede, 2010; Morgan, 2006; Schein, 2010). Research related to that of how an academic unit's culture may change after physical work relocation is not evident within the current research.

Relocation may include changing offices from one end of a building to another, relocating to an existing or renovated building on another part of campus, or moving into a newly constructed building. Temple (2009) notes that nearly all writing about the university as a physical entity examines it as a site of teaching and learning or research and not as a working environment where business takes place. While research does suggest an inclusive approach to change in general (Kotter & Cohen, 2002; Fullan, 2010), evidence is lacking in examining a move and the reframing of the culture of an academic unit during and after the relocation process.

### Significance of the Study

This study contributes to the research on organizational culture and the impact a change in work environment may have on that culture. Understanding the potential cultural components influenced by a move not only informs administration of the potential of such a shift, but will provide a way to be aware prior to the move and develop a means of monitoring for positive rather than negative impact on the workplace.

Higher education administrators will benefit from having an understanding the cultural dynamics a physical relocation move may have on the working culture of their faculty and staff. Some areas of the culture that were affected, include adjusting to new work environments and working relationships; the challenges of managing during a culture shift; and general productivity of employees before, during and after such a change. Clear communication with all stakeholders prior to such a move is one significant strategy (Fullan, 2001; Kotter, 1996; Kotter & Cohen, 2002) .

Connors & Smith (2011) state, “creating an organizational culture where people embrace their accountability toward one another and toward the organization should occupy center stage in any effort to create successful organizational change” (p. 2). Individuals wish to know what is expected of them in the workplace. Faculty and staff are no different. They wish to serve students by providing excellence in teaching as well as contribute to the needs of the community in which they live and teach. During a change, the clarity of focus on work expectations and accountability may not be clear for the affected faculty and staff. This study brings to light the areas in which employees need communication, clarity, and leadership. Understanding these needs provides leadership with a deliberate focus on what the faculty and staff value during a time of change and how to manage to those values without compromising productivity.

Should productivity be lost, the university has much to lose. Responding to the needs of the university and surrounding community in terms of programs, state of the art facilities and developing an environment conducive to learning are areas of pride in higher education. Some institutions showcase these areas as points of differentiation for their prospective students and faculty. Behind the scenes, however, are the academic units which perpetuate the functionality of the institution. Should the functionality be compromised by a change which negatively

impacts the unit, it is likely the institution, or a unit, will not be as effective at serving its students and those departments with which they work most closely. Disruption to the culture and how the culture is re-framed within the unit is explored in this study because of the potential effect it may have at all levels of the organization.

Schein (2004) states that culture is constantly reenacted and created as we continuously interact with others. These interactions contribute to the shaping of our own behaviors. As people work and live together in a common environment, they develop their own foundation or *social order*, that is shared and lived. This social order contains rules that guide daily life. However, what occurs when the group is relocated, and physically repositioned within the institution? Does the group continue to live in this common social order? Is the group configured the same? If not, how are the new members included in the culture and the decision making? Within the context of relocation these are the kinds of challenges an academic unit on the move may confront.

This study serves as a proactive approach to understanding the dynamics of relocation and its findings provide a framework for leaders to be present and assist with the shaping of the *social order*.

### Research Questions

The principle question that directed this research is:

1. Is the organizational culture of an academic unit, if at all, reframed after a physical relocation?

Further questions employed in this study are:

- a. In what ways did faculty and staff experience a noted change in their work habits from one physical location to another?
- b. In what ways did the physical relocation, including the new building itself, influence the perception of collegiality between and among departments?
- c. What influence did the leadership responsible for overseeing the move have on the faculty and staff before, during and after the relocation?

### Definition of Terms

A list of commonly used terms within this study is defined below to ensure understanding.

*Academic Unit:* An academic unit refers to an academic department which is focused in one academic area such as English, social sciences, biology, communications, and marketing.

Members of this unit include clerical staff, faculty, and administrators such as department heads, directors, and potentially deans. The term academic unit and department are used synonymously in this study.

*Change:* Change occurs within a context (organizational, community, political, social, global), and its purpose is found within the overlapping area of concepts of change, leadership and practice (Hickman, 2010, p. xiii).

*Culture:* A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems (Schein, 2004, p. 17).

*Facility:* A building or groups of buildings creating a common place for employment.

*Facility Change:* The transfer of employees from one building to another.

*Higher Education Institution:* A post-secondary, four year degree seeking institution.

Within the study, the terms higher education institution, university, and organization are used synonymously.

*Key Informant:* Key informants are research participants, who based on their personal skills and position provide a greater insight into the research topic.

*Physical Change:* This term refers to the relocation of an academic unit to a newly constructed building, renovated building or different working environment. The term facility change, facility move, move and relocation are used synonymously in this study; however, this study is specific to a newly constructed building.

*Re-frame:* Reframing of a culture refers to the re-examination of shared understanding and creating a new position or frame (Hickman, 2010).

*Relocation:* This term references an academic unit moving from one building to another. The move may be to a new construction or a renovated space.

*Sensemaking:* The process of attaching meaning to experiences.

### Assumptions

Several assumptions were made regarding this research. It was assumed that the faculty and staff who are affected by relocation had mixed feelings and reactions to the move. While some may have been excited about a new environment and office space, some may have had some resistance about relocating. The lack of enthusiasm had to do with individual employee's personal feelings about the relocation, which may be a result of the level of their involvement in

the process and the effect it had on their working culture. It was also assumed that the lack of buy-in was predicated on the employee's anxiety about change in general.

Another assumption related to employee disposition is that of the amount of involvement employees had during the relocation process. It was assumed that the higher the involvement, the less anxious the faculty and staff were about the move.

It is also assumed all interview questions asked of the research participants were answered truthfully and honestly during all methods of information gathering.

### Limitations

This qualitative study was subject to limitations. Data gathered for this study were from one academic unit comprised of several academic departments within the same university system. The research site is situated in a Midwestern state which has its own social, cultural and economic attributes that may have affected the ability to generalize the outcome of the study.

In addition, it was recognized that while students might be influenced by departmental relocation, the focus of this study did not include their perspective.

### Delimitations

This study focused on whether the culture of an academic unit is reframed as a result of a physical relocation. It is delimited to a single state institution in the midwest with a student population of approximately 26,000.

### Overview of Literature

The literature review is comprised of theorists and researchers who have examined the organizational change process including coupled systems, communicating change, resistance to

change, change leadership and change specific to facilities. The literature review also develops the working definition of organizational culture and the need for sensemaking on an individual and collective basis. A solid view of facilities within higher education and the leadership needed during a change is integral in understanding the nature of culture and change within the research context.

### Overview of Methodology

The methodological approach of this study is qualitative research utilizing a case study format with a single unit of analysis. Qualitative methods of research “facilitate the study of issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and details of qualitative inquiry” (Patton, 2002, p. 14).

This case study provided thick description, experiential understanding, and attempted to reveal multiple realities (Stake, 1995) while exploring the research questions through on-site interviews and visits, key informant interviews and collecting documents related to the relocation.

### Overview of Complete Document

Chapter II provides a synthesis of literature that supports the intent of this qualitative study. The chapter also identifies the gaps within the literature that support the need for such a study. Chapter III identifies the methodology employed, while Chapter IV discusses the findings of a single site, multiple department location, and contains an analysis of the research findings. Chapter V concludes the research with recommendations and implications for future research surrounding the issues of relocation and its effects on culture.

## CHAPTER II

### LITERATURE REVIEW

#### Introduction

The purpose of this study is to examine how the culture of an academic unit is re-framed as a result of a physical relocation. Culture is a critical component in understanding the process of planned change and transformation in colleges and universities today (Keup, Walker, Astin & Lindholm, 2001). With this in mind, higher education administrators should be informed of the effect a change may have on the working employee satisfaction as well as engagement may be influenced as a result of change (specifically, a physical relocation). The areas of impact may include adjusting to new work environments, adjusting to new working relationships, adjusting to the challenge of shifting from the previous work culture, and the general levels of productivity faculty and staff exhibit after such a change. Areas which contribute to shaping this study include those aspects of research involving culture, change, reframing of organizations, and the planning and designing of work environments within the larger work environment

College and university campuses make physical and structural changes to their facilities in response to enrollment trends, facility needs, and various economic influences. “Financial pressure, growth in technology, changing faculty roles, public scrutiny, changing demographics, and competition in the world make change an imperative for higher education” (Kezar & Eckel, 2002, p. 295). It is not unusual for new construction on a university campus to take place or for major renovations to be made to accommodate growth, support of academic programs, or general updating of aging facilities. “Design strategies should be found that tend to minimize the

impacts of environmental change and that enhance the nature of work itself” (Spreckelmeyer, 1993, p. 181).

Zisman and Powell (1961) emphasized the importance of the educational advantages of relocation based upon the newer location offering a significant improvement in flexibility. Research suggests that a new found respect for an institution can be achieved through a new campus environment. Some studies, including that of Zisman and Powell (1961), indicated that by moving campuses or buildings, colleges may gain much more than newer and larger facilities. Newer facilities can open new doors and exciting new opportunities in search for a better educational program. “We do not properly understand how the university’s physical environment contributes to its academic work: there are assertions, but little firm evidence” (Temple, 2009, p. 209). Stokos, Churchman, Scharf, and Wright, (as cited in Spreckelmeyer, 1993) stated that “such changes in work environment occur not only within the office itself, but as a result of relocations between facilities and within work organizations” (p. 182).

### Change

The argument for why a model for change may be necessary is embedded in the level of importance of the change that is to take place. Leaders look at their organizations from a macro perspective. Models of change might be the driving force of change. It is important to first determine how the change should occur and then put that process into context in regards to exactly what should occur. Kezar (2001) posited that model for change “represents a different ideology with its own assumptions about the nature of human beings and social organizations” (p. 25). She stated clearly that the process of choosing a change model should be ideological

rather than arbitrary. With clarity of purpose, the academic leader can communicate change effectively.

While change models help to guide the change, this study is most interested in the change process rather than the models prescribed for change. The manner in which the process is communicated and implemented can be correlated to the culture of the department affected by the change. Being that the culture of an organization is the focus of this study, the processes of change were examined rather than the change models and theories themselves.

### Change Process

In discussing a facility move in a higher education environment, Boyce (2003) suggested that this type of change is meant to be irreversible or long-lasting and, therefore, sustained. Fullan (1999) titled a chapter in his writing, “Complexity and the Change Process” and advocates that two very powerful concepts are recognized by all those who are working with change: organizations are living systems and the role of knowledge creation in innovation. Considering an organization as a living entity provides a desire for longevity and success in an organization. Assuring that quality and continuous learning takes place in an organization creates an environment focused on growth. Because living things grow, adapt and change, an organization that is considered as a living entity provides members of the organization with a vision for their sustained future.

Increasing knowledge or creating knowledge is also a part of the movement Fullan (1999) described within this living system. Through increased knowledge and continuous learning, an organization can make informed decisions that move them forward by embracing new ideas. “The secret to success of living companies, complex adaptive systems, learning

communities . . . is that they consist of intricate, embedded interaction inside and outside the organization which converts tacit knowledge to explicit knowledge on an ongoing basis” (pp. 15-16).

Fullan (1999) continues to define complex change lessons by providing us with eight change lessons:

1) Moral purpose is complex and problematic; 2) theories of change and theories of education need each other; 3) conflict and diversity are our friends; 4) understand the meaning of operating on the edge of chaos; 5) emotional intelligence is anxiety provoking and anxiety containing; 6) collaborative are anxiety provoking and anxiety containing; 7) Attack incoherence: connectedness and knowledge creation are critical; 8) There is no single solution: craft your own theories and actions by being a critical consumer (p. 18).

Aspects of these lessons will also be expanded upon in the category of culture below.

Boyce (2003) spent a sabbatical studying sustainable change and discovered that such literature used to support her study emerged through sociology, higher education, and organizational theory literature. Learning itself is essential to a “successful and sustained institutional change” (p. 119). The literature that focused on change in higher education whether sustainable or transformational is viewed as lacking among such researchers as Boyce (2003) and Eckel, Hill & Green, 1998 (as cited in Kezar & Eckle, 2002, p. 296) stated:

Transformational change is unfamiliar to most higher education institutions; it (a) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; (b) is deep and pervasive affecting the whole institution; (c) is intentional; and (d) occurs over time.

This position is consistent with Kezar and Eckel (2002) who posited that change requires a rethinking of academic leaders' assumptions of how colleges work. The components that comprise the change process in this study, address aspects of coupled systems, communicating change, resisting change, change leadership, and specific to this study, facility changes.

Those who participate in the change process “create, leverage, or challenge power constructs to bring about major change (Hickman, 2010, p. 17).” Hickman stated that stability is obtained when legitimate power is exercised. Groups; however, may experience loss of freedom or rights if the power is misused. Tensions can arise within an organization if groups begin using power in a way that develops tensions or disenfranchises or creates negative forms of power (Hickman, 2010).

The process of change may require different approaches. Buono & Kerber (2010) share three basic approaches to organizational change: directed change, planned change, and guided change. Directed change is change that comes from the top-down and is hierarchical. It is also tightly defined, and the process for this type of change is tightly constrained. Change leaders can be commanding during this type of change and the urgent approach can be the norm.

Planned change requires a road map and linear in nature. Planned change provides a clear goal with modifications as needed. The change process is a flexible one and fosters participation of all stake-holders. Change makers who are implementing the planned change tend to influence the process and foster cooperation in doing so. The philosophy regarding the pace of planned change is to move slowly during the planning stage and quickly during the implementation stage.

Guided change is a more organic, iterative approach that provides a loosely defined direction. Guided change is experimental in nature and is improvisational. Change leaders who

are implementing guided change point the way and watch over the process by instructing employees. Collaboration is the main approach of the guided change leader who also believes one should “act quickly, improvise, learn, react and continue to iterate” (Buono & Kerber, 2010, p. 7).

### *Change and the Coupled System*

The nature of higher education is that of a loosely coupled organization (Weick, 1976). In essence, the work of each department is not contingent upon the work of another yet the work may overlap. Eckel, Green, Hill & Mallon (1999) argued that the “nature of change in loosely coupled organizations is different from change in more hierarchical or tightly coupled systems” (p. 4). The differentiation between loosely and tightly coupled organizations or departments is that of the reliance or dependence each has on the other to accomplish its or their work.

Change in higher education systems tends to be incremental rather than widespread. “If institutional leaders want to achieve comprehensive, widespread change, they must create strategies to compensate for this decentralization” (p. 4). Eckel, et al. (1999) argued that due to the loose linkages among academic units and between departments within other areas (including administration), “departments may not rely on each other or the administration for direction or support” (p. 4). In terms of academic units relocating within units they have worked with before or with different units sharing similar space, the following could be applied: “Individual units may not be familiar with each other, and thus may not be practiced in the coordinated, collaborative work that is needed for comprehensive change” (p. 4). The authors recommended that leaders of academic units should employ strategies that will collectively steer and navigate

such units through the change process. This is recommended in order to manage multiple and potentially conflicting priorities.

### Communicating Change

Numerous authors and researchers on the topic of change within organizations and learning institutions have developed models in the change process, with discrete steps. Kotter (1996) discussed the communication of a change in vision within an organizational setting and expressed that it is effective in terms of reaching a change goal if only a few key players have a good understanding of the purpose of change. “The real power of a vision is unleashed only when most of those involved in an enterprise or activity have a common understanding of its goals and direction” (p. 85).

Kotter (1996) explained that a “shared sense of a desirable future can help motivate and coordinate the kinds of actions that create transformations” (p. 85). In the context of communicating a change in facilities work environment, it can be suggested the more employees involved in the coordination of the efforts, the more motivated the faculty and staff will be in developing a positive future for their units.

Kotter & Cohen (2002) dedicated their joint work *The Heart of Change* to the eight-step path to successful large-scale change. These eight steps include increasing urgency, building the guiding team, getting the vision right, communicating for buy-in, empowering action, creating short-term wins, and do not let up and make change stick (p. vi-vii). Communicating for buy-in focuses on sending “clear, credible and heartfelt messages about the direction of change, and establishing genuine gut-level buy-in that shows up in how people act, and using words, deeds,

and new technologies to unclog communicating channels and overcome confusion and distrust (p. vi).

When communicating for buy-in, Kotter & Cohen (2002) advocated for simple and direct messaging. Understanding how the employees experience the change is important in terms of leadership's awareness of how people truly feel. These feelings can be personal in terms of their work, in terms of concerns about how to work differently in their new environment, or in terms of mistrust of the organization or leadership. Further communication tactics that work are addressing anxieties, confusion, anger and distrust, and clearing the communication channels so that important messages can be heard (p. 101). Numerous changes can go wrong with lack of or inappropriate use of communication strategies.

Kotter & Cohen (2002) also identified problems with communication. "Under communicating, speaking as though you are only transferring information and accidentally fostering cynicism by not walking the talk" (p. 101). Transferring these tactics to that of a facility move could permit faculty and staff to become easily distracted, unproductive, and distrustful.

Acknowledging the fact that "change is hard," Rowley & Sherman (2001), addressed the hard facts of implementing change (p. 150). The authors agreed that many of the theories regarding change are sound, particularly as they apply to higher education. However, they also acknowledged that theory alone does not address all the needs of a change and may not contain the detail administrators are seeking in order to successfully implement a structural change. The change must dovetail into the institution's strategic plan, and attaching such meaning and vision to a change will assist in engaging employees in a way that assists them in seeing the bigger picture.

What people have become accustomed to in their campus work environment is about to differ can be a definition for change. A feeling of angst can arise when what employees have found predictable and what employees have grown accustomed to is no longer reliable. In some cases faculty and staff must relocate, or jobs could be lost. Those who have worked closely together for years may find themselves in different areas of the campus. Rowley & Sherman (2001) focused on examining the issues related to change in an “attempt to provide some solutions to help the change process succeed with the least possible campus disruption” (p. 150).

Areas of focus included stratification of administrators, staff, faculty, and students in the change process; the pros and cons of top-down and bottom-up change; the process of consensus change management; the pros and cons of change leadership and that of using outside change agents; and the pros and cons of imposed change and the costs associated with change as well as the reality of environmental change. For the sake of this study the primary focus of Rowley & Sherman’s (2001) work was used as a focus on administration, faculty, and change leadership. Further observations were be made regarding resistance to change.

Trust between faculty and administration can suffer when policy is imposed on faculty. There was not a clear understanding of either group by either group, which exacerbating the core issue of not communicating change effectively. Key to the success of change is that of effective campus-wide communication by leadership. The authors touted the power of open, transparent communication of the process of change as well as being honest and focusing on building trust, “listening, choosing the proper forms for discussion, and agreeing that it may be OK to disagree” (p. 161). The intent is that any mistrust between faculty and administration can be minimized or eliminated should proper communication be at the core of the change process.

Fullan (2011) advocated that communication during implementation is paramount and more important than communication prior to a change. Many have experienced poor buy-in after months of communicating an upcoming change. Fullan (2011, p. 73) explained that communication in the abstract, in the absence of action, means almost nothing. It means a little but not much because without action words have no grounded substance – nothing to stir your emotions. Leaders must increase the quality of two-way communication during implementation if they are to be successful.

### Resisting Change

If the big picture view for the change is not clearly understood, the view of the future can be unclear and difficult for those affected by the change. Internal resisters may include governing boards, administrators, staff and faculty. Given the focus of this study, it is observed that relocation had an impact on faculty and staff. Although a governing board and administration must support the effort of building a new facility or renovating, the focus on the change in terms of resistance lies primarily with the staff and faculty occupying this new space.

Fullan (2001) observed resistance to change in two ways. As leaders, it is easy to ignore those who are resisting ideas and initiatives. This author stated that it is the resisters who should be listened to the most. While listening to perceived negativity is challenging for even the best of leaders, it is necessary in order to determine whether the resistance is founded on something concrete. “They may see alternatives we never dreamed of. They may understand problems about the minutiae of implementation that we never see from our lofty perch atop Mount Olympus” (p. 42).

“Second, resisters are crucial when it comes to the politics of implementation” (Fullan, 2001, p. 42). Within a more democratic organization, such as a college or university, employees and administration are familiar with being inclusive and agreeable when discussing differences. When addressing differing opinions, particularly those of resistance, not listening to those with differing opinions could be costly:

Many a strong dean who otherwise did not respect resistance has been unceremoniously run out of town. In all organizations, respecting resistance is essential, because if you ignore it is only a matter of time before it takes its toll, perhaps during implementation if not earlier. Even when things appear to be working, the supposed success may be a function of merely superficial compliance. (Fullan, 2001, p. 42-43)

Rowley & Sherman (2001) recognized that “it is staff that actually gets things done. Outside of the responsibilities of the faculty, members of the staff throughout the campus are ultimately performing the work that supports both academics and the central operations of the campus” (p. 252). It is the staff who generally control the resources. It is thought that staff have greater positional power, thereby giving them a stronger ability of advocating for resources, and securing support from other staff. A significant drawback to this idea is that this positional power can also be strong enough to make implementation more difficult in the area the staff member oversees. The number of staff members on a campus “makes staff the largest single group of people on campus (outside of students)” (p.253). Staff and faculty work closely to enable a strong student body. While staff focuses on student services outside the classroom, faculty are committed to the learning environment within the classroom and meeting or exceeding learning objectives.

Tenure, unionization, and control over academic freedom are three areas faculty enjoy at most state institutions. Rowley & Sherman (2001) posit, “the faculty are the heart and soul of any college or university” (p. 253). It is not uncommon for faculty to submit votes of no confidence regarding administration and leadership. It is also noted that it is tenure, academic freedom, and the control of resources that also tend to unite a faculty body. At the university level, “when one looks at the drivers of change in academic programming and pedagogical development, it is the faculty who are on the forefront of the revolution” (p. 254). An institution’s faculty are not necessarily obstructionists when it comes to the issue of change. Faculty tend to support those changes and initiatives that benefit the greater number of faculty in a positive way. In the case of a facilities change, faculty may see this as an improvement in work conditions and resources, which contributes to a higher-quality delivery of the curriculum.

Those areas which gain much recognition or are rewarded at the higher level of compensation or notoriety tend to experience a greater resistance to change (Powell & Dimaggio, 1991). “The normative framework approach argues that resistance to change is a function of internally generated motivation“ (p. 103).

A closer look at resistance to change includes that of actual opposition. Shapiro & Gross (2008) vividly relayed Gross’s turbulence theory. Using the metaphor of air turbulence during air travel, should details get missed, the change experience may be ignored. The four levels of turbulence can easily be a metaphor for the change process. Gross used this depiction in his work in school innovation. The four levels of turbulence are: “Light: little or no movement of the craft; moderate: very noticeable waves; Severe: strong gusts that threaten control of the craft; extreme: forces so great that control is lost and structural damage to the craft occurs” (p. 40).

Throughout Gross's research on school reform, he continued to use the metaphor of turbulence, realizing that even at the basic level of change and adjustment, "turbulence was needed for flight to occur in the first place. Life simply could not occur in a vacuum" (p. 43). Change then is prone to resistance of some form. It is a natural occurrence and can be managed through proper planning and forecasting. These are skills leaders must focus on during the inevitability of change and change turbulence or resistance in order to land safely and securely at the final destination.

It is not the desire of individuals to be resistant. Quite often, the lack of information or timeliness is what causes the appearance of resistance. Analysts embrace the concept of "intended rationality: members may not always behave rationally because of misinformation or ignorance or a lapse of attention, but they are believed to be motivated to serve the goals of the organization" (Scott, 1981, p. 253). With this in mind, leaders should ask the questions necessary to determine their employees' level of understanding.

Conversely, those engaged in natural system research believe a coalition of groups exist which can hinder the progress of the organization in order to appease the group's individual desires and interests. These kinds of coalitions can be a barrier to engaging and realizing a sustained, necessary change.

Senge & Kleiner (1999) acknowledge the reality of set-backs and actual failure during the change process. The author has identified ten areas of challenge which directly oppose the hopeful success of a systemic change. While many of these are present in the change process, the author notes that rarely are all ten of these challenges a part of a change challenge.

When management asks employees to begin working in different ways, the workforce may begin asking or declaring the first four of the ten challenges. "We don't have time for this

stuff! We have no help! This stuff isn't relevant! They're not walking the talk! (Senge & Kleiner, 1999, p. 26-27). These four declarations are the voice of frustration and resistance. Individuals seek allies in resisting the imminent change to the work they have been doing.

Senge & Kleiner (1999) believed the challenges regarding fear and anxiety related to a change are voiced in a different way: "This stuff is \_\_\_\_\_!, This stuff isn't working!, We have the right way!, or, They don't understand us!" (p. 27). These comments are typical in large organizations where there is a divide in management and the general workforce.

When an organization is challenged with redesigning a product, process or structure, employees tend to either adopt the change or be opposed to it. Those opposed to the change often express their frustrations, as they struggle with the fact they are working with those who seem to want to adopt the new way of doing things: "Who's in charge of this stuff?, We keep reinventing the wheel, Where are we going and what are we here for? (Senge & Kleiner, 1999, pp. 27-28)

The culmination of the concept of resistance to change can be illustrated through Lewin's (1951) force-field analysis. He developed this model for measuring the factors that push for change and those which push against the change. There are three factors that are involved in this concept.

1. The change event – understanding what the change is and who and what it affects.
2. Identification of a set of forces that support the change.
3. Identification of a set of forces that oppose the change. (Rowley & Sherman, (2001, p. 263)

Within the context of administration versus faculty (and vice versa), the resistance between the two groups is what causes the push on either side of the force field. By identifying

the issues and through understanding and acknowledging the challenge, those involved should be able to communicate for potential resolution.

Change can be exciting. It can also incite fear and apprehension. Because individuals are unpredictable within new situations, their reactions during a time of change can be revealing as well as unsettling to the leadership who is working on implementing the change. “They fear ambiguity or the unknown future; they may fear that they will be incompetent or that their skills and knowledge will not be valued in the changed organization” (Eckel, et al. 2002, p. 5).

The human element surrounding change is a key component particularly in an educational setting where faculty, staff and students are intimately involved with the impact of a change. Factor in the change in facility, work space, general location of classes, and environment, and the angst surrounding a change can bring on varying behaviors that might adversely impact the work at hand. Such an event can also adversely impact student satisfaction.

Eckel, Green, Hill & Mallon (1999) acknowledged human dimensions of a change and reminded their readers that faculty spend their professional lives working within one or two institutions and forge a strong connection with their colleagues which leads to high levels of ease and familiarity with their colleagues and surroundings. Eckel, et al. believed that in order for change to be deemed comprehensive, there should be a sensitivity to the human elements exposed as a result of change.

With the scope of managing fear and anxiety, Eckel, Green, Hill & Mallon (1999) provided six strategies to help manage the angst connected with institutional change. Providing clear rationale for the change is the first strategy. This can be done by outlining the direction the change is headed. Encouraging a discussion complete with reflection of the change is another strategy. This can be done in the form of town hall meetings, small groups, and listserv

conversations for those who wish to utilize technology to communicate their anxieties. A third strategy which may or may not be possible is to manage the pace of the change to allow incremental understanding and adaptation with the intent of decreasing any overwhelming feelings of adjusting processes. Training and support throughout and after the change is a fourth strategy that requires participation within group settings. Because there are individuals who mourn loss at a time of change, it is important to encourage individuals to identify their loss and openly discuss how to move into the future. This fifth strategy requires the leadership to be aware that there are individuals who require a mourning process and to plan for such. The sixth and final strategy is to “reframe the change so it highlights opportunities that stakeholders—such as faculty, staff, students, alumni, legislators, boards and parents—might view as beneficial” (p. 6).

### Change Leadership

Within the context of leading through the change process, Bensimon & Neumann (1993) categorized institutional change as tangible or intangible. Examples of the former are those that directly impact areas of the classroom such as “new courses, programs, academic requirements, and policies” (p. 133). The intangibles are felt deeply and tend to be emotionally based, centering on issues ambiguity. A leader must discern between the needs of individuals or individual units within the organization and those of a more pluralistic nature. Where is the most impact felt? How can change solve the bigger issue for the greater good? “This interpretive task is not one that comes easily, even when we know and openly acknowledge that established ways of thinking are misdirected, incomplete, or simply wrong” (p. 133).

The administration within a university is responsible for the larger picture of the institution, and their scope of vision, therefore, is based on this larger picture. Those in administration are focused on what is best for the institution rather than individual units or people.

Rowley & Sherman (2001) clarify that while leadership is a key element to effective change management, the definition of leader is not limited to the president, provost, cabinet members or chancellor. “We refer to academic leadership, staff leadership, student leadership, and governing board leadership” when discussing change (p. 16). It takes the entire campus body to implement systemic change:

As in business organizations, college and university administrators have a tremendous amount of responsibility and wield great power in making decisions about campus budgets, growth, external communication and relations, and internal structuring. The administrative part of strategic planning needs to focus on these issues and explore what administrators can do to implement the campus wide aspects of the plan effectively.  
(p. 152)

While many general aspects of change and the change process can be applied to a variety of organizational environments, Eckel, Green, Hill & Mallon (1999) asserted that, like most social organizations and systems, colleges and universities are change-averse (p. 3). Colleges and universities contain characteristics that make the change process different from other organizations. How decisions are made, how the leaders are positioned and the values that have been pervasive over decades (and possibly centuries) play an integral role in how change is perceived within the academy. The long-standing traditions and history of the institution must be considered by the leaders and “to take them into account as they proceed” (p.3).

Throughout the change leadership process, the “loosely coupled” (Weick, 1995) paradigm of departments, create a more autonomous environment in which to direct a change. Paying attention to the changes and how they impact other units is the responsibility of the leadership throughout and after the change process. Should there not be effective or efficient progress being made after the change is implemented, it may be due to the differing ways departments must function within the new working model.

Bolman and Deal (2008) discussed four frames or lenses through which to view organizations and organizational change. These include the structural frame, human resource frame, political frame, and symbolic frame.

The structural frame reflects that of a bureaucratic structure. It tends to function much like a top-down organization and is hierarchically driven. In terms of leadership, this frame might people adverse to change. It may also increase the comfort level for some if the change fits the cultural aspect of the organization.

Within the human resource frame, there are also a set of assumptions. This frame focuses on what is good for employees, the people involved in the organization, and stakeholders. The political frame views organizations as an arena where there are ongoing contests between individuals and group interests (Bolman & Deal, 2008, p. 194).

To some extent the faculty and staff involved in a physical move are considered an interest group. They may be vying for resources in terms of the quality aspects of the physical space. Departments that may have once worked in a close office environment may now be competing for a more ideal space within the new office setting. Ideal space can be defined as including such features as more storage, windows, a new facility, or simply new furniture. This dynamic may become a conflict where prior to the proposed move, there was none.

The symbolic frame is most fitting within this study of culture, and it illustrates how ideas are adopted from different disciplines including sociology and organizational theory (Bolman & Deal, 2008). Symbolic concepts tend to resonate with individuals as they form attachments to things, places, and ideas. "The symbolic frame distills ideas from diverse sources into five suppositions":

1. What is most important is not what happens but what it means.
2. Activity and meaning are loosely coupled; events and actions have multiple interpretations as people experience life differently.
3. Facing uncertainty and ambiguity, people create symbols to resolve confusion, find direction, and anchor hope and faith.
4. Events and processes are often more important for what is expressed than for what is produced. Their emblematic form weaves a tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories to help people find purpose and passion.
5. Culture forms the superglue that bonds an organization, unites people, and helps an enterprise accomplish their desired ends. (p. 253)

As a physical move takes place, employees may cling to their past rituals and ceremonies in an effort to continue to cling to something that is known versus that which is not. The faculty and staff who are experiencing a physical change in work environment are facing the uncertainty and ambiguity Bolman & Deal (2008) discussed. Leadership should be aware that celebrating the past culture may assist in uniting the academic unit within the new work setting.

Yet another viewpoint is that of perceived organizational identity (POI) within a crisis or change situation (Kovoor-Misra, 2009). POI is defined as "the organizational perceptions and behaviors during crisis and change situations" (p. 494). The author used case study data to

develop a framework for predicting the level of POI within organizations. The purpose of Koor-Misra's study was to develop a means of predicting which facets of POI are significant when an organization is experiencing a change or a crisis of sorts. According to Koor-Misra (2009) the framework itself is discussed within the research in terms of:

- POI structure
- the motivation for POI change,
- the role and effects of POI in threat situations,
- the role and effects of POI in opportunity conditions, and,
- the scope of POI change that can occur in these situations. (p. 498)

The POI research addresses similar aspects of resistance to change (Powell & Dimaggio, 1991; Shapiro & Gross, 2008; Fullan, 2001). The affected employees could perceive the idea of change as a threat within the organization, and this might be unsettling and disruptive; therefore, the employees resist the change. The leadership within the organization has a significant task of showcasing potential opportunities regardless of perceived threat.

Within this research the concept of determining what the organization wishes to be to its internal and external stakeholders are discussed. When this is decided, only then can the communication process with employees begin. A clear understanding of the goal for the change is an ongoing theme within change management. POI itself addresses the concept of the culture or identity employees identify with. As an academic unit determines the possibilities for a facility change and potential change in the unit's working model, the POI can be threatened; as can the culture. Solid identification with the organization assists with the reduction of stress among employees undergoing a change or crisis. Koor-Misra (2009) maintained that a narrowing of information and relying on what is familiar is important. "Therefore, I suggest that

in these situations, images of ‘who we are’ rather than perceptions of ‘who we could be’ will be salient in the minds of individuals” (p. 500).

A change in working environment and relocating to a new facility can be an illustration of radical change. Newman & Nollen (1998) discussed the need for executive leadership to understand the radical change that is about to take place. Taking a strategic view of the change, top management is responsible for its implementation. Timing and consistency should be balanced during radical change and these provide a good basis for communicating a physical move early on, and attempting to create excitement around the new environment.

Hickman (2010) indicated that participants in change leadership process should consider the social tensions and conditions that urge change. In the spirit of a new construction that has been long awaited, it is possible that such tensions could exist. Determining at what level tensions or levels of satisfaction may exist may call for assessment. Assessment of change outcomes involves a desire by participants to evaluate intended and unintended consequences (positive or negative) and the impact of these outcomes on future events. In this vein, this study is intended to reveal any impact of a facility change on culture and intended to inform those who will experience such a change in the future.

### Facility Changes

It is imperative when discussing the facilities relocation process that the details linked to this large task are not forgotten. Paz and Viriyavadhana’s (2002) study regarding facilities moves covered many components of an academic move ranging from the need for computers to be maximized, to campus architecture, relocation processes, and job satisfaction. Paz and

Viriyavadhana (2002) argued that the architectural plan for a campus must contain the elements of:

(i) clarity of purpose, (ii) logic in plan, (iii) perceptible and enjoyable vertical and horizontal circulation patterns,(iv) the dimension and flow of space to be experienced as volume, (v) the selection of exterior materials and motifs as a conscious, congruous demonstration of building function, structure and style, and (vi) the installation of necessary building technology managed by a facility manager to sustain and support building activities and for economic operations and maintenance. (p. 3)

Paz and Viriyavadhana (2002) argued the process of relocation is about more than the moving of furnishings, equipment, or people from one location to the next. “A relocation project is a people project. It is about real-life people who are affected by every decision that the corporate management and relocation team makes” (p.3). Paz and Viriyavadhana (2002) emphasized the necessity of respecting the needs of affected staff in a relocation project. In addition the need for facility management to assist in securing the proper tools for employees to continue being productive during such changes is reemphasized. Job satisfaction is another key element identified by Paz and Viriyavadhana (2002). “Buildings not only provide a workspace, they can actually motivate how work is done (p.4).”

Proving that planning for relocation matters in terms of cost, vision, and reputation, a study outlining the process of relocating four different colleges was conducted by Zisman and Powell (1961). Zisman and Powell are planning consultants who worked with Colby College, Goucher College, Harpur College, and Trinity College to create new environments for the universities to move toward realizing their goals and presence in their respective communities, while working toward building stronger physical infrastructures for future growth.

“The immediate reason for considering relocation was to be found in the character and condition of the existing campus” (Zisman & Powell, 1961, p. 5). Interestingly, the outside view of the facilities and cultures of the affected college campuses was not positive. “In all cases studied there was greater reaction to the effect of the existing campus on the students and the public than to its inefficiency” (p. 5). It was also found that the perception of inefficiency from the public was caused by a lack of a “coherent campus. At one of the colleges, an administrator called it a ‘lack of feeling’ that there was a college” (p.5). Others stated that “the generally shabby, disjointed and unorganized appearance of the campus made student recruitment progressively more and more difficult” (p. 5).

As with many academic unit or campus moves, the primary reason for these four colleges to be relocated surrounded the issues of “1) adequate space and, 2) a beneficial or wholesome environment” (Zisman & Powell, 1961, p.7). Although this study focuses on the physical move of entire campuses, the ideas can be easily generalized to the relocation of academic units to a new building across a large state university campus. The planning for such a move requires involvement at all levels. Zisman and Powell emphasized the need to involve administration, as well as faculty, in all phases of the planning process. It is recommended that workload of faculty be adjusted in order to garner their input into the process.

Now, because of a policy decision to expand substantially the capacity of the new campus, there is full-time director of planning. He is advised by a committee of three faculty members, one from each curriculum area. Each of these faculty advisors is responsible for consultations with other faculty members of his division. Each is relieved of one-quarter of their teaching load. (Zisman & Powell, 1961, p. 11)

Historical methods to planning have been replaced with more straight-forward, benchmarking strategies. Historical space standards and their challenges as well as linking space standards with student enrollment are discussed. Faculty headcount is another strategy for space guideline determination. The value of space planning is stated as having a primary goal of securing faculty, staff and administrative buy-in, (Fink,1998). Administration “should provide understandable results and reflect a reproducible process. They should propel institutions to create a facility environment consistent with their academic environment, and incorporate into space decisions the knowledge of those who allocate related resources (i.e., directors, deans, and faculty)” (p.12).

Most revealing and practical is the concept of university space and place (Temple, 2009). The author defined place as “what people do with the space they inhabit” (p. 209). Temple discussed university space as being defined by designers, users and managers. He challenged his readers by asking, “May there also be a sense in which space and place help to determine what the university is?” (p. 209). His findings within the literature connect the space within an institution with the relationships between those who occupy it. Pivotal to this study is the acknowledgement that “it seems necessary to ask if, once space is created, or re-created, for the university, is an institution with particular characteristics likely to emerge? If so, which elements of the build environment bring about these characteristics?” (Temple, 2009, p. 209-210).

Temple (2009) asserted that the buildings on campus give out signals or define the university in terms of what it views as important. However, caution should be given to these kinds of statements. “It seems more plausible that people consider university buildings to be important because they think universities are important places – rather than the other way around” (p. 210). Temple sought to go outside the parameters of buildings defining an

institution. His goal within his research was to determine how “space becomes place, and how it affects the academic work of the institution” (p. 212). Rather than building a physical structure which outwardly defines the university, creating a sense of community within the walls of the institution is most valued.

Within the context of place and space, the “physical form of the university may be linked to institutional effectiveness (and efficiency) indirectly, through its role in assisting in community formation” (Temple, 2009, p. 213). The author called this “social capital”, which simply means building a campus on a “human scale” (p. 213). When creating space, the planning process should be deliberate. One would assume that all science departments or buildings should be located next to each other; however, how would students and university personnel interact if a science department were separated by several other departments? Would more frequent interaction between science and non-science faculty occur? Would students who were non-science majors engage in conversation with science majors on a more regular basis? Would support staff from a science department find that he or she more regularly participates socially with support staff from other departments? The main thrust of creating an environment that forces engagement among unlikely groups “was one step on the way to change space into a particular kind of place” (p. 215).

Ellen (1982) defined architectural determinism as a correlation between the building environment itself and the behavior that evolves within the building structure. In essence, the physical environment is a determinant of how people function within it. This may include how people use open spaces and choose a seat in a classroom to which exits they use when leaving the building. A second assertion made by Ellen is that of environmental or architectural possibilism, which define physical environment as a foundation for opportunities that may set

limits but not impede behavior. How employees view their new working space may be that of providing more possibility for meetings within a conference room setting, yet limiting their access to employees with whom job responsibilities are tightly coupled.

Throughout the literature on facilities relocation, the focus veers toward that of physical space at its most micro level. Spreckelmeyer (1993) conducted a single case study that used behavioral techniques focusing on management of a move to improve the satisfaction of its workforce. This study focused on a governmental agency, and “the findings were compared to a national survey of office workers . . . and results of the case tend to reinforce the importance of small-scale attributes (lighting, work station size, work surfaces and office privacy) in contributing to positive ratings of occupant satisfaction in the workplace (p. 181).”

One study on organizational change revealed that leadership must be willing, and able to change if they desire to keep serving in their leadership roles. New York Life Insurance Co. changed its old corporate hierarchy in Individual Operations and moved to a team management approach. Early results showed the new team approach to be more efficient in terms of meeting the needs of clients and sales agents. “New York Life believed that three key competencies would determine its continued success: ease with which its customers and sales agents could do business, support for its primary distributors, and swift response to customer desires” (Gammill, 1992, p. 63). The old Individual Operations' management structure required breaking barriers and creating cross-departmental functional lines to be developed. This approach created a more tightly coupled system.

New York Life developed an interdisciplinary team called the Operating Committee whose charge was to govern Individual Operations. Within one year of its reorganization, the

company achieved better communication, and Individual Operations reduced its operating budget by eighth percent.

Marmolejo (2007) discussed change drivers within facility changes and relocations. Two such change drivers are resource scarcity and information technology. Due to the aging and insufficiency of higher education facilities, Marmalejo discussed the fact that studies include a call to action and the recognition that leadership is the key to ensuring higher education has a successful future.

Through team-building, communicating, and creating a meaningful experience for the employees, New York Life was able to build a positive change that increased productivity and fostered employee buy-in.

## Culture

### Defining Organizational Culture

Acknowledging the change of higher education whether in the private or public sector, Burke (2011) advocated that colleges and universities must embrace change; this can include many deep-rooted traditions in order to adapt to the external environment. “Unless colleges and universities adapt, their traditions may not last, at least not for the centuries they have in the past” (Burke, p. 18).

The culture of an institution is evident in its environment, organizational structure, symbols and logos, music, and numerous other artifacts (Schein, 2004). Determining the culture of an institution or organization must first have purpose. Typically one assumes a problem is present if such an assessment must take place. “How we go about the assessment and what tools we use are very much dependent on our purpose” (Schein, 2004, p. 203). It is typical to undergo

a culture assessment when a change process is on the horizon. Schein (2004) cautions researchers to be aware of bias within the assessment process, particularly if the researcher is exploring his or her own work unit:

The researcher must realize that gathering valid data from a complex human system is intrinsically difficult, involves a variety of choices and options, and is always an intervention into the life of the organization if the research involves any contact with the organization. (p. 203)

Schein (2004) proposed three levels within organizational culture: 1) assumptions, 2) artifacts, 3) espoused values. He posits that culture has powerful attributes and should be recognized as such. “Also implied in this usage is the assumption that there are better or worse cultures and stronger or weaker cultures” (p. 7).

The assumptions Schein (2004) referenced are deeply imbedded, expected and unconscious elements of culture. The culture may be so deeply rooted in its history that employees are often unaware of their existence. The espoused values are the institution’s outwardly communicated values and can often show the outside community what their behaviors and philosophy represent. Issues can occur if leadership within the organization are more wedded to the cultural assumptions than the values the organization espouses.

Artifacts are considered tangible and physical elements of the workplace. Items such as campus monuments or revered documents are considered artifacts. Buildings and furnishings can also be considered artifacts.

Hofstede, Hofstede & Minkov (2010) argued that cultural differences emerge in several different ways. The following four manifestations of culture are used to describe a culture: symbols, heroes, rituals and values. Symbols can be words, gestures, pictures or objects that

carry meaning for those who share the culture. Symbols include common language, flags and other artifacts and represent things that can be changed. Heroes are either living, dead, real or imagined characters. Cultural heroes could be previous leaders of an organization or philanthropists. “Rituals are collective activities that are technically superfluous to reach desired ends but that, within a culture, are considered socially essential” (p. 9). How individuals are greeted, ceremonies, and meeting structures, are all examples of such rituals.

Deal & Peterson (2009) viewed symbols of culture as artifacts, architecture and routines. The authors argued that the “physical environment and architecture of schools speak volumes about cultural values and beliefs” (p. 37). The physical environment spoke to the community in terms of values and many schools, historically, resembled castles. In more recent years, schools tend to communicate a positive learning environment. “These trends in architectural design reflect an evolution in the way we think about education” (p. 37). Deal and Petersen posit that architecture not only signals what is important to the school, but also can tie a community together, illustrate its purpose and deeper values and motivate the faculty, students, and staff who occupy it.

Fullan (2001) illustrated the need to differentiate between restructuring and reculturing an organization. Gaynor (as cited in Fullan, 2001) stated that the idea of restructuring often merely gives the illusion of an organization progressing, while in reality it is “producing confusion, inefficiency, and demoralization” (p. 43). Fullan emphasized that structure, while important, is not the measure of success. Rather, it is the transformation of the organizational culture and “the way we do things around here” that is the true measure of success (p. 44).

Fullan (2001) differentiated between change for change’s sake and that of developing a culture of change. There is a difference between engaging in constant adoption of innovation

and “producing the capacity to seek, critically assess, and selectively incorporate new ideas and practices” (p. 44). Employees seek a rationale for such change and can become frustrated and unproductive if upper administration is not providing the justification for change employees seek.

Morgan (2006) also sees organizational culture shift as a change in mind-set, images, paradigms and beliefs as well as shared meaning that keep a business rooted in its reality. If a new culture is to be implemented within an organization it is believed that it is more than adopting a new slogan or logo but involves inventing a new way of life. Organizations that have decided not to subscribe to a bureaucratic method of management tend to develop strong teams and a free flow of communication. “They are organized through core meanings that people own and share. It is the quality that allows them to be flexible, adaptive and non-bureaucratic (pp. 138-139).”

Morgan (2006) has determined through research that many organizations fail to understand the deeper meaning of culture and see it as superficial rather than deeply rooted based upon tradition and feelings. While these traditions and feelings employees have for their organization are a large part of the culture, more tangible, cultural aspects can include “structure, rules, policies, goals, missions, job descriptions and standardized operating procedures” (p. 139). All of these can be considered cultural artifacts of an organization (Schein, 2004; Morgan, 2006).

A unique perspective to culture and change is the idea that when beliefs are changed, through experiences, only then can the actions of an individual show true results or reflect change. Leaders create experiences for their employees that contribute to the shaping of their organization (Connors & Smith, 2011). Therefore, actions yield results. These authors took the complex nature of culture and change and linked them together in order to develop a more

accountable work environment. They stated, “Unfortunately, in many organizations, accountability has become something that happens to you when things go wrong. Real accountability achieved through a process, makes things go right” (p. 1).

Applying this premise to that of a change in a higher education environment where an academic unit is relocating, one could posit that if the unit has experiences where they are included in the process and buy-in has been established (Kotter & Cohen, 2002), the faculty and staff will not only understand the reason for the change (Eckel, Green, Hill & Mallon, 1999), but will also form a set of beliefs as to why the change is necessary. These beliefs lay the groundwork for the actions the employees take. These actions could be that of contributing to the progress of the move, discussing the move in a positive light, and working on how individuals may wish to collaborate within their new environment. In addition, employees may even begin to discuss those areas which are loosely coupled, connected in a way that the work functions are somewhat dependent upon each other, and determine the appropriate manner for moving forward with the work despite the imminent change (Weick, 1995).

Culture either comes about as a result of a methodical effort to create it, or it is developed with no definite plan (Connors & Smith, 2011). Regardless of how it was developed, the leader must ask whether the current culture will carry the organization to where it needs to go. “Leaders who fail to manage culture find that when the game changes, as it always does, sooner or later, they are forced to play catch-up, which is almost always a costly and risky endeavor” (p. 17). Should a leader determine that the culture will not support the necessary change, the leader has no choice than to determine a means of changing the culture. This effort, per the authors, can be achieved by following the progression of the results pyramid.

Eckel, Hill and Green (1998), stated that institutional change impacts culture in the following four ways; it:

1. alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes and products;
2. is deep and pervasive, affecting the whole institution;
3. is intentional, and
4. occurs over time. (p. 3)

Changing the working environment of an academic office or unit can challenge the ways work is accomplished and how the previous culture fostered the completion of work. Individuals have a shared understanding about how the university should function. “As the creation of a community and its culture turn . . . . the university space is turned into a place. As a result, locational capital becomes transformed through the mediation of an institutional culture, into social capital” (Temple, 2009, p. 218). Social capital defined is “the assets, which underlie all effective organizations, especially knowledge-based ones that depend on the effective transfer of information” (p. 218). Through the encouragement of sharing information and establishing trust, social capital is a value added concept which contributes greatly to the university brand and outward perception of the institution.

A study conducted by Rostila, Suominen, Asikainen and Green (2010), examined the differentiation of organizational climate and culture within a public health and social service system in Finland. The main purpose of the study was to examine the “differentiation of organizational contexts within Finnish public health and social services both at the workplace and at the local governmental level” (p. 39). The researchers focused on climate and looked at individual levels of experience, culture, and examined collective levels of experiences to

discover how work got done within the organization. How individuals perceived their work environment was interpreted and reflected personal, professional, and moral concerns. “As an exploration of antecedents of climate and culture, we compared the scale of contextual differences amount workplaces with the extent of differences at the municipal level” (p. 39). Differentiation of workplaces, specifically how climate and culture impact employee morale, were observed.

The results of the study illustrated a different organizational climate and culture within the public human service organizations, both within the workplace and the upper organizational level. The climate differences were greater than the cultural differences. The researchers concluded that both climate and culture should be highlighted in the effort to specify the organizational social contexts and consequences in public human services.

While the study done by Rostila, Suominen, Asikainen and Green (2010) reviewed both culture and climate this qualitative study is focused on the cultural aspect of a change. Reframing of the culture might in fact include that of a climate change within the organization. Understanding how the culture may change, and processing the relocation individually and collectively, might take a significant amount of sensemaking throughout the transition.

### Sensemaking

Sensemaking is the collective process of making meaningful sense out of uncertain and ambiguous situations (Weick, 1995). Faculty and staff moving to another location within the campus community can create ambiguity. In order for individuals to make sense of their own thinking and the events that are occurring around them, Weick (1995) developed seven tenets of sensemaking to address the individuals’ needs when seeking a rationale.

Weick & Sutcliffe (2005) described sensemaking as involving “the ongoing retrospective development of plausible images that rationalize what people are doing” (p. 409). If employees understand the rationale for a change, they may better adjust to the change itself. Weick & Sutcliffe (2005) maintained that in order for people to work more effectively, they need to have full understanding of the change in order to avoid falling back into the habit of doing things as they had been prior to the change.

The first property given by Weick (1995) is that of being grounded in identity construction. Individuals tend to view the events around them and attach meaning in a way that may change their own opinion of who they are, themselves. At the same time, an organization can also redefine their identity construction based on the occurrence of events. Being retrospective is the second property given by Weick, and it speaks to sense and meaning being attributed after the event occurs. In the case of a physical move, if not explained, employees may not understand the rationale for such a move. Afterward, employees may understand the implications on budget, working collaboratively with other groups with similar interests, or any myriad of positive or negative outcomes that were not evident through the move process or planning stages.

Enactive of sensible environments is Weick’s third property of sensemaking. Simply put, the individual has assigned meaning to their own environment, which may or not make sense; however, it is clear to the individual. Communication, the fourth property, is at the core of the social property of sensemaking. The fifth property; is conversation. Ongoing communication, whether positively or negatively charged tends to assist departments in understanding each other’s concerns. Within a change in physical work space the communication could be between a dean and their department faculty and staff, facilities planning and academic administration, or

any identified stakeholders. “Extracted cues are the simple, familiar structures that are seeds from which people develop a larger sense of what may be occurring” (Weick, 1995, p. 50). In the case of this research project, the effected individuals picked up on the changes around them and worked toward understanding the need for such change that was not clear to them.

Focusing on extracted cues is the sixth property and gives individuals a frame of reference to connect his or her their situation to a larger context. By reviewing his or her personal aspect of change, individual may link it to the larger picture of the university in order to feel comfortable and to make sense of such a change. The seventh property of sensemaking is said to be driven by plausibility rather than by accuracy. Should the change be considered reasonable and derived from a credible and accurate source, the individual is more likely to understand and make sense of why such a change is taking place.

### Cultural Framing and Reframing

Cultural framing refers to “the development or existence of shared understanding and meaning among people in a movement” (Hickman, 2010, p. 287). Framing a movement or concept or process consists of that shared awareness of the issue and a shared view of the world and themselves. Reframing of the culture refers to the re-examination of that shared understanding and creating a new position or frame.

Connors and Smith (2011) stressed that reframing a culture means taking a culture from its original state (culture 1) to the new, desired culture, (culture 2). The authors believed a culture shift should be achieved in order to institute the desired cultural change. Accountability is the key to this sustained effort; however, the thrust of this accountability includes that of employees believing that what they are doing is right and good for the organization and is

achieved by means of experience. The authors' core belief was that the leader must manage the culture, or the culture will take over and manage the leader. In essence, there can be benefits or risks to reframing.

Bolman & Deal (2008) described the benefits and risks of reframing a culture. They stated that frames can be scripts or scenarios and can be used to guide actions. "The essence of reframing is examining the same situation from multiple vantage points. Reframing offers the promise of powerful new options, but it cannot guarantee that every new strategy will be successful" (p. 339). The most powerful insight into the issues of meaning and belief come from the symbolic frame, that Bolman & Deal have made an integral part of the four frames of an organization. The meanings and beliefs shared by employees bond people together and create cohesion and shared views and mission. The authors warned, however, that the symbolic aspects of this frame can be "fluff or camouflage" and sometimes elusive (p. 339). Traditions are one example. They may not be written, but they are practiced by employees on a regular basis.

The traditions and current culture of an academic unit undergoing a move will likely experience a reframing of its culture. This study was focused on such reframing and discovering how the culture has changed its scripts or scenarios as well as traditions. During this process, individuals developing questions about their new environment and looked for ways of making sense of their new working environment.

### Summary of Literature Review

The literature contained in this review, moves the reader through a broad and general view of change to the more specific literature on culture within an organization. Defining

change and culture is key to the understanding of how this study viewed the components of the change process and the multiple aspects of culture.

The change literature focuses on the process of change rather than that of change models. While important to the body of knowledge on change, the literature of change models did not address the focus of this study. Providing the reader a background on the change process including coupled systems, communicating change, resistance to change, change leadership and communicating change, to build the foundation for how change within an organization or academic unit can impact other components (such as culture) of its life.

The literature which specifically reviews culture first defines the term organizational culture, discusses the framing and reframing of culture, and delves into aspects of sensemaking within organizations and how people process their environments in order to function productively within them.

#### Overview of the Conceptual Model of the Literature Review

During times of physical change within a college or university, the focus could be on updating facilities that might be outdated or could be on investing in new construction. Growing needs of programs and increased technology might require changes to the physical infrastructure of campus buildings.

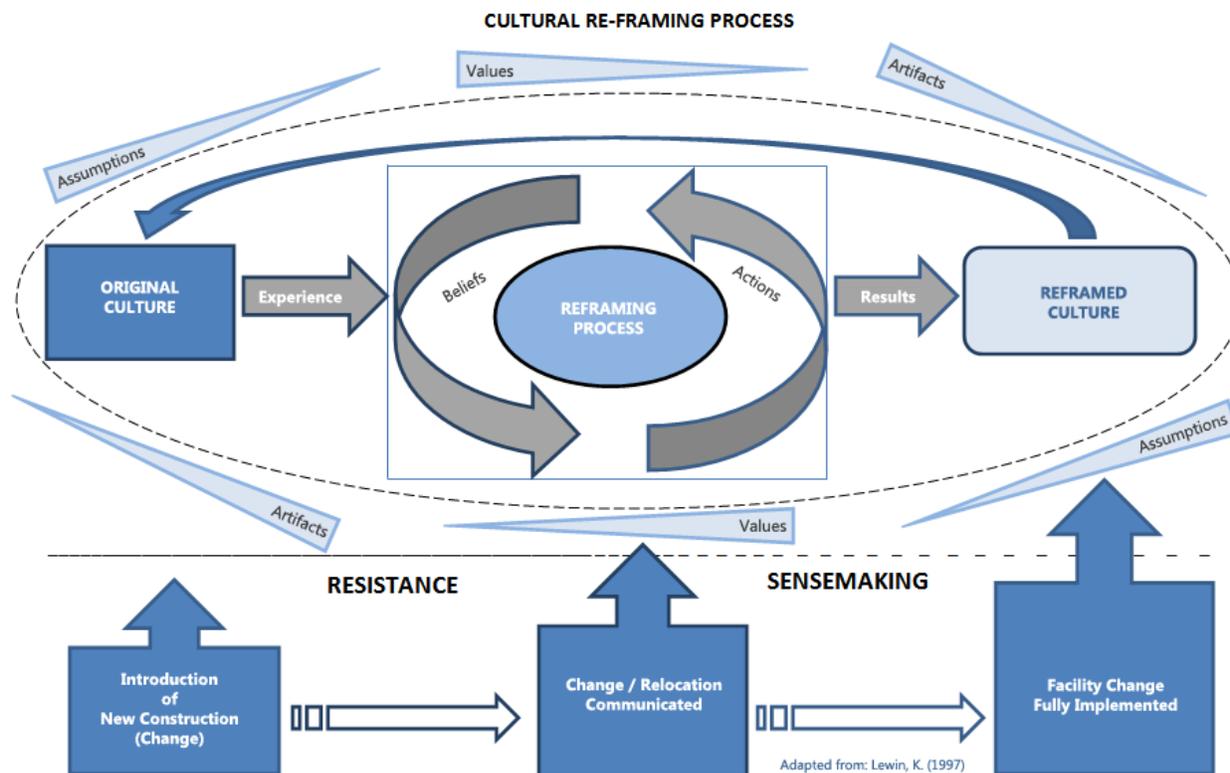


Figure 1. Conceptual Model of Literature: A Visual Description of the Literature Utilized in the Literature Review for This Qualitative Case Study

The purpose of this study was to examine how the culture of an academic unit is re-framed as a result of a physical relocation. The literature reviewed for this study was incorporated into a conceptual model (Figure 1), and was created with the concept of unfreezing, changing, and re-freezing developed by Lewin (1957). The move from one location to another was a journey for the faculty and staff.

In this conceptual model, the current, or previous culture is depicted as a rectangle and is introduced at the top left of the model. It begins to morph as the faculty and staff journey through the process of having the move communicated to them, the leadership providing further information, and, finally, the facility change taking place, which culminates in the reframing of

the culture of the organization. These aspects of the change are depicted as intersecting points while working their way up from the foundation of the changing culture or organization.

In terms of change, this study focused on the process rather than theory. The change literature speaks to how change should be communicated. Kotter (1996) posited that real change begins when there is a common understanding of the goals and directions of the change. Often times the change is met with resistance. In the conceptual model, resistance is depicted by a solid line that the elements comprising the change process manages to meet. As more communication takes place, and as the faculty and staff begin to understand what is going to happen as a result of the move, and as the logistics of how the employees will work in their new space, the solid line of resistance is weakened. This weakening of the line is represented by an increasing separated dotted line. The dotted line shows the act of sensemaking (Weick, 1995). As more communication takes place and the faculty and staff begin making sense of the facility change as it is being implemented, the reframing process is underway.

During this reframing process, which is depicted by the oval in the center of the page, the *experiences* that relate to the *beliefs* of the employees begin to change their *actions* which lead to new *results* (Connors & Smith, 2011). The changing of the results is a contributing factor to the final result, or the reframed culture, depicted by the rounded rectangle, which illustrates the new culture.

Throughout the process the idea that the overlying assumptions, cultural artifacts, and espoused values of the organization is woven throughout the process is shown in the conceptual model by the circular motion of the arrows that flow around the morphing culture and follow along the oval dotted line around the top of the model (Schein, 2004). This illustrates the constant presence of these elements within an organizational culture. Although they may shift as

change occurs, the culture is comprised of the three elements: cultural artifacts, underlying assumptions and espoused values.

The cultural reframing process is not a stagnant event. A systemic change reshapes the culture of an institution and is a reality for all organizations. The arrow from the reshaped culture (rounded rectangle) to the original culture (sharp cornered rectangle) indicates the cyclical dimension of culture being reframed as new changes are introduced to the organization.

## CHAPTER III

### METHODOLOGY

Chapter III begins with a review of the study's theoretical constructs, purpose and research questions. A description of population involved in the study as well as the process for data collection and instrumentation are also discussed. This chapter concludes with a description of how the data were analyzed along with the aspects of trustworthiness, the management and recording of data, informed consent and confidentiality.

#### Introduction

The purpose of this qualitative study was to examine whether the culture of an academic unit is re-framed as a result of a physical relocation. Academic units make changes in work environments based on departmental needs, growth in programs, and age or condition of current physical space. Through individual interviews, the review of documents specific to the move, as well as a key informant interview approach, the progression of cultural reframing within an organization after relocation was revealed.

This study focused on the central question: Is the organizational culture of an academic unit re-framed, if at all, after a physical relocation?

The following secondary questions also guided this study:

- a. In what ways did faculty and staff experience a noted change in their work habits from one physical location to another?
- b. In what ways did the physical relocation, including the new building itself, influence the perception of collegiality between and among departments?

c. What influence did the leadership responsible for overseeing the move have on the faculty and staff before, during and after the relocation?

### Theoretical Constructs

Research cited on culture (Connors & Smith, 2011; Eckel, Green, Hill & Mallon, 1999; Eckel, Hill & Green, 1998; Kezar & Eckel, 2002; Schein, 2004) and associated change (Burke, 2011; Kotter & Cohen, 2002; Kotter, 1996; Fullan, 2010) are within the literature review for this study. These theorists' work was the basis for the theoretical constructs of this study. Different approaches are utilized by leaders regarding methods of communicating change. Being cognizant of the impact change may impose on the culture of an academic unit is one way for leadership to stay informed of what is happening in their unit's culture.

Culture, as defined by Schein (2004), is a pattern of shared basic assumptions that are learned by a group as it moves toward solving problems of external adaptation and internal integration. The group is seeking common ground to work from as it determines whether this method of problem solving is valid. If deemed valid, these shared assumptions can be taught to new members of the organization as the correct way to perceive, think, and feel in relation to those problems.

### Research Paradigm: Qualitative Research

Rather than determining cause and effect or making predictions or premature assumptions about research outcomes, it is more impactful to reveal the real meaning of a phenomenon or experience of the subjects of the study (Merriam, 2009). Qualitative research explores a given topic and derives meaning from individuals and groups (Creswell, 1998). Qualitative researchers are most interested in understanding how people interpret their own

experiences, how they construct their worlds, and what meanings they attribute to experiences. This study examined physical work relocation and the experiences of the individuals who were part of the relocation; therefore, the qualitative research design was most appropriate.

Creswell (1998) defined qualitative research as occurring “in a natural setting where the researcher is an instrument of data collection who gathers words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language” (p. 14). Researchers prescribing to the qualitative method are interested in understanding how people make sense of their individual worlds and the collective experiences they have had in their lives (Merriam, 2009).

This study prescribed to the qualitative method so that the experiences of the participants involved in a physical relocation could be understood. More specifically, the case study method of qualitative research was utilized. “Qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrumentation of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive” (p. 39). Documenting the personal accounts of those faculty and staff affected by relocation provided insight into the potential reframing process. When choosing a case, maximizing what we can learn is the priority (Stake, 1995).

## Case Study

Case study as a methodological approach to research can be exploratory, descriptive, or experimental in nature (Yin, 2003). While the boundaries of each of the approaches might not be completely clear, the types of research questions asked can assist in determining and defining the approach. “Qualitative case studies share with other forms of qualitative research the search for

meaning and understanding, the researcher as the primary instrument of data collection and analysis, in indicative investigative strategy, and the end product being richly descriptive” (Merriam, 2009, p. 39).

Merriam (2009) defined three special features or attributes of utilizing a qualitative case study. These features are “particularistic, heuristic and descriptive” (p. 43). Being particularistic, is to focus on a particular problem or event. What is revealed by the research validates the practicality of the approach as well as provides practical answers to the questions. The second feature, heuristic, relates to how the research illustrates the reader’s ability to understand the phenomena that is being studied. As a reader, one can derive new meaning, confirm prior experience, and can assist in forming new knowledge.

The third attribute, descriptive, references to thick and rich description as an area of consistency throughout the literature. Thick description is an anthropological term and refers to complete, literal description of the research focus (Merriam, 2009). The interviews with the individual participants as well as the key informant, were designed to elicit descriptive accounts of the individual experiences of the participants. Topics such as traditions within the organization, the role of leadership, and level of participation and knowledge throughout the move process, were imbedded within the interview. The interview questions were designed to provide the rich text necessary to capture the true experiences of those who were affected by the move.

Merriam’s (2009) feature of thick, rich description is solidified through the stated advantages of a case study methodology (Creswell, 1998; Merriam, 2009; Stake, 1995). “The function of research is not necessarily to map and conquer the world but to sophisticate the beholding of it. ‘Thick description,’ ‘experiential understanding,’ and ‘multiple realities’ are

expected in qualitative case studies (Stake, p. 43, 1995).” Thick description conveys to the reader what experience itself would convey and provides the reader with as much understanding of the situation as possible without having gone through the experience themselves, this leads to the experiential understanding Stake references. Multiple realities refer to the different and often contradictory views of what is or has happened.

This study relied on thick description to assist the reader in fully understanding what the research participants had experienced before, during and after the physical move. It was expected that each research participant might have a different vantage point from which they viewed the move. It was presumed prior to the interview process that faculty views might differ from staff views and leaders’ views may differ from faculty and staff views. It was also presumed that the feedback from these groups might contradict each other.

Merriam (2009) stated that skills needed to conduct an effective case study should begin with asking good questions and being able to interpret the subjects’ responses. Good listening skills are needed by the researcher to keep from being trapped in their own biases and presumptions. For the purpose of this study, if the researcher has experienced a move situation, it is possible a particular viewpoint has already been established. Therefore, listening carefully to the participants and focusing on their particular move process was implemented in order to assist in eliminating any biases that might have emerged. Adaptability and flexibility, in conjunction with having a solid grasp of what was being studied was also a key element of this study with the goal of creating a venue of effectiveness. Case studies can represent an extreme or unique case, formulated to address a critical case in testing a well formulated theory” (Yin, 2003, p. 40). This case was more representative or typical in nature and focused on capturing the circumstances and conditions of an everyday situation.

## Research Site

Mid-State University (MSU) was the site for this research study. MSU is a pseudonym for a state university in the midwest of the United States that prides itself in on growth, innovation and teaching excellence. The institution was founded as a normal school and continues to provide educators for its home state and the country. It also houses a new medical school, a strong fine arts division, and a business college. The student enrollment at MSU is over 26,000; this includes graduate students and extension programs.

This site was chosen based upon its proximity and accessibility to the researcher and the fact that a new construction was erected on the campus three years prior to this study. Faculty and staff from four departments within a college unit were scattered throughout the 480- acre, campus and were divided among three different academic buildings on the north end of campus. The buildings were between a two to ten minute walk from each other.

The new academic building was erected in less than 24 months and has been designated as a green building, touting the latest in green technology including many recyclable materials. In addition, the academic building houses an auditorium, several computer labs, learning labs, and a food service was not present in any of the buildings where the departments were previously located. The building has a large parking lot dedicated to the building and the building is situated in the center of campus and is accessible from the main road that runs through the center of campus. It was noted that while the majority of the departments within the unit relocated to the new construction, there were several staff and faculty from one particular department, who, based on space, could not relocate and remain in the older buildings on the north side of campus. Another whole division was not able to relocate at all due to the physical space needed to deliver the curriculum.

## Population and Sample Description

Quantitative sampling relies on statistical probabilities and theories, whereas qualitative sampling is based on purposeful or theoretical sampling principles. Curry, Nembhard and Bradley (2009) posited that the aim of purposeful sampling is to identify information-rich participants who possess characteristics and have detailed knowledge or direct and relevant experiences that are connected directly to the area of study. “A common approach known as purposeful sampling seeks to include the full spectrum of cases and reflect the diversity within a given population by including extreme or negative cases” (p. 1445). This study utilized purposeful sampling by deliberately inviting participants who have been part of an academic unit that experienced a facility move. This experience, while common among the participants, included diverse perspectives among individuals, departments, and levels of involvement based upon position.

This study had a single unit of analysis; specifically, faculty and staff within an academic unit at MSU that were affected by the relocation to a new facility. Some of the faculty and staff within one department of the unit were left behind in the move while other members of their unit were relocated to a new facility. The employees who work within the newer construction, which was completed in 2009, had relocated from antiquated buildings on the opposite end of the campus. Only those administrators, faculty, and staff who were directly involved in and effected by the move were qualified as subjects for this study. Some subjects were immediately affected due to their physical relocation to the new facility, while others remained in their current location while their colleagues moved to the new space.

The participants are employees who worked for MSU for three years prior to the move. All 96 employees who met these criteria were invited to participate in the study. The

participants represented one of three different academic departments within the unit. One department was exempt from the study due to the researcher's personal involvement with that department, and a second department with a membership of only five qualified participants did not respond to the invitations. Further information regarding the size of the study can be found under sample size. The participants were specifically asked to be part of the study based upon their experience with the relocation (Appendix A and B). Once the participants responded positively to the request, they were sent the informed consent form (Appendix C) which was signed and collected at the interview. In some instances, the participants chose to sign the document and scan it back to the researcher for their files.

### Sample Size

Faculty, staff and administrators who met the criteria of being employed by MSU for at least three years prior to the move, were asked to be research subjects for this case study. 96 individuals who met the criteria were asked to participate in the study. The researcher's goal was to interview as many participants as possible to the point where theoretical saturation was met. Theoretical saturation is the point at which new concepts no longer emerge "from the review of successive data from a sample that is diverse in pertinent characteristics and experiences" (Curry, et al., 2009, p. 1445). Repetitive responses began emerging with the tenth interview; however, to assure saturation was met, a total of 17 individual interviews and three interviews with key informants were conducted. Table 1 indicates the participant details and relocation status of the participants.

Table 1. Research Participant Allocation Between Faculty, Staff, Key Informants, and Relocation Status

PARTICIPANTS	n=	RELOCATED TO NEW BUILDING	REMAINED IN ORIGINAL BUILDING
Faculty	13	12	1
Staff	4	3	1
Key Informants*	3	2	1
<i>*Key informants included 1 administrator and 2 department chairs</i>			

A cross-walk table (Appendix D) illustrates the connection between research and the selected research questions. During the interview process the possibility of snowball sampling might present itself. As questioning takes place, it might be appropriate to ask who else should be queried. “By asking a number of people who else to talk with, the snowball gets bigger and bigger as you can accumulate new information-rich cases” (Creswell, 2009, p. 237). As a result, three individuals were recommended during my interview process, and this contributed to furthering the researcher’s participant pool.

*Key Informant*

Key informants are selected based on their personal skills and position. These individuals provide a greater insight into the research topic and should possess the following characteristics. In addition to having achieved a position of a particular status rather than having it ascribed to them, the following are described by Tremblay (1957) as being ideal characteristics of a key informant.

The key informant has a role in the community that exposes them to the kind of information necessary for the study. In addition, the key informants have the knowledge and have the access to the information necessary to communicate and share their knowledge with the interviewer in a cooperative manner. The key informant must possess the ability to communicate their knowledge in a clear and concise manner and exemplify impartial, objective, and unbiased views. It is the role of the interviewer to be aware of any bias prior to a discussion. The role within the community is the one criteria that can be established prior to the researcher and key informant discussion. “The interview process develops the informant’s skills to recall facts and situations, stimulates his or her memory, and facilitates the expression of these recollections” (Tremblay, 1957, p.11).

This study employed the input from three key informants. One held an interim administrative role after the untimely passing of the college dean, while the other two were chairs from two of the departments that moved to the new construction. One chair held a faculty position at the time of the move. All three individuals were recommended as the initial interview process was conducted with the faculty and staff research subjects. These individuals were categorized as key informants to this study as a result of snowball or chain sampling, in addition to fitting the key informant criteria (Patton, 2002) .

#### Data Collection

In addition to individual interviews, documents related to the process of relocation were collected from the college dean’s office. Materials that were developed for the opening of the newly constructed building were also secured. The intended reason for collecting these documents was to validate the statistics shared with those who were affected by the move. The

information in the documents was posted for the public within the context of opening the building.

Materials collected in the form of printed artifacts were coded similar to that of interview documents while indicating the reason for the document. The comparison between the individual interviews and the key informant interviews served the purpose of querying the individual subjects' involvement in the process and while monitoring their reactions to the propaganda; this added another element to the research and assisted in triangulation within the study. Triangulation refers to utilizing "multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people (Merriam, 2009, p. 216)". Triangulation is a conscious combination of data gathering that contributes to the validity of the study.

All interviews were digitally recorded. Once the interview was transcribed and coded to correspond with the appropriate individual, it was shared with each subject. The process of providing the research subjects the opportunity to read the document they contributed to and to give them an opportunity to offer their feedback to assure accuracy is referred to as member checking; this assures the accuracy of the interview and contributes to the credibility of the research project. Each transcript was coded based on the interview subject's position and department at MSU. All materials were properly documented. All materials, recordings and transcripts were kept in a locked and secured file cabinet. Protecting the identity of the individual subjects was vital to conducting a professional and credible study.

## Instrumentation

Individual interviewing was one method of gathering data for this study. The goal of interviews was to find out those things which cannot be learned through observation. Individual interviews with administrators, faculty and academic staff were conducted utilizing the interview questions Appendix E. The main method for interviewing was the interview guide approach (Patton, 2002). The interview guide is a way for the researcher to remain organized, and it contains a list of things to share with the research participants such as how the research topic emerged, how the data will be handled, as well as the list of interview questions. This study utilized six, multi-part questions. The guide was created to structure interview questions that aligned with the research questions, but it was not intended to limit the interview should other relevant questions emerge as a result of the subjects' responses. While organizing the data from interviews was challenging, it was important to capture all information because it "increases the salience and relevance of questions" (p. 349). Qualitative researchers collect data until such point of data saturation. Data saturation takes place when the interviewer is no longer hearing new information. Qualitative researchers analyze data throughout the data collection process. This is one differentiation from quantitative researchers, who analyze the data at the end of their study.

In addition to individual query, two key informants were individually interviewed utilizing an interview guide (Appendix E). The questions utilized with the key informants focused on the main research question and the theories focusing on organizational culture and how employees experiencing the move have made sense of this change since they relocated in 2009. Patton (2002) suggests that the questions asked should seek the opinions, history and memories of those who relocated and should seek to unveil individual and collective experiences

in the nature of the culture in both physical environments. Key informants bring an advantage to qualitative research because of the overarching viewpoint they contribute to the study. In addition, the consistent, shared view or evident diversity of views and opinions can be quickly observed and assessed.

Throughout the individual and key informant interview process, other departments or resources may be consistently mentioned by the subjects. Gaining information during the interview process that leads to new sources of critical information is a method of snowball or chain sampling and provides new insight into the study when the researcher listens carefully to the information their subjects provide (Patton, 2002). In this study, one of the key informants was a result of the snowball sampling process.

#### Researcher Bias

Credibility of the study is critical. One manner in which to increase credibility is to emphasize procedures that minimize researcher bias. As an academician, the researcher has had many experiences with building relocations, campus closures, and campus remodeling. Due to the strong connection to these initiatives, the interest in this topic has been heightened with each experience. Having been directly involved in these kinds of projects, one design issue could potentially be influenced by the researcher's previous experiences.

As a student, the researcher took classes that were held in one of the older buildings on MSU's campus. Additionally, the researcher also took a portion of her curriculum in the newer construction. It was this experience as a student and as an administrator who had experience with building relocations, remodels and closures that solidified the focus for this qualitative study. The researcher consciously chose not to include in this study the department in which

they took classes and also carries the perspective of a student (and not faculty or administrator) regarding this move at MSU.

None of the experiences related to the relocation that the researcher encountered occurred at MSU and should not influence interpretation of the data.

### Data Analysis

NVivo software was utilized to store, sort, and code responses. NVivo is a software package developed to support qualitative research methods. It assists the researcher in organizing the content derived from interviews, surveys, audio and social media and web pages. NVivo was utilized to store individual interview responses. The documents gathered from MSU along with researcher memos, were stored within NVivo for immediate access to by the researcher.

If a researcher is depending solely on the verbal feedback of its subjects, he or she should be cautioned that the study could end up focusing on verbal behaviors and not those of actual events (Yin, 2003). For this reason, this study utilized appropriate communication documents and materials specific to the relocation to strengthen the study.

### Constant Comparative Method of Analysis

The constant comparative method of analysis is a method utilized within grounded theory methodologies such as a case study. Concurrent coding and analysis of the data by the researcher, is a means of constant comparative methodology of analyzing data (Taylor & Bogdan, 1998). This approach to data analysis is labor intensive and time consuming for the researcher. Glaser & Strauss (1967) identified four stages of the constant comparative method. “(1) Comparing incidents applicable to each category, (2) integrating categories and their

properties, (3) delimiting the theory, and (4) writing the theory” (Glaser & Strauss, 1967, p. 105). The constant comparative process involves the continuous sorting of the data. The data gathered in this study involved individual questions (Appendix F).

After being transcribed the individual answers from each research participant and key informant was sorted into the appropriate categories as threads of themes emerged and were identified. Glaser & Strauss (1998) tout the benefits of this method based on the ability to take raw data and ascribe meaning and theory applicable to the research.

### Trustworthiness

Trustworthiness within qualitative research can be addressed by means of employing processes that enable credibility, transferability, dependability and confirmability (Shenton, 2004). Research tactics such as triangulation, iterative questioning within a semi-structured interview process and member checks contributed to the trustworthiness of this study.

Merriam (2009) emphasized that triangulation is the most well-known strategy to foster internal validity within a qualitative study. Yin (2003) stated that triangulation is a major strength within the case study approach because it employs “many different sources of evidence.” (p. 97). This research study utilized a key informant, individual interviews and documents to triangulate and establish validity.

Iterative questioning, which allows the researcher to ask probing follow-up questions within the context of the interview, is also a preventative strategy that increases validity of the responses given in the interview setting. This type of questioning was easier to employ due to the use of a semi-structured interview process where a guide that included a mix of more and less structured questions was used flexibly (Merriam, 2009).

Member checking refers to the research participants being asked by the researcher to review any documents that they contributed to. In this study, all individual interviews and key informant interviews were transcribed and shared with each participant. Participants were encouraged to “provide alternative language or interpretation” to these transcriptions (Yin, 2003, p. 115).

The researcher transcribed each recorded interview within two days after the interview concluded. At the interview and within the informed consent documentation, the research participants understood that they would have an opportunity to review the transcribed document for accuracy. Each participant received an electronic copy of the transcribed document and asked for feedback. It was during this time that accuracy and interpretation comments were gathered and if necessary, the transcribed interview would be amended. In two instances the researcher received slight modifications. However, the balance of the participants did not provide additional comments or ask for adjustments to the language.

### Considerations of Participants

Individuals who met the criteria for the study, as discussed in population and sample size, were invited to participate. The invitation to participate was communicated via e-mail and participants volunteered to participate based on their interest in the study. Participants were told that if at any time they felt uncomfortable answering a question to please share that concern. All questions were optional for all participants.

### Informed Consent

Each participant received a copy of the consent form (Appendix C) utilized for all participants of this study. Prior to the interview taking place, participants were asked to

complete the form which described their understanding of the time commitment, the parameters of the study, and a place to give consent.

### Confidentiality

All documents and interview transcripts were kept on the researcher's personal laptop and backed-up on both a separate portable drive and a secure server. The researcher was the only one who had access to this data. All documents were coded so that names of participants were not evident on the transcripts. All interviews, while recorded on a voice recorder, were identified for the researcher by a code and deleted after the transcription took place. Anonymity was implemented as promised in the consent form signed by the research participants.

### Summary

This chapter focused on the site utilized for this qualitative, single site case study. MSU is a medium-sized state university that had relocated an academic unit from three older buildings to a new construction site toward the opposite end of campus. Over ninety faculty and staff, who fit the selection criteria stated below participated in this transition to this new construction location, and nearly 20% of these employees were the subjects for this study.

Each member participated in the series of interviews. Participants were employed at MSU at least three years prior to the relocation. This time duration assured employees were entrenched in an existing work culture prior to the relocation where a new culture may have been established or where the old culture may have been influenced or challenged in some way. Collected data included individual interviews with participants who relocated and two key informants holding administrative roles. In order to establish triangulation, printed materials

which reflected building statistics utilized during the opening of the building were also included (Appendix G).

The data gathered in the interview settings were all digitally recorded, transcribed, and returned to the individuals for member checking and coded. NVivo software was utilized to store the documents and appropriate data protocol to protect all documents was utilized.

## CHAPTER IV

### PRESENTATION OF THE DATA

#### Introduction

Qualitative case study methodology was utilized in this dissertation study in order to reveal if the culture of an academic unit is re-framed as a result of a physical relocation. Interviews were conducted with faculty and staff from three departments within the same academic unit. All participants met the research criteria by being employed with the institution for at least three years prior to the relocation in order to have been part of an established working culture. Seventeen faculty and staff participants completed an interview and answered questions which linked specifically to the research questions, and three administrators participated in a key informant interview focusing on the research questions themselves. This study contributes to the greater understanding of culture and change as it relates to the physical move of an academic unit to a new construction. The research contributes to the development of a foundation for academic administrators and leaders to as they work toward constructing new learning environments within higher education. A goal for new academic buildings is to meet the needs of its students; however, recognizing how faculty and staff work to support the programs and students is not always a primary focus and can provide a stronger faculty body if the move is communicated well and implemented intentionally.

#### Overview of Chapter IV

Within this chapter, emergent themes from both the individual faculty and staff interviews and key informant interviews are presented. The sub-questions which stem from the overarching question are presented first providing themes and excerpts of interviews to reinforce

the theme. Documents reinforce the themes illustrating data triangulation. The chapter concludes with a summary of the emergent themes from all interview subjects and an answer to the overarching research question: Is the organizational culture of an academic unit re-framed after a physical relocation?

### Emergent Themes

The themes which emerged throughout the study are presented first by the primary research question followed by the three sub-questions. The sub-questions were designed to inform the primary question.

Primary Research Question: Is the Organizational Culture of an Academic Unit Re-framed After a Physical Relocation? In addition to the many conversations that have taken place during this study, the key informants were asked the primary research question at the end of the interview. The responses were somewhat surprising. A key informant who had recently retired from an administrative role said:

Ultimately, I would say no and the reason I say that is because although your facilities are important and you can do great things with certain new facilities, on the other hand, a lot of the org. culture comes from the administration. So, had the dean not passed, there might have been one style of culture. As leadership changes, I think it is not unusual for the organizational culture to change at the same time.

The same key informant felt that this change was not necessarily connected to the building or the facilities and was an overall way in which an individual chooses to work with the faculty or the chairs.

That tends to morph from individual to individual and group to group. I ultimately can't pinpoint anything that changed the organizational culture noticeably as a result of moving to this building. I will say that I believe that.

Faculty's and staff's conversation on culture, within the context of the move, gravitated toward the topic of technology. The changes to the classrooms and enhanced technology were appreciated. Technology was also being used to bridge the distance between them as colleagues. This new use of technology was appreciated.

Observations from a faculty member illustrated the need for technology to enter the working culture. "We Skype more and as we are out and about it is easier to communicate but that's not a function of the building. It is more one of being more technology driven and able to bridge the gap."

The vantage point and department the individual works in seem to determine whether the individuals perceive there is a change in culture. While some participants felt that they were compromised by their new space, others enjoyed having a window and new furniture. While some thought the hard surfaces are gray and dismal and unexciting, others truly enjoy the modern aspect of the building and all of the new space it provides. Still, individuals may have felt that they do not engage with each other as much; however, some participants felt they had more opportunity in the new building to interact with their colleagues socially and professionally. Staff may have felt they were challenged to be of true support to the faculty who moved as they remained in the original building, but, generally, the faculty felt that they could serve students better by directing them to a floor within the original building rather than the new building across campus.

In general, faculty felt that they were being given some new possibilities to engage professionally and to enhance what they do with new technology. Staff felt that they could continue to serve those whom they serve, and if they did not relocate, they used technology to do so. A more positive tone over a negative tone was observed and documented by the researcher. The general attitude gleaned from the discussions with the research participants was summarized with this comment from a faculty member: “I appreciate the fact that the space has pushed us to grow and change, but we have grown in ways that we could never have anticipated but in ways that we are excited about and proud of.”

#### Summary of Data

The culture of an academic unit was reframed by a physical relocation. Aspects related to satisfaction in office space and how offices are positioned within the context of the building might influence how faculty engage with one another.

Leadership’s involvement and the timeliness of communication do contribute to the general satisfaction and experience the faculty and staff had regarding the move itself. These experiences tended to shape how the participants felt, even in the fourth year of occupancy. Those few who were dissatisfied remain slightly dissatisfied and those who were happy with the new surroundings and spaces available to them remained satisfied. The organization of the move was documented by all participants as being very positive.

The culture, in terms of socialization among individuals and departments, as well as with regard to traditions, did not experience a great shift. Culturally speaking, there are some activities that can now occur in the new space that could not have occurred in the past, and there are a few traditions that have either not changed at all or that have stopped as a result of the

relocation. Faculty and staff still participate in departmental events and consider them traditions. The most significant occurrence regarding interruption to culture is in regard to the department that did not move in its entirety. There is a sense of loss within this group of faculty, and it is one that may be addressed if different forms of communication specific to this department are developed and routinely practiced.

The unusual aspect within this study that would unlikely be a dynamic within any other study of its kind is the loss of the dean. The leadership change was very abrupt and there was some unrest amidst the mourning. Further examination may reveal that administration might have benefited by addressing the loss in a more direct manner. This study did not focus on this event; rather, it unfolded as the interviews progressed.

Sub-question 1a: In What Ways Did Faculty and Staff Experience a Noted Change in Their Work Habits From One Physical Location to Another? In an effort to fully cognize faculty and staff perceptions and experiences before, during and after the relocation process, understanding their previous work habits and engagement with colleagues and how they might have changed was necessary. Issues of proximity, the influence of the building on daily work, and the unique perspective of one department that had half of the faculty left in the original building, shape this study.

### *Issues of Proximity*

Although most faculty and staff involved in the study felt a heightened level of excitement about the move, the issues of proximity in terms of how faculty were dispersed throughout the building was an ongoing theme throughout the study. During the data gathering process, researcher memos (RM) were written between interviews. The researcher documented

in RM 2, “One theme that keeps on emerging is that of proximity. This is mainly linked to being collegial and working with other departments. It has also come up [in] regard to student interaction.”

A balance of positive and negative perspectives emerged during the interviews related to proximity. One faculty participant shared that there was an initial “fuss” about moving, but faculty are now busy doing their work and “no one is fussing about it now. For the first time in twenty years our area was housed together. Before we were split up and all over the place. I think it has been good for us to be together.”

Another viewpoint, which was not as positive, was a feeling of isolation. A senior faculty member shared:

We are a lot more isolated over here than we were over in the other building. We were set up in a square so no matter where you would go you are running into people. We complained that no matter where you were people could hear you because we had open areas, but you were with people and here it is much more isolated. Much of our traditions were having the camaraderie in the hallways and that happens far less over here.

Another example of the positive aspects of proximity was described by a faculty member from the largest department that experienced the relocation.

I like the fact that everyone has offices together in the new building in a suite. Across the hall there are two different banks of offices. I do like being in an area where there are other people in the same department and we communicate more regularly. I love the design of the new building. We have conference areas we can use as a staff on every

floor and students can use them too. I like the idea that students can go in and use these rooms to relax, watch TV or use the laptop treadmills. It's a very nice feature.

While some faculty and staff felt they interacted more with each other and with students in the newer building than in their previous building, the opposite was also true for others. Proximity has played a role in general, daily interaction with each other. In some ways the faculty found that technology plays a more important role now that there is less daily interaction in the hallways. "Skype and email has been more of a new tradition for us in a lot of ways. We now find new ways to communicate because we just aren't running into each other as often." Another example of how technology can play a prominent role in the new building and manages to help bridge the gap of proximity as a negative aspect of the move, is from a cultural perspective. "Technology has become much more of our culture and is centered on things like our podiums that are wired for all kinds of technology," explained one faculty member. "We also have announcement boards that are all wired for technology and are displayed and changed throughout the day to reflect what is scheduled in the rooms. We are highly wired as a culture."

A key informant from the department divided expressed the following in terms of proximity.

The positive was that faculty who had similar interests, doing similar things, teaching in similar areas and doing similar research were in closer proximity to each other. Some would argue, and I was in that camp, that it was actually better for the department for there to be more integration between the disciplines. As people were moved more toward discipline always they tended to forget they were part of a bigger department and that has some downsides. The faculty who moved to the new building definitely changed work habits because we don't have a department office down there. It's not the same as

having your office professional close by. How things were done in terms of even getting mail out changed – the practices changed a lot after the move.

On the opposite end of this perspective, a staff participant shared that the differences she experienced were positive:

It's cool because there is more talk about being more collaborative. We are talking about repurposing our space here and moving even more people in. There's a lot of excitement about that because we have more opportunities. Based on where I am now with my role in the department, I have a whole new perspective on the department. I can go down the hall to one department and down a few stairs to another department. It is really nice to be in the same area. Proximity is huge and I think it has made a big difference.

Proximity has also had an influence on how the department meets on both a formal and informal basis. When asked about departmental traditions, departmental gatherings were the kinds of examples the faculty and staff provided. An overwhelming majority of the faculty and staff interviewed referenced the holiday or pre-semester gatherings. Holiday pot-lucks are a tradition and while many of the participants attend these events on a regular basis, they also have stated that they rarely see the faculty and staff who have not moved to the new facility participate in these events. One faculty referenced the holiday gathering and the fact that there was typically one held by the department and another college-wide event. They stated:

The college continues to hold one and it has been here in this big hallway right outside our offices. It became automatic to go to that event and frankly as I sit here right now I don't know if the department still does a separate one any longer. I'm guessing that it probably shifted into a different kind of activity and they end up coming over here. I think the proximity added to the increase in comfort level with other people and that is

why we had this shift. I felt like a visitor in the other building but I don't feel like a visitor in this building. I know other people in my department do feel like a visitor in this building – or don't share as much. Some of them live over there but teach here – I think proximity contributes a lot to that comfort level.

In addition to holiday gatherings taking place annually, departmental meetings are held monthly. In the department where half the faculty and staff still work from their original building the meetings are alternated between the two locations. Due to the fact that these meetings are mandatory, they are well attended. This provides the faculty with a time to meet even though it is required and deliberate in nature.

### *Influence of the Building on Work*

Department members felt some strain during the move process. Feelings of angst were experienced and communicated by members of the department that was scheduled to move prior to the end of the academic year. At the same time there were individuals who felt very prepared for the move and the level of excitement they experienced early on in the building planning carried through to the actual move.

The largest department involved in the move was also the one that was scheduled to move first. Based upon construction conventions, there is a protocol in occupying a new building in which the top floor is typically occupied first making the move for those on lower floors much easier. As a result, the individuals from the farthest and oldest building were asked to move several weeks before the end of the semester. This required individuals to teach in one building and move their offices to another building half way across campus. Issues of technology arose as well as service to students. Some resistance ensued as a result of this timing.

It was explained by a department chair key informant that the timing of the move was scheduled by facilities because one of the older buildings needed to be renovated for yet another set of departments that were being relocated. Although this was corroborated by members of the faculty who were interviewed, it did not preclude them from submitting a formal grievance to the dean's office. This caused an interruption in work. The concern was the domino effect of the move and how all of the transitions were planned through facilities and leadership. Slowing the process due to a grievance would potentially delay the scheduling of other moves. Although the grievance was received, it was submitted within days of the passing of the dean. The grievance over the move was overshadowed by the grieving process at the loss as explained by one key informant. Further concerns regarding timing and move dynamics were shared by the faculty whose department did not move in its entirety.

Several comments were made by faculty and staff who did not move to the new facility, but had half of their department located in the new space, that they do not know the layout in the new building. They do not know if there are places for informal meeting or eating. While this is not ideal, faculty have not ventured to the new building to really seek out what is available, although it is still important for the faculty and staff to stay in touch with each other.

They communicate mostly through technology; however, they do not engage in person nearly as often. The exception would be those who have common research interests which bring the faculty together in person more often. The faculty research participants who discussed technology were most complementary of its use and felt that although it was not considered ideal or a replacement for the face-to-face interaction they once enjoyed, it did address the need they have to stay connected. They felt that the use of technology in their communication assisted with the comfort level of utilizing technology in the classroom. They also shared the positive

aspect of technology usage with regard to being able to relate to their students who have a more intuitive approach to technology.

Another faculty member who has half her colleagues in the previous work building stated:

Seeing people on a daily basis and having those daily conversations makes a difference. We don't have that same kind of relationship here. We are kind of separated from all of them (colleagues). It was easier to walk down the hall with our students to see things in other departments. Now we have to make big plans to do that and walk across campus. Proximity has made this a problem.

Another participant who thought the move had a positive impact on work was employed within a program that was not showcased very prominently in the previous location. She shared:

I think the move has totally changed the face of our program. When we were in the other building most people on campus didn't know we existed and came upon us by accident and we had been here for over thirty years. When we moved into this building we almost became the main attraction in some ways and almost a show place and that concerned us in some cases because we didn't want to be known for having a beautiful space but rather having a high quality program. I appreciate the fact that the space has pushed us to grow and change but we have grown in ways that we could never have anticipated but in ways that we are excited about and proud of.

Nearly all research participants including key informants mentioned the upgrade in the classroom environment. Although one faculty member in the study did mention that the larger classroom made her feel uncomfortable because she likes to be closer to her students when she teaches, the overwhelming majority were very complementary of the space, light and technology

in the classrooms. Aspects of the technically- sophisticated and energy-efficient classrooms in the new building can be found in Appendix G (p. 148).

From a physical perspective while the majority of interview participants found the building interesting and aesthetically pleasing, three faculty commented on how gray and plain the building seems. In addition, they felt that space was not utilized appropriately and the structure was one of form over function. Comments about the hard surfaces and the monochromatic tones were a theme with those who were dissatisfied with the new surroundings. “This is not the hospital building and they have done everything possible to limit the amount of sunlight to come into this building. It is a very sterile environment,” stated one faculty research participant. While classrooms were appreciated, the rest of the environment was thought to be impersonal, dismal and uninspiring.

Yet, another perspective was one of great appreciation and the sense that great care was taken to showcase a valued college within the institution:

When one thinks about a new, clean, orderly and pleasant environment, it’s good to be here. You can take the stairs, or the elevator to get to where you need to go. There is ample parking where it was crowded before. People are happy to be in a good place and there is ample space to do what you need to do.

Staff who participated in this study did not speak negatively about the physical environment of the building. They leaned more toward being positive about the space they now enjoy in the office suite areas and did not mention any dissatisfaction about the gray tones and hard surfaces within the building. One staff member shared, “People come by more often and chat more about things. I think it’s because of the low file cabinets we have in the office area and people can rest their coffee there and talk.”

### *A Department Divided*

A dynamic within the college that experienced the move at Mid-State University included a department that was too large to move in its entirety. As a result, half the department moved to the new facility while the other half remained in the older building. At the time this research was conducted, the department was still divided between two buildings. Although individuals who remained in the original space were redeployed within the building to different spaces, they were not joined on a daily basis with their departmental colleagues.

A key informant who currently serves as a department chair illustrated that the faculty division had impact on how they operated, particularly with service to students. Students were confused at first and did not know where to go. In one department the faculty who were tenured or tenure-track, were relocated to the new building while those who were considered fixed term (non-tenure track), remained in the original building. She also stated:

It became a challenge to address student needs from an advising standpoint. There were times when a student would be meeting with someone and they were advised to speak with another faculty member or staff member; however, they were housed in the other building. It poses some inconveniences for students in this regard.

Issues of proximity were pervasive throughout this study. In this instance of a physically divided department, there were participants who felt that the separation impeded their work and collegial interactions. One faculty participant who did not experience the move stated:

I think proximity was a factor and feel it is important to have the whole unit together and interact. Many times we know who is an expert in their own area and we work hard to speak directly with those individuals. We are a little different than some departments in that we are almost like a mini-college. We knew we would not be able to interact the

same way between the two buildings unless we had special reasons or projects, and that has held true.

Feelings of being separated from one another as a department were shared by a member of the staff. After such an interview, the following memo (RM 5) was recorded by the researcher:

I just met with a staff member who did not move but half her department did. She did not feel things went well and is feeling very compromised. She is very apprehensive about the potential move of the other areas that might relocate to the new building if there is room. She interpreted my question about excitement or concern as more of “fear.” This is coming from someone who is “in the weeds” as I like to say, so I am sure there is some validity to this.

A key informant who was a faculty member in the department that was divided explained the dynamics with the division and the concerns faculty still have today:

They liked being together but any new faculty who has come in since the move regardless of which building they go to they don’t know the faculty in the other building. They have hardly any interaction except once a month. They may know the name but don’t know anything about them. It has splintered the department because there is no regular way for them to interact.

While some members of the divided department felt disenfranchised from their faculty colleagues, others felt that their discipline was able to be showcased in a way it could not have been in the previous configuration. This department felt as though they were given a special space that was much more visible than where it was previously housed as well as significantly larger. They were also provided many new resources and opportunity for faculty, staff and

students to visit and utilize their “center” for research purposes. One participant said of the new space, “It was designed just for us.”

A staff member also shared that while she did not work directly with any other departments within her unit prior to the move, she feels more connected to them after the move. The separation of the faculty, in her experience, has contributed to a feeling of “alienation”. When discussing other members of her department visiting the new building in which she works, one faculty member said they tend to feel like “visitors in this building”. Both of these examples illustrate that the division is one that is felt to some extent whether they moved to the building or remained in the original site.

During the interview process, the researcher noted the following regarding the divided department:

I have learned a lot about the group of faculty who stayed in their original building and their hesitance to move here. The [unnamed department] did not have a problem at all but later in the move process it was decided that some of the [original building] faculty would come over. They weren't very happy about that. In the meantime, the folks that are still there are perceived as being interested in coming over which is interesting too.

### *Summary*

Whether relocating to a new building or experiencing half of a department moving across campus, issues of proximity are a reality. In some instances the issues revolve around that of interacting with each other in a collegial, friendly manner and in others it is about the actual work being done in an inclusive manner. Another aspect is that of serving students in a seamless manner and without confusion.

Sub-question 1b: In What Ways Did the Physical Relocation, Including the New Building Itself, Influence the Perception of Collegiality Between and Among Departments? Interview questions associated with this sub-question were designed to fully understand the experience and impact on the working culture of departments within the larger scope of the move. The physical building itself can have an impact on how daily work is completed. Paz and Viriyavadhana (2002) state that if higher education is to meet the needs of the increasingly global and competitive environment, it needs to undergo some re-engineer of work processes and other forms of restructuring as well as “basic changes of the way work is accomplished” (p. 4).

#### *Issues of Proximity and Collegiality*

During the planning of the move there were some faculty who were notified just weeks prior to the move that they too would be relocated. Up until this point it was believed that all who were scheduled to move had been notified. Although ultimately one department in the college remains divided, fewer than originally expected were left behind. The faculty generally felt as though they would lose touch with one another in this transition. One faculty member noted:

I didn't want to pull away from the area. I had worked since I got here to be included in the area so to me that was scary. Right before the move they realized there were more offices than they had thought so they brought over faculty from [another department] and knowing they were just upstairs helped a bit in that way. It was a surprise. They didn't want to go even though once they got here they liked it - but it helped us a lot with camaraderie.

Physical space played a part in the satisfaction of faculty who participated in this study. Based upon the office configurations, communication in the previous building was compromised for some participants. Working in open spaces made the work day noisy and created an assumption that everyone could hear each other when stories were shared. This assumption morphed into people believing that this was a formal method of communication and that individuals heard the latest information related to the department or a current issue. The following is one illustration of this type of communication is illustrated below:

The communication wasn't always as it should be because it was assumed that everybody heard the story if something was being discussed, but that wasn't true because we didn't realize that not everyone was present to hear it. We were excited to have one common space. Even though it is divided by dividers we can hear a lot of what is going on.

Another observation made regarding the impact of how faculty and staff were positioned was:

Having the staff all together helped to build the community so that we were all doing the same things and that was very exciting. We have a big staff room now and can gather around the table. In our old space we couldn't really gather in one place very easily.

### *Timing and Resistance*

The majority of the research participants had no issues with the timing of the move and did not communicate any resistance. The participants who did show concern regarding the timing of the move came from one department. This was the largest department in the study, and it should be noted that this department moved in its entirety. As mentioned previously, occupying a building typically begins with the top floor, and for this reason the timing of this

move was critical to this particular department because they were the occupants of the top floor. Renovation projects in the building they were vacating were predicated on the timing of their move as well.

Due to the timing of having the move occur just weeks before the end of the spring semester, the effected faculty felt compromised to the point of drafting and submitting a grievance to the dean of the college. The grievance resulted in a negotiation to retain computers in the previous offices so that faculty could complete their work for the semester and continue to meet with students prior to the completed move. Other than this one accommodation, the majority of their belongings were relocated to the new building.

One very passionate faculty member described her frustration with the coordination of the move in this way:

Part of the frustration was that we had to move at that point and another department didn't have to move until July, so their argument that we had to move at that time seemed very specious. Part of it was that we were on the top floor but some of the folks from the other department were on the top floor too. I had no excitement about being here at all.

A retired administrator who served as a key informant indicated that although nearly a dozen faculty signed the grievance document. "I think some of the more junior faculty felt pressure from senior-level faculty within the department to do so." As documented in the literature review for this study, some who prescribe to natural system research believe a coalition of groups may exist that can actually hinder the progress of meeting a specific goal (Senge & Kleiner, 1999). In this instance, the few faculty who were not happy with the timing of their move, who also felt it was not in the best interest of their teaching schedules and duties, chose to resist in writing.

Another cause of resistance had to do with the size of the offices within the new facility. Faculty were concerned that their space was smaller and they did not have bookshelves for the number of books they had. They also were not satisfied with having a window to the outside hall next to their door. This caused many to cover the window with paper or posters. As a result there were communications from the dean's office an to the faculty to remove such items from their windows.

One faculty member described how she liked to do brainstorming sessions with her research colleagues. As a routine exercise they would post their ideas on post-it notes on the walls. In her new office they chose to post the ideas on the glass window in her office, thereby covering the window to eliminate people walking by being able to look in. She received a communication from the dean's office asking her remove the notes.

Regarding resistance, the change itself wasn't as much a resistance as some of the new rules imposed upon the faculty and staff. Not being able to post items on their walls as they had previously been able to do was one overwhelming concern. Not being permitted to hang personal pictures was also mentioned several times. Senge & Kleiner (1999) explain in their research that when redesigning a product, process or structure there will either be acceptance or resistance. While some adopt the change gladly, the opposite is also a reality.

The adaptation to change with regard to the personalization of space is well articulated by a department chair key informant who shared:

There was a clear message set that there are strict rules moving into the new building.

This included what you can take with you, what you can display, how your office can be arranged and were pretty clear and very rigid. There was a desire to keep the building looking nice – the typical approach for faculty to put things on the walls and covering up

windows all none of which was not going to be allowed and as a result, faculty resisted, at least in my department. They tried to do things they had done before and the message was pretty clear that you can't do that and we're going to undo it if you do try it. Part of that issue is that the messages were coming from our office professional staff but they were just doing what they were told to do and they weren't the right people to be communicating those kinds of messages. That part was negative. Faculty wanted to come in and make the space their space. They wanted to feel comfortable in the space and there were barriers to try and do that.

### *Summary*

Not all who experience change will be satisfied. Leadership was questioned and dissatisfaction was a reality. The timing of the move impeded on the faculty who were teaching for several more weeks in order to finish the semester, and traditions of being able to make an environment personally comfortable were challenged in the new building. As stated by Spreckelmeyer (1993), "Design strategies should be found that tend to minimize the impacts of environmental change and that enhance the nature of work itself (p. 181)." The inability to post student work or personal and professional items conflicted with the faculty and staff's ability to feel comfortable in their new space and to continue with some of the traditions they had of displaying their students' work and their own personal artifacts.

Sub-question 1c: What Influence Did the Leadership Responsible for Overseeing the Move Have on the Faculty and Staff Before, During and After the Relocation? Interview questions related to this research sub-question were designed to understand the role leadership

had in the relocation process. This role included planning, implementation and follow-up after the move. This study revealed leadership changes during the actual move due to tragedy.

### *Communication Flow*

Throughout the interview process, one consistent theme regarding communication was the overwhelming number of responses that indicated that the individual participants were all prepared to move and understood the timing of the move. Although some did not care for the timing, they did receive the communication in a timely manner.

One faculty participant from the divided department, expressed that she did not know about the move until a few weeks beforehand. This was due to the fact that there were several faculty were not originally scheduled to move; however, due to additional space identified in the building the administration was able to bring more faculty from that department over to the new building than originally anticipated. This participant stated, “It happened very quickly with little lead time. The timing was challenging.”

A resounding number of positive comments were made regarding the organization and communication of the move. These were voiced by both staff and faculty participants and included: “I think the organization of the move went really well;” “I have some very positive feelings about it;” “Leaders where letting us know in a timely manner where we were with the move;” “I think it worked really well and there was a heightened level of excitement and I think the dean kept people well informed”. The majority of the participants also indicated that the department chairs were instrumental in the communication regarding the move process. The chairs as leaders, took on the role of leading communication during this move.

Contrary to the one or two faculty dissatisfied with the timing of the move, one faculty member responded to questions regarding leadership's involvement and communication in this way:

As I remember, there were ample notifications that such things would take place. I think others had great notification and had input. It wasn't a hidden thing. When you are doing building schedules not all things run on time so maybe things got moved or dates got changed or things were canceled. Not everyone needs to know everything. When the time is right they will ask for input.

Paz & Viriyavadhana (2002) emphasize that a move involves more than furnishings and equipment. It is a people project and should be communicated as such.

A key informant shared that at the time their chair went beyond the call of duty to assure that the divided department had what they needed in the new space:

At the department level, the chair at the time was very involved and felt that we needed to communicate what the needs of the faculty were and he tried to meet them. The chair thought of things like copy machines and other things that impacted the work on a day to day basis. He worked very hard to listen to what faculty said they needed and tried to make sure things would happen down there even though we didn't really have a dedicated space. I felt that at the department level we had good leadership to anticipate the needs of faculty once they got down there. That level of leadership was quite good. He was a strong advocate for our needs at the dean's level to get things to happen.

This chair took the time to think ahead to the day to day work of the faculty and staff and tried to address them on the front end of the move. This kind of behavior by the leadership is unique in this study. This is the only example within this study that speaks to thinking about

daily tasks prior to the move and considering the details rather than just the big picture of the move itself.

### *Unexpected Change in Leadership*

The move was one of great change for some and great excitement for others. Some faculty and staff were eager to be in a new building with new technologies and spaces while others were not terribly excited about all of the gray colors and hard surfaces. A few were caught off guard when extra space was available and they were scheduled to move in just a few short weeks. Still other faculty were not eager to move to smaller offices with less light.

While many changes occurred during the planning and moving and challenges were anticipated and planned for, one particular event was a complete shock to the entire college. Several research participants and all key informants shared that just one week prior to the first group of faculty moving into the new facility, the dean, who raised money for this project and was very involved in the process as well as invested in its success, suddenly became ill and passed away. A faculty member from the smallest department recalled the dean's passion for the new building.

I remember the dean was very instrumental in designing and selecting materials.

She had a strong vision for the building and liked to reuse resources and had a great vision. She passed away just before we moved in. I think that had a big impact. People were very sad about that because she had such a strong vision for the project and couldn't see the final product. After she left the leadership has been in flux. There wasn't a strong vision for what the college would be until now—we have a new dean.

After the dean passed, an interim was appointed. This interim was in place for four years and a new dean had been appointed with the 2012-2013 academic year. Some felt that few risks were taken during the interim administration and that a status quo situation was in place before the new dean was hired. One key informant shared that the interim dean worked to maintain the vision of their predecessor and wished to add stability to the college rather than make any further large-scale changes.

All of the responses to posting items on walls and responses to the faculty as they transitioned into the new building came from the interim administration. Some felt that it was the loss of the dean which brought about such stringent feedback and a shift in philosophy. Others felt the idea of being in a new building and keeping it pristine was the focus at the time.

Much sadness was communicated during the interview process as it pertained to the death of this very revered administrator. Her vision for the building was realized; however, she was unable to experience and enjoy it. In some ways, it was felt that the reason that the grievance that was submitted did not materialize into anything more formal was due to the grievance being received by the dean's office shortly before the dean's passing.

The retired key informant shared that she had not thought about culture shifting at the time the dean passed and had not thought about it "until now" (the time of interview). Another key informant who is serving as a department chair stated:

I have no doubt that [the dean's passing] influenced things a lot and not for the better. I remember moving some of us was occurring, and I was teaching down there, and the dean was giving the tour, and she was clearly ecstatic about the move, and I couldn't even visualize the walls. I looked at her with disbelief. She always focused on the positive, and her enthusiasm was infectious. Despite our resistance in some ways, she

was positive and uplifting. Everyone thought about “what would [the dean] do?” in a lot of situations after she passed, and sometimes would question [the] administration’s actions. We also would ask why something was decided or designed a certain way, and we know that [the dean] could have answered us and [could] provide a rationale, but she was not able to do that.

In some ways the shift from the dean who planned the move to the years of an interim appointment might be an example of leadership shifting from what Bolman & Deal (2008) defined as a human resource frame, to a more structural frame at a time when everything was changing. It could be understood that a more bureaucratic approach may be instituted as a means for creating order during a time of complete flux.

Another key informant who had not held the chair role at the time of the move explained how the dean communicated her enthusiasm and how she truly was the expert when it came to the move and the details of the building. This key informant was also a part of the divided department:

I have no doubt that [the death of the dean] influenced a lot and not for the better. I remember when the idea of some of us moving was occurring, and I was not one of those faculty who was eager to do it. For some reason, I was taken there and given a tour. The dean was giving the tour and she was clearly ecstatic about the building, and she was explaining how nice it would all be and I’m sure I was looking at her [and] thinking ‘I don’t believe you.’ I couldn’t see how moving half of us was good. Her enthusiasm was infectious. It got me thinking that maybe the move would be a good one, and it was helpful to know that despite that I was being resistant, she was moving forward and was being positive. The assistant dean at the time came in and took over, and her personality

was different. She tried to carry on in the same way, but she is a different person and didn't really convey the same sense of what the real purpose of the new building [was] intended to do for the college. People were still positive but [were] always thinking about what the dean would want to do or what her intention was with the move.

### *After the Move*

Bensimon & Neuman (1993) posited that institutional change is either tangible or intangible. Intangibles within the MSU move are the office spaces, the new teaching environment, and technologies. The intangibles are the areas of collegiality within the newer space, the divided department, and the abrupt change in leadership. Many of the intangibles can be described in response to how individuals feel after a move has taken place.

When asked how individuals felt after the move in terms of their level of excitement and whether the issues they might have experienced were resolved, there were a variety of answers and perspectives. Generally speaking, the majority were positive about their current work situation. The excitement was described more as appreciation:

As we teach the faculty appreciate the classrooms, furniture and access to technology. It is a . . . better, more effective teaching space than the other building. The office space seems to matter less and less as they get into the flow of things.

Another long-time faculty member explained:

I think people are happy other than the offices are smaller. Over time, people have adjusted, and they couldn't take everything they wanted to take and didn't have bookshelves. I think they all have adjusted to the difference. The office size was the biggest difference.

Overall, faculty tended to feel that although the first year was stressful, “each consecutive year has gotten so much better.”

One faculty member from the divided department said:

I read somewhere that you should give yourself five years in a new space, and I told my supervisor that—this is our fourth year. There definitely was an absolute buzz of excitement in the beginning, and then there were a lot of obstacles that came up that we didn’t think about at first. There was a lot of stress and difficulty the first year.

One faculty member who did not move, but who influenced by the move based on one half of her department relocating, considered herself neutral because she did not experience the move directly. “The needs change after you build a building, and the human race is the neediest race. When we get something we want more of something else.”

### *Summary*

Communication flow prior to and during the move was not a great concern for the faculty and staff in this study. The supervisors (primarily department chairs) were responsible for keeping employees informed of the move status. Other than a late decision to move more individuals over to the new building, the satisfaction with the communication from leadership was high. The unexpected death of the dean had an impact on how the move was implemented. While the grievance from one department seemed to be forgotten as a result of the death and the mourning that took place, interim leadership was a bit more business-like in the move process than the previous dean might have been had she been a part of the move.

Since the move, individuals have worked their way through the small office spaces, lack of book shelves, and not being able to post items on the walls. A new normal appears to have been adopted within the organization.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The focus of this study was to answer the question as to whether the culture of an academic unit was reframed after a physical relocation. This chapter presents the reader with the conclusions made from the research as well as recommendations for further exploration of the findings with additional research possibilities.

Change can be challenging and exciting for many individuals. How individuals react to change and how that change can have an impact on culture varies. In this study, the specific change of moving from one location to another was studied. How this move had an impact on the working culture of an academic college was revealed. Dynamics were present in this study that may not be present in other locations and institutions experiencing a physical relocation. Two such instances of situations unique to this study are half of a department moving to a new building while the other half remained a distance away in the original building and the dean, who planned the building and orchestrated the move, passing away just days prior to the college relocation.

The principle, overarching question that directed this research is:

1. Is the organizational culture of an academic unit reframed, if at all, after a physical relocation?

The sub-questions employed in this study are:

- a. In what ways did faculty and staff experience a noted change in their work habits from one physical location to another?

- b. In what ways did the physical relocation, including the new building itself, influence the perception of collegiality between and among departments?
- c. What influence did the leadership responsible for overseeing the move have on the faculty and staff before, during and after the relocation?

This chapter consists of discussions regarding each of the sub-questions as well as a discussion of the overarching, primary research question. The implications this study might have on the areas of culture and change within higher education will also be discussed. The research utilized in Chapter II of this study is drawn upon to solidify the findings. This chapter concludes with recommendations for further research in the area of relocating an academic unit within the higher education setting.

#### Discussion of Primary Research Question

The primary research question for this study asks, “Is the organizational culture of an academic unit re-framed after a physical relocation?” The research participants and key informants responded to all interview questions and created a framework for answering this question. This framework utilizes Schein’s (2004) three levels within organizational culture: 1) underlying assumptions, 2) artifacts, 3) espoused values. These three areas are further illustrated in the sections below. The conceptual model of literature illustrates that as culture transforms when a change is introduced, the underlying assumptions, artifacts and espoused values continue to circulate around and through the change process (Appendix C). These three components of culture are pervasive yet not always visible. Figure 2 illustrates Schein’s three levels of culture (Schein, 2004, p. 26):

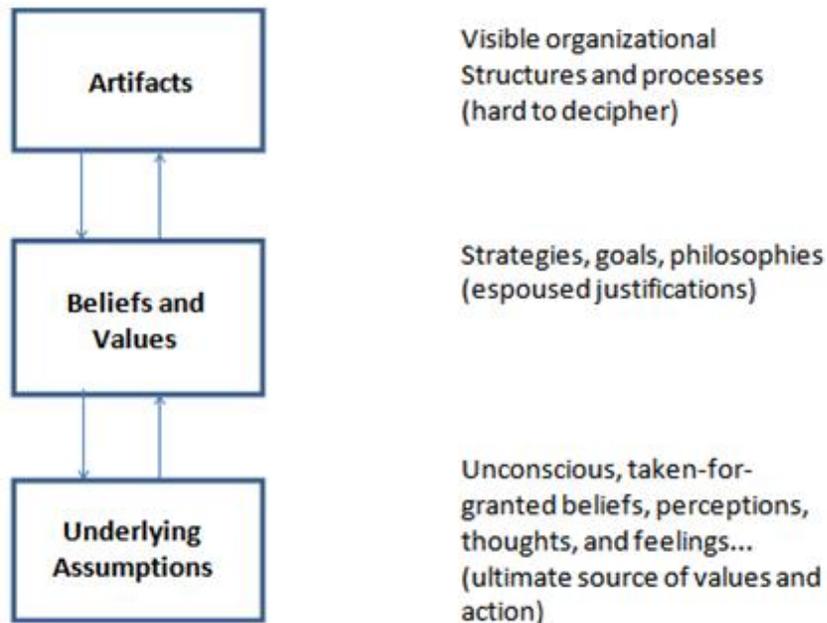


Figure 2. Levels of Culture: A Visual Description of Schein’s Three Components of Culture

### Underlying Assumptions

Assumptions are often made during organizational change. These assumptions are not always directly observable and are often inferred as a result of observing the culture (Schein, 2004). This study focused on the faculty and staff who moved into a new construction and were part of an academic unit. The majority of the faculty and staff were relocated; however, several were unable to be accommodated in the new space and remained in the original, older construction.

Throughout the research process, three main assumptions surfaced. The first assumption was that of the administration, who posed the assumption that everyone wanted to move into the new building. Because the building was introduced early on, the conversations during the research process indicated that all faculty and staff were on board and excited about the move. The research revealed that while many were excited, there was also a fair amount of anxiety over the unknown. A research participant shared that she had worked very hard since joining MSU to

become a part of the culture of the department and college and that the move was a bit unsettling. Once all were joined in the new space a renewed sense of “camaraderie” was present; however, the initial assumption was that of leaving something intangible, such as “camaraderie,” behind.

The second assumption that surfaced during the research process was the concept that a newer building is automatically a better building. Several participants shared the faculty’s concern over leaving the larger offices from their old environment for a smaller, more sterile, hard-surfaced work space. Individuals shared stories about gathering in spaces in their previous building and felt a sense of loss due to a different configuration in the new building. Conversely, some individuals felt that they had spaces for gathering and meeting with colleagues that they had not enjoyed in their previous building. The areas that all faculty agreed upon were the classroom spaces and accessibility to technology. While one individual longed for a smaller classroom where she could be in closer proximity to her students, all agreed the newer, state-of-the-art classrooms were a refreshing change from the antiquated teaching environment in their previous building.

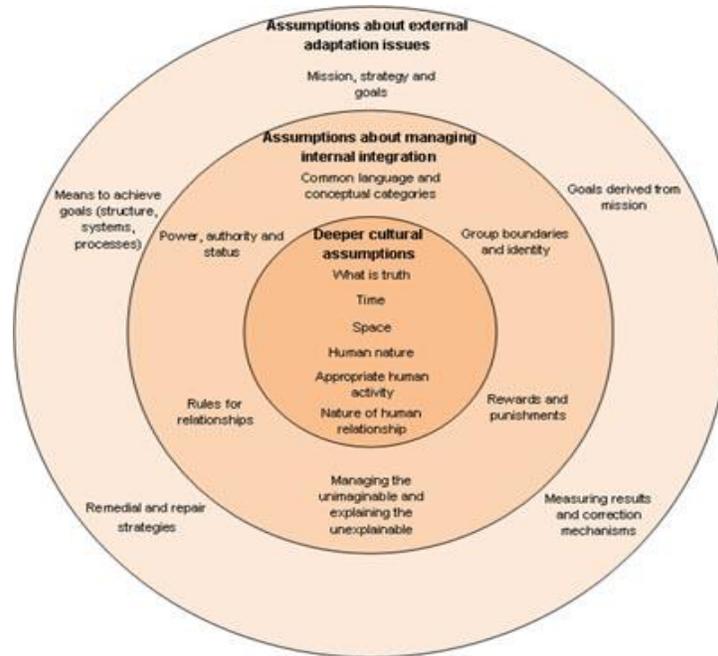


Figure 3. Organizational Cultural Assumptions Target: An Adaptation of Schein’s Levels of Assumptions That Includes External, Internal and Deep Cultural Assumptions

Figure 3 illustrates Schein’s (as cited in Renando, 2010) levels of assumptions as positioned in a target configuration. At the center of the target is deep culture. Deep culture encompasses concepts of human activity, human relationships, time and space. Throughout this research process some individuals shared areas of deep culture. However, many individuals were more focused on the internal integration concepts. Deep culture might not always be able to be explained in a direct fashion.

Internal integration encompasses areas of common language, power, authority and status, group boundaries and rules for relationships. This study shared many of these aspects as research participants shared how they learned of the move and how they felt being told about the timing of the move. They also shared their concerns over being removed from a portion of their department or being left behind. The relationships participants had forged with each other in their respective departments within a given building were challenged as they were put in

situations where they had to work differently in a new space with a variety of individuals. Despite the fact the faculty and staff were all employed within one academic unit, the departmental integration was more pronounced when the relocation occurred.

The outer ring of the target in Figure 4, illustrates external adaptation. The areas of mission, strategy and goal setting, measuring results, and executing goals from the mission could all be ascribed to the administration's view of this move. One may call this the 50,000-foot view of the move. Administration tends to view large-scale changes as a functional goal. The move must happen, and, therefore, a plan is put into place that is aligned with the mission of the institution. Strategic goals and priorities are set in order to realize the mission, and measurements are put into place in order to assure the goals have been met. This description of the administration's view is supported by one key informant's statement when asked the final research question as to whether culture is re-framed after a physical relocation: "Ultimately, I would say, 'no', and the reason I say that is because although your facilities are important, and you can do great things with certain new facilities, a lot of the organizational culture comes from the administration."

### Artifacts

Schein (2004) defines artifacts as "visible products of a group" and includes architecture among those visible products (p. 25). The move to a new building positions the artifact of architecture in a prominent position. Hofstede, Hofstede and Minkov (2010) stated that symbols, heroes, rituals, and values contribute to forming organizational culture. The most pronounced artifacts emerged from this study include the physical buildings as symbols and heroes. Cultural heroes may include previous leaders of an organization. In this study, the cultural hero that

emerged unexpectedly was that of the dean who passed away just as the move was being implemented.

### *Architecture as Artifact*

Architecture as a cultural artifact that includes the building itself as well as the internal physical environment, technology, and associated products and its artistic creations (Schein, 2004). During the study, faculty participants discussed their old environment and their new environment in different ways. Some felt the old environment was better because of parking availability, office size, and a warm interior environment that included wood paneling and soft finishes. Other faculty were happy to move into a new facility with new amenities and technology. The faculty were also complimentary of the new technology in the classrooms and throughout the building. New spaces where individuals and large groups could work and gather were also described with appreciation.

Negative attributes of the new building were also communicated by the research participants. Hard surfaces throughout the building, an uninviting environment, echoing hallways, and drab colors were discussed by several participants. The common area of appreciation regarding the building was the teaching environment that touted new technology, a lot of natural light, and an overall better learning experience for students.

Faculty generally reflected fondly on their old environment. One participant looked back on a leaking wall with reverence because it was a source of humor. These experiences with the buildings validate what Schein (2004) stated in terms of architecture becoming an artifact. The new building is now an artifact for the faculty of MSU and they speak fondly about the experiences that they have had since relocating to the new space.

### *Dean as Cultural Hero*

Heroes are either living, dead, real or imagined characters (Hofstede, Hofstede & Minkov, 2010). The hero in this instance is the dean who passed unexpectedly. The move was days away when she passed. Research participants expressed a time of great sadness and a period of mourning that was still evident among those who knew her well. The dean had a passion for the new building and all of the possibilities that it held for faculty, staff, and students. Although a few faculty may not have agreed with the timing of the building move or the style of the building, no one criticized her passion and dedication to the project. A key informant shared that the dean always focused on the positive aspects of the move and the dean had great enthusiasm when she spoke about the building.

Within months after her passing some of her personal artifacts from her travels, along with books from her personal collection, were shared with different departments from the college. Many of the art pieces from the dean are on display in a department that works primarily with early childhood development. These artifacts are still discussed with students and among faculty as gifts from the dean.

Although the dean was not present to realize the work she did on behalf of the faculty, staff, and students at MSU in regard to the new construction, her memory is very much alive within the building. After three years of interim leadership, a new permanent dean has been hired. Her actions have been applauded by the faculty and staff, and the new dean's respect for her predecessor has continued to solidify the legacy she left behind.

## Espoused Values

Schein (2006) described espoused values as “what ought to be, as distinct from what is” (p. 28). Groups experiencing a change or a new task tend to ask what is right and what is wrong and what works and what may not work. Schein posited that leaders arise when individuals who are able to ask and answer questions about what is working and what is right influence the greater group.

The values that transcended the move and are a strong part of what is, were clear from the discussions held with the research participants and key informants. There were two main values that surfaced prominently during this study. These are (a) the value of teaching, and (b) the value of collegiality.

### *Value of Teaching*

Throughout the research process, it was clear that the faculty are dedicated to their students’ classroom experience. Founded as a normal school, MSU has a long history of being a teachers’ college, and although the faculty participate in research, their focus is on the student experience. The relocation did not compromise the value of teaching, but it was tested according to some of the faculty who were asked to relocate prior to the end of the semester. Upon reflection, it can be stated that the faculty who filed the grievance regarding the timing of the move were challenged by Schein’s (2006) “what ought to be” versus “what is” (p. 28 ). Faculty know that teaching is at the core of their work and that “what ought to be” was compromised by the move or “what is.”

### *Value of Collegiality*

The research participants enjoyed engaging with each other as a faculty and staff. It was more challenging in the new environment to work together for some of the faculty and staff due to issues of proximity discussed in Chapter IV. Others were pleased that they were able to engage more with each other both formally and informally.

More occasions of spontaneous discussions occurred in the new building due to office configurations and the location of classrooms to departmental offices. Faculty saw each other and their students in the hallways and stairwells more frequently in the new building. The spaces in the department offices and at the end of the hallways for group gatherings and student communication were mentioned on numerous occasions, validating the value this interaction has for the individual participants.

Faculty expressed their satisfaction in being able to work more collaboratively in regard to joint research and scholarly collaboration. This type of collaboration was of value to the faculty whether it is occurred within their department, across the entire unit, or among other colleges at MSU.

### Summary

Culture is a strong and pervasive element within an organization. As a result of the MSU move, the culture within the college indeed been reframed. In some ways, these changes were quite subtle and have become a new normal for the faculty and staff. Proximity to coworkers and working more or less collaboratively as the situation dictated was the most pervasive of the cultural changes observed during this study.

The abrupt change in leadership due to the loss of a strong leader reframed the move in a way that is challenging to define; however, the mourning process was superseded by the desire to move forward and do what the revered leader would have desired. The cultural shift based upon leadership is still underway as a new dean, who joined MSU after four years of interim leadership, forges a way for increased communication and involvement of the faculty within the college and in the community.

As Temple (2009) stated, the building itself has created new spaces and places that foster a reframed way of communicating with colleagues and students. Places to study and interact in have been defined and utilized by all groups. Offices are positioned differently and while some did not care for their new office space, size or configuration, there are many who felt the relocation has enhanced how work is done and how research opportunities are presented.

The culture of the academic unit has been reframed as a result of a relocation. The faculty and staff indicated that their current state of working in the environment is stable and that they are progressing. Schein (2004) stated that “culture implies some level of structural stability in the group. When we say something is ‘cultural’, we imply that it not only is shared, but also is stable, because it defines the group” (p. 14).

#### Discussion of Sub-question 1a

The themes that emerged as a result of the questions posed to the research participants included proximity, how the new construction influenced work, and the unique dynamic of a department divided between the *old* building and the *new* building.

## Issues of Proximity

The issues surrounding proximity to each other as colleagues had individual positive and negative perceptions based upon how things changed for them as a result of the move. Those who were positioned closer to their department's main office and clustered together as a faculty in the new space seemed more positive about the way they interacted with each other. While there is more privacy in the new space, they appreciated the ability to help students by not having to send them across campus for assistance. Temple (2009) discussed the concept of community within a building. It is this community with an institution that helps to form and shape the culture (p. 22). "The creation of a community and its culture turns the university space into a *place*" (p. 22). Temple called this concept *locational capital*.

The faculty who felt the new building provided a proximity that built stronger collegiality among the faculty body and improved service to students is an example of the locational capital concept. Temple (2009), posited that an effective planning statement for a university that is working on a relocation project is to assure faculty, staff and students can meet both accidentally and deliberately. Assuring both accidental and deliberate meetings was the thrust of a statement made in the planning of the University of York in 1962, which was at the center of Temple's (2009) case study. Temple admired this approach because it focused on making space more of a 'place'. Mixing up faculty and staff within the building was an intentional method to assure people interacted unintentionally.

There is some dissatisfaction among those who participated in this study. This dissatisfaction surrounded the perception that faculty and staff were not working more collaboratively with their faculty colleagues nor did they have the same or better contact with their faculty colleagues after the move. Except for required department meetings, participants

felt there was less face-to-face contact and collaboration than prior to the move.

Spreckelmeyer's (1993) case study research found that despite the amount of research done to design physical work space in such a way that overall worker satisfaction increased, "there is considerable evidence to suggest that environmental change has caused—or at least—exacerbated conditions that cause increased levels of dissatisfaction" (p. 192).

For this group of dissatisfied faculty and staff, the idea that they had to work harder to find their colleague, or tended not to collaborate as often in regard to research endeavors due to proximity, is a reality. Spreckelmeyer (1993) discussed research conducted in regard to office relocation and predictors of worker perceptions about the workplace; this research tended to focus on workspace size and degree of privacy as well as comfort levels of heating and cooling and general ambient quality. In addition to these four perceptions, how the building is organized including office location and proximity to colleagues with whom they share a building also contributes to feelings about the workplace (Spreckelmeyer, 1993).

### Influence of the Building on Work

When discussing the building, the participants' feelings ranged from admiration of the materials used and spaces available for meeting and student interaction to that of frustration with the hard surfaces and dark color palette. Some participants went so far as to indicate they would prefer not to work in their offices due to the lack of sunlight, small office space, and sterile environment. The opinions of the building were expressed as either very positive or somewhat to severely negative.

It should be noted that those who disliked the building and its functionality were those who most resisted the change to the new building. Those who felt the move was imposed upon

them were the most vocal regarding resistance to the move as well as lack of satisfaction with the physical space. Fullan (2011) explained that two-way communication is the key to a change being implemented successfully. While there was no apparent reason to assume that communication did not occur based on the interviews, there were two participants who felt that the move was forced upon them and that there was very little input from the faculty and staff in regard to the move. Throughout the study and as indicated by the key informants, the move to the new construction was imminent. Knowing exactly which departments would move in their entirety as well as where individuals would be located took some time to determine. Communication was in place for years as the funding was secured and the building was erected.

The inconsistency within the faculty and staff with regard to their satisfaction with the move and their frustration with their new work environment can be attributed to the behavior indicative of resisters. This disparate support of the new building is related to Senge and Kleiner's (1999) discussion regarding redesigning products, processes or structures. They posited that employees tend to either adopt or oppose change. This is the case within the group of faculty participating in this study. Several faculty noted that they felt the building was constructed as a show place rather than a learning environment. Ironically, the one area that faculty tended to agree upon was the arrangement of the classroom space and the much needed improvement of technology within the classrooms.

It became clear through the interview process that the relocation process was more about people than the physical space Paz & Viriyavadhana (2002). However, it was crucial for administration to assure that the proper tools were in place so that the work needed to be done was not disrupted. The goal for administration was to assure a more productive work environment after the move. Paz and Viriyavadhana stated that job satisfaction is a key element

and that a building is much more than a place *where* work is done; it is also an arena for *how* the work is done. It is apparent that while many of the faculty at MSU feel they have moved to a new and improved environment, not all of the faculty share this sentiment.

#### A Department Divided

The fact that one department within the college could not move in its entirety added an unexpected dimension to this study. This was not a straightforward move of an entire academic unit. Within the literature review specific research or theory does not address this unique dynamic. Members of the departments, those who moved and those who did not, all spoke of the challenge in working separate from each other. One particular staff member voiced frustration at how communication took longer and processes were drawn out as a result of the distance. Faculty also discussed not feeling as connected as they did previously in regard to research happening between departments or being privy to retirement or hiring announcements.

The research conducted on coupled systems can apply in the instance of a portion of a department relocating. Although higher education is by nature a loosely coupled organization (meaning the work of each department is not solely contingent upon the work of another), the work itself does tend to overlap (Weick, 1976). Eckel, et al. (1999) recommended that leaders of academic units should utilize strategies that will direct and guide the change process. It is not clear within the research conducted how much time and attention was spent in the earlier stages of the move in regard to the separation of this academic department.

## Discussion of Sub-question 1b

### Issues of Proximity and Collegiality

When discussing proximity in regard to this study, it was apparent through the participant comments that faculty wished to be surrounded by faculty. They enjoyed working together and feeling as though they were a part of the whole. Faculty expressed anxiety over being apart from their colleagues. When some of the faculty, who were to be left behind, were included in the move, there was some relief.

Bolman & Deal (2008) discussed the symbolic frame as resonating with individuals as they form attachments to things, places, and ideas. The strongest of the suppositions within this frame is that of facing uncertainty and ambiguity. When faced with an ambiguous situation, people tend to create symbols in order to resolve any confusion that they may be feeling. In many regards the old building was a symbol for the participants. When discussing areas of fondness, physical attributes of the building outweighed any specific stories about events. People discussed their windows and trees they could see outside the window over any particular individual. The wood in the building and their office spaces were of most importance.

Bolman and Deal (2008) likened culture to that of the bond of glue, which unites people and helps them to accomplish desired results. This bond was evident when individuals discussed joining colleagues in research, gathering around the main department office area, or spontaneously discussing collegial topics as they encountered each other in the hallway.

Deal and Peterson (2009) discussed architecture as being central to the working culture. This holds true for the faculty at MSU. Some revered the old building as sacred and had few kind words to say about the new building; some admired the new building and all it had to offer

and still had fond thoughts of their previous working environment. Those who truly enjoyed the new building tended to want more interaction with their colleagues but did not miss the poor parking situation, erratic heating and cooling system, or the antiquated classrooms.

Kovoor-Misra (2009) discussed the reliance on familiarity. Focusing on who the department was rather than what it could be is recommended in this context. During the research, it was observed that the faculty and staff wished to focus on who they were as a faculty body. Despite the fact that one department was divided, the faculty still felt united in their mission. While there was some discussion regarding the new possibilities within the context of teaching and research, the discussion was focused on becoming better at what they were already good at as a faculty.

#### Timing and Resistance

Although not attributed to all research participants, the sense of resistance to the relocation by several of the participants was overwhelming. After three full years of being in the building, there was still a latent anger by some about the timing of the move. The feeling that work was disrupted unnecessarily was pervasive and any amount of reasoning in terms of logistics of a move of this magnitude did not remedy the situation.

The faculty who were most effected by the timing were asked to move prior to the end of the semester. Hickman (2010) discussed that stability within a change situation is challenged when the loss of freedom happens or when rights are compromised. The fact that enough faculty were upset that a grievance was submitted to the dean speaks to the tensions that can arise within a group. Hickman (2010) stated that tension can disenfranchise a group or create negative forms of power. This statement is true in the instance of this group of disgruntled faculty.

Observations made by the researcher when discussing the resistance some faculty exhibited to this change is related to the Shapiro and Gross's (2008) turbulence theory as applicable. Little turbulence when flying can be overlooked; however, when severe turbulence is experienced, the force may be so great that a loss of control is possible and structural damage may occur. This is a very useful metaphor when discussing resistance to change. For this group of faculty who were grieving the timing of the move, their actions were rooted in mistrust at how the move was handled and their dissatisfaction could have created damage. Listening seriously to resisters is recommended in the literature as very necessary when approaching a change situation (Fullan, 2001; Rowley & Sherman, 2001). By doing so, compromises can be made and issues that may not be apparent to administration can be addressed to increase satisfaction. As Gross (2008) indicated, turbulence is bound to be present during change; in fact, it is a natural occurrence.

Individually the damage is evident in the participants. The researcher observed some verbal and nonverbal dissatisfaction in three individuals who were interviewed that verified that these individuals were unhappy to the point of carrying the circumstance with them into their daily lives in their new environment. Collectively, the evidence of dissatisfaction was not pervasive. To the contrary, most have learned to embrace their new surroundings, and even those who were hesitant to accept their new reality have learned to adapt and find positive attributes of their new working environment.

## Discussion of Sub-question 1c

### Communication Flow

The majority of the faculty and staff interviewed expressed satisfaction with the communication they received prior to and during the move implementation process. The communication flow came primarily through department chairs and immediate supervisors. Through the discussions, it was evident that the communication from leadership traveled well to the faculty and staff. Rowley & Sherman (2001) clarified that leadership can be anyone in a leadership role and that leadership is not limited to the president, provost, cabinet members, or chancellor. While some were involved in the selection of materials and furniture more than others, there was still a high level of engagement with the details of the move within each department. Very few expressed any dissatisfaction with the communication they received prior to the move. It is noted that those few individuals who were dissatisfied with the communication were also the participants who exhibited the most resistance to the move in general.

This study focused on the change process rather than ascribing to a particular change theory. The move to a new facility can be viewed as irreversible and long lasting; therefore, communication from leadership throughout the process is a key component to the success of the relocation (Boyce, 2003). The change to a new facility was a *direct change* as defined by Buono & Kerber (2010). The change came from the top down and was very defined and constrained. There were components of the change that were clearly planned. Modifications were necessary along the way and chairs and directors managed to make adjustments. Buono & Kerber (2010) posited that planned change that is inclusive increases cooperation throughout the change process. A third method to implementing change per Buono & Kerber (2010) is the guided

approach to change. Guided change is loosely defined and is organic in nature. Employees tend to manage the change as leaders watch and guide employees.

The move process in this study was much more directed and planned. A guided change approach would not have worked very well in this situation where there was a very definite timing to the move and a domino effect in terms of vacating and renovating older buildings for future occupancy by other people. A balance between the needs of the people and the needs of the building project is a significant part of the planning process.

Change leadership must address the tangible and the intangible components of institutional change (Bensimon & Neumann, 1993). The building is a *tangible* while the process of moving and being able to understand how the work will happen in a new environment is an *intangible*. Bensimon and Neumann stated that a leader should discern between the needs of individuals versus focusing on decisions that impact the greatest number of people. Overall, the move MSU encountered was successful. While a small group of individuals interviewed were still not satisfied with the outcome, the leadership decisions addressed the majority of the organization and did not focus on those who were generally dissatisfied. The general excitement felt by those who moved overwhelmed the disgruntled attitude of a few outliers.

Eckel, Green, Hill and Mallon (1999) asserted that most colleges and universities are change-averse. Throughout this researcher's twenty two years within higher education this statement has shown to be personally accurate. The most effective way to approach a change within higher education, however, is to be inclusive and timely with communication. Higher education has long-standing traditions that, when challenged, can cause great angst and mistrust among the faculty and staff. Eckel, Green, Hill and Mallon believed that leaders must take these long-standing traditions into account prior to implementing a change.

## Unexpected Change in Leadership

Unexpected leadership change occurred during the implementation process. The very involved and dedicated dean of the college passed away unexpectedly, leaving a complicated move in mid-process, a disgruntled group of faculty who filed a grievance, and a college in mourning over the loss of their revered leader.

An overwhelming majority of the research participants acknowledged the loss of the dean and the key informants were direct about this in their discussions. The impact of this loss on the faculty and staff can be classified as immeasurable. A study focusing on loss of a leader during a significant change in an organization can be further topic for research. This information was not only unique to this study but unique within the scope of change leadership.

Within days of the dean's passing, a group of faculty issued a grievance regarding the timing of the move, claiming that the move would impede their successful completion of teaching and duties for the spring semester. Hickman (2010) discussed that the legitimate use of power is a catalyst for obtaining stability during a time of change. Hickman also stated that a loss of freedom or rights may be felt if power is misused. The research process did not reveal any such misuse of power with regard to the dean. The timing of the move was contingent upon the grand scope of the project and insight and input from facilities in regard to the sequence of events that must take place within the given timeframe. Hickman also explained that tensions can arise within an organization when power is used in a way that creates tension, excludes individuals or groups, or creates negative forms of power (Hickman, 2010). The faculty who filed the grievance communicated such tension during the interview process.

This instance of faculty questioning administration about the timing of the move illustrated Lewin's (1951) force-field analysis. Administration held faculty to a deadline in order

to continue a process, while the faculty wanted to maintain their status in their offices. The loss of the dean seemed to cast a shadow on the grievance, which after some discussion and accommodation, did not progress. Other issues presented examples of Lewin's force-field analysis. Although some of the expectations are now much more relaxed, the (administration and faculty) were opposed on issues such as blocking windows and hanging work-related and personal objects on the walls of the new building. Some research participants expressed their dissatisfaction at the inability to truly move into their new space. The inability to hang personal artifacts, or display student work was challenging for them and difficult to understand.

As an administrator, this researcher has experienced such mandates after a new construction is erected. The request is linked to the need to keep the building free of miscellaneous nail holes and other post-construction adjustments until the builders have documented that all items on their list have been cleared. Often, the architectural firm or the builders wish to have the new building serve as an example of their work for future clients requiring the building to remain as pristine as possible for several months. During the interview process, knowledge of these kinds of requests were not known by either the participants or the key informants.

#### After the Move

The consensus of the research participants was general satisfaction and acclimation to the new surroundings. With the exceptions of the size of the offices and the lack of faculty bookshelves, the move was felt to have been a success, and positive experiences and events are occurring in the space.

Faculty discussed their satisfaction of the classrooms and their ability to teach in such a well-lit and positive environment. They also appreciated the technology available to them in the new building and believe it is making a difference in their teaching. A feeling of “appreciation” was expressed by one research participant and this was a theme found throughout the interview process. The faculty ascribe to teaching excellence and their institution is founded on this philosophy, as MSU is known primarily as a teaching institution.

Kovoor-Misra (2009) supported focusing on *who we are* rather than perceptions of *who we could be* during a time of change. Creating a focus that is consistent solidifies an identifiable culture in the organization. The one constant, before and after the move was faculty’s unwavering focus on excellent teaching.

Faculty research participants were pleased that their work with students had been more satisfactory since the move. Faculty members felt that they could better serve their students by being able to walk them down a hall or upstairs to meet with another faculty member or staff member. In the previous configuration, faculty members would need to send students across campus to other buildings in order for them to meet with the individuals who could address their needs. Temple (2009) spoke specifically about what he called *location capital*, a means of stimulating high-quality interaction among teachers and students based on how offices are configured on a campus. “These interactions, conditioned by the physical environment, give rise to the community which exists within the institution, and help to form its culture” (p. 218). In the new building, being able to see a student and easily transition them to a colleague who can be of further assistance seemed to make the faculty feel more productive and able to readily address student needs. The faculty were pleased to no longer feel as though they were sending students

away to have their concerns resolved elsewhere. It seemed clear through communication with the research participants that this is a very service-oriented faculty body.

Concern had been expressed during the interview process, and primarily with the key informants, that faculty who had been hired after the relocation were unaware of the challenges regarding the move. While this can be a positive point, it is also a bit of a disadvantage for them because they are not privy to many of the stories and processes that occurred prior to and during the move. One key informant shared that she felt the new faculty who are hired are “at a bit of a disadvantage because they didn’t know the culture of the faculty prior to their coming on board.” Collins & Smith (2011) discussed *culture one* and *culture two* as a before and after concept. As the original culture shifts to a second culture, there is growth within those involved; however, there is also the element of the *unknown* by those who were not part of *culture one* and joined the organization once *culture two* was established.

#### Implications Within the Areas of Culture and Change

This qualitative study was developed and implemented based on process rather than specific models for change. Research directed at change process was utilized in this study as a means of understanding the change in a working environment and the impact it might have had on the organizational culture of an academic unit. Change processes can be generalized to any situation; however, a deeper sensitivity is warranted when examining the impact of a physical move on the faculty and staff of an academic unit.

#### Learning from Each Other

Within this study, there were areas which validated the research conducted in change process. Fullan (2009) touted the need for increased knowledge during times of change by

observing that moving an organization forward requires education and embedded interaction. Areas that validate the need for increased communication during times of change, such as simple and direct messaging to address anxieties, confusion and clearing the communication channels emerged often (Kotter & Cohen, 2002). Rowley & Sherman (2001) also validate the need to address the change in work-location process in order to reduce the levels of anxiety that can emerge when people find themselves working in different locations on the campus.

Faculty and staff who were happy with the move process expressed their satisfaction with the communication they received from their supervisor or department chair. This population of faculty and staff also felt the timing of the communication was appropriate for planning and answered the questions they may have had with regard to the logistics of the relocation. Those who expressed dissatisfaction with the move were those who were either not initially scheduled to move and due to an unforeseen increase in office space were told they would be relocating or they were scheduled to move but were relocated prior to the end of the semester.

The study revealed that it is important to the faculty for the administration to be timely, accurate and understanding of their work situation when positioning the move. To accomplish this goal, a sincere and deliberate effort must be made between the academic unit and facilities. At the onset of the move it should be agreed that faculty will not experience an interruption in their main work. Several faculty were vocal in this study to the point that a grievance was filed. The frustration they exhibited could have been eliminated if administration had acknowledged that the interruption in faculty work was not adventagous. There are faculty who are still upset about having to moving prior to the completion of spring semester.

The more concrete and timely the information is shared prior to a relocation project, the more at ease the faculty and staff will be. Taking into consideration the academic calendar and

faculty obligations when working with facilities may alleviate the tension of faculty having their offices in one space and teaching in another. Employing administrative forethought into the timing of a move is critical to an institution whose faculty is supported by a union.

Complications are bound to surface during a large-scale change project.

Rowley & Sherman (2001) acknowledged the important role of faculty. These researchers shared the same beliefs as the research participants, that faculty support changes which benefit the greater number of individuals. The most vocal members of the faculty this study were those who felt compromised by the timing of the move.

Specific strategies for performing a move can be developed as a result of this study. Developing a plan that includes faculty representation in the creation of the move timeline can assure faculty and staff have a voice when creating the workflow. Concurrently, the faculty and staff can learn and appreciate the bigger picture of their move and the impact it will have on the University. Quite often faculty and staff do not have the understanding of the magnitude of the university community. Involving them at this level, with a representative, can help the planners understand the role of faculty and more importantly, help the faculty understand their role within the larger university community infrastructure.

### Appreciating the Future

Senge & Kleiner (1999) acknowledged that there is angst when people are asked to work in different ways. It is this angst that perpetuates resistance to change and that creates negative feelings across an organization. It should not be assumed that all who experience change are resisters. To the contrary, the majority of the research participants in this study were eager for

the new location and all that it could bring. When resisters come across a stalwart administration, force-field analysis is being exercised (Lewin, 1951).

Each interest group has its own goal. The administration was working toward a timeline including occupancy permits, securing moving bids from vendors, fire inspections, and donor demands. Faculty were concerned about where their offices would be, the number of bookshelves they would have, and the ability to teach their classes and meet or preferably exceed the expectations of their students. Both parties tended to concentrate on their own needs, expectations and deadlines.

This study brought to light that developing a common thread between administration and faculty might result in better communication, understanding of each other's interests and an appreciation of the future. Faculty spoke about many positive aspects of the building after they occupied the space. This observation showed that understanding and envisioning the future might build a stronger appreciation for the new facility prior to the actual relocation.

#### Saying Goodbye to the Past

A large part of embracing and appreciating the future can be accomplished by acknowledging, mourning, and celebrating the past. The past is what created the current culture of the academic unit. Eckel, Green, Hill and Mallon (1999) provided six strategies for helping to manage institutional change. These authors recommend town hall meetings, small group discussions, and listserv conversations. They also recommend training and support along with pacing the change into more incremental pieces.

This study revealed that while these suggestions by Eckel, Green, Hill and Mallon (1999) are all valid and appropriate, a more involved, personal process might be in order for such a

migration to a new facility. One could add the concept of a time capsule that reflects the important features of the current culture that includes artifacts developed from within individual departments. A more celebratory process about the move may help to engage the faculty and staff as they move on to a new environment.

The buildings that were vacated by the faculty in this study were since occupied by other members of the MSU community. A few notes of remembrance and appreciation for the space that was vacated could prove to be healing to those who left it behind and be soothing for those who are occupying the space. The traditions left behind can be communicated to the new occupants, that may create a feeling of peace among those who are moving on, and a glimpse into the past for those who are adopting the old space as their own new offices.

Morgan (2006) defined cultural shift as a mindset involving images and shared meanings and beliefs that contribute to a new way of working and a new way of life. Connors and Smith (2011) viewed this shift as a new way of operating, or moving from one culture to a new or second culture. *Culture one* still exists in memory and principal; however, the organization is adopting new traditions, beliefs, and experiences which shape and create *culture two*. This case study revealed the making of *culture two*, which was brought to life through the research participants. While the faculty and staff still value what is at the core of their work (teaching, collegial connections, celebrations and students), they acknowledged that circumstances have changed for their unit. Many of these changes, as stated in Chapter IV, are positive.

### Dangers of Division

This study has identified two unique aspects that might not be found in another study of its kind. The first is that of the divided department, and the other is that of the dean's untimely

death. The decision for dividing the department was one of space limitations and budget implications. The building was not large enough for the whole department to move; however, a portion of the department could be relocated into the new space.

The implications of this division are numerous. Faculty and staff felt disenfranchised and still feel this way with regard to the things happening in the department. Hiring new employee and retirements are not shared and celebrated as often or with regularity, and while some know names, they do not know the faces of their colleagues. Decisions regarding where meetings are to be held must be very intentional and designed in a way that is inclusive and not an inconvenience to any one part of the department.

How work gets done is another concern when dividing a department. A key informant from that department voiced concerns over the fact that when a copy machine breaks, it could be a long time before it is communicated to the department secretary because that secretary is not in the same building and is not made aware of the situation. Daily tasks of sending and receiving mail were also shared as being a challenge.

One positive result of dividing the department was that within the new building, individuals with similar backgrounds and teaching disciplines were closer in proximity and could collaborate and communicate more. A similar positive was shared by the key informant from this department that those in the original building were able to change offices and gain more room. In a similar manner as those who relocated, those who stayed in the original building were able to work more closely with their departmental colleagues.

Change can have many positive results. Within the area of relocating an academic unit, it is highly recommended that a department should not be physically divided into two separate buildings that are not close to one another. Much of the angst voiced in this study was from

those who were part of this split configuration. Temple's (2009) work is related to this type of change: "These interactions, conditioned by the physical environment, give rise to the community which exists within the institution, and help to form its culture" (p. 218). Leadership should review carefully what type of culture they hope to foster within a department and be cautious of what a division may mean for their institution.

### Abrupt Leadership Change

When leaders leave positions within higher education they either announce their retirements in time to secure a timely replacements, or they step out of the administrative roles into faculty positions. Either way, an individual administrator might be accessible to those who may need insight and input as the department or college moves forward. The unfortunate and very unexpected passing of the college dean added a unique dynamic to this study.

The dean of this college had a vision for the new building her college would occupy. Steele (1973) stated that messages inferred from a new environment, structure, or procedure, can bolster the leader's messages, but only if they are managed to accomplish this. Unfortunately, the dean who had this vision was unable to manage those who would be impacted by that vision. In a sense, this left a job undone and passed the job on to someone who worked very hard to do what they felt the dean would have wanted, never knowing for certain what her plan was.

The implications of this change included: interim leadership, interim leadership at a time of a significant physical move, and an interim leader that spent nearly three years in the interim role. Although the interim dean worked hard to continue the work of her revered predecessor, it was still communicated that many questions could not be answered regarding the details of the

move and specifically *why* certain things were done. It was felt that only the dean would be able to respond to those expressed concerns and questions.

It is recommended that when an abrupt change happens, especially a large scale change such as a move, that the interim plan is reviewed and discussed at length to determine the best needs of the faculty and staff that were affected by the change. The feelings that the department had not moved past the mourning phase was quite apparent, and the relief that a new dean had come in to challenge the faculty was shared in the conversations about renewed support of faculty research, scholarship, and collaboration.

#### Recommendations for Further Study

This qualitative case study focused on a particular academic unit at a specific university in the midwest of the United States. The topic of cultural reframing as a result of a change in physical relocation was examined utilizing faculty and staff research participants and key informants who had a specific vantage point based upon their position within the unit. Conducting similar case studies that utilize different population segments might reveal new perspectives. An additional possibility for further study is that of differing methodologies.

#### Different Populations

This study can, in part, be generalized to other academic institutions which undergo physical relocation. The findings related to how leadership can be inclusive in the planning process and applying strategies to engage with faculty and staff more specifically about the timing of a move can be applied in other academic settings. The information received during this study was rich in content, yet there was much revealed during the interview process that reached beyond the narrow scope of this study.

During the interview process, faculty were focused on the move as it pertained to their work with students. The student population was not examined during this study. The focus of the study was on the potential reframing of the working culture of an academic unit and not on the student experience. Further research can be conducted which encompasses the vantage point of students. Planning for such a study would be pivotal to its success, as students are part of a university for a given period of time, and accessibility could be limited.

The student experience can reveal much about a physical move in higher education, including the learning experience, the relationship and access to faculty and staff, their feelings about the institution and department in which they are associated, and the general learning environment. General student satisfaction before, during, and after a move could be viewed from the perspective of alumni satisfaction and could be utilized by alumni relations and advancement professionals as they plan events and fundraising initiatives.

While students can lend a new perspective to the relocation process, much could be revealed or compared as different departments are examined in a similar study. The population of faculty and staff in this study were from a social science discipline. This researcher is curious as to whether a similar outcome in terms of faculty and staff perspective holds true should another department (such as the hard sciences) be examined. A comparative cultural study between two different faculty bodies from two different disciplinary areas could reveal differences that academic leaders should be aware of when planning moves.

Similar to that of different disciplines being studied, a change in vantage point could be revealed if a study of this kind focused on gender perspective. While this study did not take this focus, the data are available to view findings in this manner. Differences between male and female faculty, male and female staff and male and female administrators could reveal

information valuable to administration when building teams and garnering buy-in for a large scale move process.

### Different Methodologies

This qualitative study utilized a case study methodology. Case studies are an in depth exploration of an event, program or process “that involves one or more individuals” (Creswell, 2009, p. 227). Case studies are time bound and involve the collection of detailed information from research participants. This study utilized this methodology in order to view organizational culture of an academic unit and the potential reframing of that culture after a physical relocation. Other methodologies may reveal different perspectives of the culture of an academic unit and may warrant exploration.

Other areas of qualitative research include phenomenology, ethnography and narrative research. The case study incorporates aspects of these approaches including interviews and individual perspectives that were collected during the interview process. A longitudinal study prescribing to the ethnographic methodology where an intact cultural group is examined over a long period of time, potentially from before a move to years after the move, could reveal more details about the reframing process as a result of the move (Cresswell, 2009). This approach could more vividly create a *culture one*, *culture two* framework to draw from. In addition, the longitudinal approach could be utilized to illustrate the cultural reframing process in more detail, which provides administration with the ability to create intentional points of communication and intervention, if needed.

A quantitative approach could also reveal some interesting findings. Quantitative research design involves statistical surveys and an experimental approach. After identifying a

population sample, data are collected and analyzed. Surveying research participants could reveal the level at which research subjects are experiencing or had experienced various changes or feelings before, during, and after the relocation process. A survey could also reveal levels of satisfaction with leadership, the building and personal office spaces, and interaction with colleagues. It might prove to be more beneficial to develop such a survey as a result of this qualitative study as a means of pinpointing the areas that are generally most important to faculty and staff who experience a move.

Areas of inquiry could include communication, levels of involvement, and satisfaction with physical aspects of the building. A mixed methods study, utilizing both qualitative and quantitative approaches, could illustrate for administration the need to be cognizant of the existing culture of an academic unit and the move's impact on the culture. This intentionality could preserve the best of the culture of the unit while redirecting the areas which tend to foster negativity or inhibit productivity.

The recommendations for further research in this study are not exhaustive. Further examination in terms of the loss of a revered dean as well as delving into the dynamics of the divided department, could add value to understanding the culture in a deeper sense. These suggestions offer ways for leaders and others to increase their knowledge of cultural reframing within the context of an academic move. This knowledge could be utilized to make internal decisions or to positively position the department, college or university to the outside community.

## Conclusion

The research questions in this study were designed to reveal whether the culture of an academic unit was reframed after the associated faculty and staff were relocated. The questioning revealed the faculty's and staff's desire to engage with one another on a routine basis regarding day-to-day work as well as scholarly endeavors. The desire for engagement was a cultural aspect that surfaced throughout the study. The level of engagement the leadership exercised was also linked to the general satisfaction level of the participants after the move.

As revealed through the questioning of faculty, staff and key informants, and the building is an influence on work and social interaction. Whether remodeling a space or building a new construction, proximity was a prominent factor revealed in this study. Most participants experienced an increase in interaction with their colleagues and students. This study revealed that proximity of employees to each other and to their students should be intentionally planned. Strategies should be employed in the early stages of planning, creating opportunities for interaction among faculty and students (Temple, 2009).

An added dimension was that of the "department divided" between the new construction and the old building. If space is not adequate, should a part of a department be moved while the balance remains in the older space? As a result of this study, administrators may choose to be more strategic and conscious of the impact on the culture of the department or unit before creating a physically separated department. The impact this has on culture is evident in the findings: less connectedness to colleagues; being unaware of those who retire or who are new to the division; and less collaboration on a scholarly level.

One consistent view from the faculty the ability to teach in a brighter, cleaner, and more high-tech environment. The culture of the academic unit itself was that of teaching and learning.

Throughout this study, the instructional focus and accountability the faculty and staff felt toward students was strong. Any frustration voiced regarding the timing of the move was tempered by the desire to do well in the classroom. While aspects of the culture of the academic unit were reframed, the instructional component was strengthened as a result of the move.

Through intentional planning and design a new space can become a productive place and can be one that fosters learning, collaboration, scholarship interaction, and creating a culture of collegiality.

## APPENDICES

## APPENDIX A

### EMAIL COMMUNICATION TO FACULTY AND STAFF QUALIFYING PARTICIPANTS

Hello,

I am writing to request your participation in an interview for a research project. The research is being conducted as part of my dissertation within the Educational Leadership program at Central Michigan University. Dr. Elizabeth Kirby is my dissertation chair.

Dean Pehrsson has given me permission to conduct my research within the faculty and staff that may have been impacted by the relocation of those who moved to the building. My study focuses on facility relocation and the reframing of culture within academic units. I will be conducting this research with 4 of the 5 departments. Since I am a student in the EDL program I will not be asking for participation from that department due to potential researcher bias. According to my information, you worked at CMU at least three years prior to the opening of the building. If you feel you have received this letter in error, please contact me and I will remove your name from my contact list.

The goal of my research is to gain understanding of how organizational culture within an academic unit may be reframed as a result of a physical relocation. I will be conducting individual interviews. The results from these discussions will be utilized to seek areas of commonality among the faculty and staff. I am interested in the experiences you have had, as well as the stories and examples you can share regarding your previous and current working environment.

The individual interviews will last between 30-60 minutes and will be conducted on CMU's campus. The interviews will be recorded, with your permission and you may end participation at any time. You may also decline answering a question. Both you and your institution will remain anonymous and your perspectives will be kept confidential throughout the course of the study.

**Please indicate your willingness to participate in this study by replying to this correspondence ([giana1j@cmich.edu](mailto:giana1j@cmich.edu)), by *February 20<sup>th</sup>*, or by calling me with any questions at 616-283-2910. You may also contact my dissertation chair, or the EDL office. The office of Research and Sponsored Programs at CMU can be reached at, 989-774-7777, if you wish to request a copy of your role and rights as a subject within a research project.**

With sincere appreciation,

Joy Gianakura

Doctoral Candidate Educational Leadership

## APPENDIX B

### EMAIL COMMUNICATION TO POTENTIAL KEY INFORMANTS

Hello,

I am writing to request your participation in a key informant interview for a research project. The research is being conducted as part of my dissertation within the Educational Leadership program at Central Michigan University. Dr. Elizabeth Kirby is my dissertation chair.

Dean Pehrsson has given me permission to conduct my research within the faculty and staff that may have been affected by the relocation of those who moved to the building. My study focuses on facility relocation and the reframing of culture within academic units. I will be conducting this research with 4 of the 5 departments. Since I am a student in the EDL program I will not be asking for participation from that department due to potential researcher bias. According to my information, you worked at CMU at least three years prior to the opening of the building. If you feel you have received this letter in error, please contact me and I will remove your name from my contact list.

The goal of my research is to gain understanding of how organizational culture within an academic unit may be reframed as a result of a physical relocation. I will be conducting individual interviews. The results from these discussions will be utilized to seek areas of commonality among the faculty and staff. I am interested in the experiences you have had, as well as the stories and examples you can share regarding your previous and current working environment.

As a leader within the college, I am asking for your assistance as a key informant. The key informant is someone who has an overarching perspective of the topic and can contribute to the study from the leadership viewpoint. The interviews will last between 30-60 minutes and will be conducted on CMU's campus. The interviews will be recorded, with your permission and you may end participation at any time. You may also decline answering a question. Both you and your institution will remain anonymous and your perspectives will be kept confidential throughout the course of the study.

**Please indicate your willingness to participate in this study by replying to this correspondence ([giana1j@cmich.edu](mailto:giana1j@cmich.edu)), by *February 20<sup>th</sup>*, or by calling me with any questions at [616-283-2910](tel:616-283-2910). You may also contact my dissertation chair, or the EDL office. The office of Research and Sponsored Programs at CMU can be reached at, [989-774-7777](tel:989-774-7777), if you wish to request a copy of your role and rights as a subject within a research project.**

With sincere appreciation,

Joy Gianakura

Doctoral Candidate

Educational Leadership

APPENDIX C

INFORMED CONSENT



*Adult Consent Form*

Study Title: Reframing the Culture of an Academic Unit after Relocation: A Case Study

Research Investigators' Names and Departments: Joy Gianakura (EdD student) . Dr. Elizabeth Kirby, EHS Faculty and Joy's dissertation chair

Contact information for researcher: Joy 616-283-2910 or [jgianakura@davenport.edu](mailto:jgianakura@davenport.edu).  
Dr. Kirby, kirby2ea@cmich.edu

**Introductory Statement** I have chosen the faculty and staff within the building for my study because my research focuses on a facility relocation and the reframing of culture within academic units. Because you worked at CMU at least three years prior to relocating to the building from another location on campus, you have been selected to participate in this study. The goal of my research is to gain understanding of how culture may be reframed as a result of a physical relocation. The results from individual interviews will be utilized to seek areas of commonality among the faculty and staff. I am interested in the experiences you have had, as well as the stories and examples you can share regarding your experiences in your previous work place and your current working environment, as it relates to the topic of cultural reframing.

**What is the purpose of this study?** The purpose is to determine how the working, organizational culture of an academic unit is reframed after a physical office relocation. Aspects of culture will be examined utilizing current research on organizational culture.

**What will I do in this study?**

The research participant will answer several questions which address the physical relocation they experienced. Questions will address such things as collegiality, work traditions and how the move was communicated and led.

**How long will it take me to do this?** The interview process will take approximately 30-60 minutes.

**Are there any risks of participating in the study?** I do not foresee any risks.

**What are the benefits of participating in the study?** Having a further understanding of your own experiences involving the move. Also, understanding the current working culture in your academic unit.

**Will anyone know what I do or say in this study (Confidentiality)?** Each subject will be coded for anonymity. While comments will be utilized in the research, names will not. For accurate coding purposes, the conversations will be audio taped. These tapes will be kept by the researcher in a safe and secure location. They will not be distributed to anyone and used only for the purpose of accurately capturing the information provided in interviews.

Please initial below to indicate your consent to be audio-taped for the purpose of this research study.

\_\_\_\_\_ (Research participant's initials)

**Will I receive any compensation for participation?** No compensation will be provided for participating in this study.

**Is there a different way for me to receive this compensation or the benefits of this study?**  
NA

**Who can I contact for information about this study?** You may contact the researcher directly, Joy Gianakura, at 616-283-2910 or at [giana1j@cmich.edu](mailto:giana1j@cmich.edu) or [jgianakura@davenport.edu](mailto:jgianakura@davenport.edu).

You are free to refuse to participate in this research project or to withdraw your consent and discontinue participation in the project at any time without penalty or loss of benefits to which you are otherwise entitled. Your participation will not affect your relationship with the institution(s) involved in this research project.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the Institutional Review Board by calling 989-774-6777, or addressing a letter to the Institutional Review Board, 251 Foust Hall Central Michigan University, Mt. Pleasant, MI 48859.

*My signature below indicates that all my questions have been answered. I agree to participate in the project as described above.*

\_\_\_\_\_  
Signature of Subject

\_\_\_\_\_  
Date Signed

***A copy of this form has been given to me.*** \_\_\_\_\_ Subject's Initials

\_\_\_\_\_  
Signature of Responsible Investigator

\_\_\_\_\_  
Date Signed

APPENDIX D

RESEARCH AND INTERVIEW QUESTION CROSS-WALK TABLE

**Research Questions**

<b>Research Questions</b>	<b>Why do I need to know this?</b>	<b>What kind of data will answer the question?</b>	<b>Interview questions</b>	<b>Where is the data located?</b>	<b>Who do I contact for the data?</b>	<b>Supporting Research Literature</b>	<b>Emerging Theme</b>
1. Is the organizational culture of an academic unit, if at all, re-framed after a physical relocation?	To contribute to existing literature and knowledge organizational cultural reframing within higher education and beyond.	Responses and perspectives from individual interviews	1,2,3,4,5,6	Individual interviews, university documents, researcher notes and memos	Interview and Key informant participants; university documents	Bolman & Deal (2008) Burke (2001) Fullan (2001) Morgan (2006) Schein (2004)	
a. In what ways did faculty and staff experience a noted change in their work habits from one physical location to another?	To understand faculty and staff perceptions and experiences before, during and after the relocation process.	Responses and perspectives from individual interviews	2,3,5,6	Individual interviews researcher notes and memos	Interview and key informant participants	Fullan (2001) Fullan (2008) Newman & Nollen (1998) Paz & Viriyavadhana (2002); Senge & Kleiner (1999); Temple (2009)	Depending on where they moved, faculty felt more engaged with each other and with students. Some felt secluded and not as engaged due to proximity of offices and general layout. One department divided still between two buildings.
b. In what ways did the physical relocation, including the new building itself, influence the perception of collegiality between and among departments?	To understand the experience and impact on the working culture of departments within the larger scope of the move.	Responses and perspectives from individual interviews	2,3,5,6	Individual interviews, researcher notes and memos	Interview and key informant participants	Bolman & Deal (2008) Deal & Peterson (2009) Sprecklemyer (1993); Temple (2009); Eckel, et al. (1999); Fullan (2001); Kovoor-Misra (2009); Morgan (2006); Weick (1995)	Same level of engagement as with sub question a. Some felt much more engaged while others felt separated from their own faculty colleagues. Configuration of building. Not conducive to fostering communication

<p>c. What influence did the leadership responsible for overseeing the move have on the faculty and staff before, during and after the relocation?</p>	<p>To understand what role leadership had in the relocation process including planning, implementation and follow-up after the relocation.</p>	<p>Responses and perspectives from individual interviews</p>	<p>1,3,4,7</p>	<p>Individual interviews, researcher notes and memos</p>	<p>Interview and key informant participants</p>	<p>Bensimon &amp; Neumann (1993); Rowley &amp; Sherman (2001); Eckel, Hill, Green &amp; Mallon (1999); Weick (1995); Bolman &amp; Deal (2008); Kovoov-Misra (2009); Newman &amp; Nollen (1998); Hickman (2010)</p>	<p>Very organized move. Leadership communicated well. Majority of departments and individuals felt prepared. One department faculty felt compromised due to timing. General feeling of sadness and significant adjustment as death of dean occurred just prior to move.</p>
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## Interview Questions

<b>Interview Questions</b>	<b>Why do I need to know this?</b>	<b>What kind of data will answer the question?</b>	<b>Associated Research Question</b>	<b>Where can I find the data?</b>	<b>Whom do I contact for the data?</b>	<b>Supporting Research Literature</b>
1. Describe the move process; such as when you were notified of the move, your level of preparation, your involvement and who led the move.	This is a baseline question used to create rapport between interviewer and interviewee.	Direct conversation with the participants	1, c	Individual interviews and key informants	Research participants	Creswell (1998) Creswell (2009) Merriam (2009) Stake (1995) Yin (2003)
2. Leading up to the move describe the level of excitement or concern you or your colleagues may have had. If there were concerns, how were they resolved? a. Since the move, how would you describe the level of excitement or concern regarding the relocation?	To understand the disposition of the participants prior to the relocation and whether the disposition changed during the process and after the move and to what it may be attributed if a change did occur	Direct conversation with the participants	1,a,b	Individual interviews and key informants	Research participants	Boyce (2003); Fullan (1999); Kezar & Eckel (2002); (Hickman (2010); Buono & Kerber (2010)
3. Traditions can be celebrations, stories, routine events and rituals. a. Did you have traditions within your department in your previous location? b. Were these traditions incorporated into your new location? c. Are there any new traditions at the building that that you now celebrate or acknowledge? d. If the traditions have changed, to what do you attribute the changes? e. What were some of your fondest memories from the old location? f. What are some of your fondest memories in the new location?	To understand the meaning of traditions as perceived by the research subjects and to determine how the traditions have changed or remained the same from one working location to another	Direct conversation with the participants	1,a,b,c	Individual interviews and key informants	Research participants	Burke (2011); Schein (2004), Hofstede, Hofstede & Minkov (2010); Deal & Peterson (2009), Fullan (2001); Morgan (2006); Eckel, Hill Eckel & Green (1998); Connors & Smith (2011); Weick & Sutcliffe (2005); Kotter & Kohen (2002) Eckel, Hill, Green & Mallon (1999); Weick (2002)

<p>4. Please describe the role and actions of college leaders with regard to the relocation before, during and after the move.</p> <p>a. Were you satisfied with the leadership provided throughout the relocation?</p> <p>b. What worked well?</p> <p>c. What were some areas in need of improvement?</p>	<p>To understand the emphasis that participants place on perceptions of leadership competencies</p>	<p>Direct conversation with the participants</p>	<p>1, c</p>	<p>Individual interviews and key informants</p>	<p>Research participants</p>	<p>Bensimon &amp; Neumann (1993) Bolman &amp; Deal (2008) Fullan (2009) Kezar &amp; Eckel (2002) Kotter (1996) Kotter &amp; Cohen (2002) Rowley &amp; Sherman (2001) Fullan (2011) Powell &amp; Dimaggio (1991) Senge &amp; Kleiner (1999)</p>
<p>5. Working closely with others may include sharing knowledge, space, having friendly professional relationships, or working jointly on projects. Based on this definition:</p> <p>a. Did you work closely with other departments in the building prior to the move?</p> <p>b. Do you work closely with other departments in the building after the move?</p> <p>c. Is your work with other departments similar or different after the move? If different, to what do you attribute this difference?</p>	<p>To understand the working relationships between departments prior to and following the move. Specifically seeking ways to illustrate whether there are coupled systems present in the departments that have relocated and how they may now work differently.</p>	<p>Direct conversation with the participants</p>	<p>1,a,b</p>	<p>Individual interviews and key informants</p>	<p>Research participants</p>	<p>Eckel, Hill, green &amp; Mallon (1999); Fullan (2011); Kotter (19996); Kotter &amp; Cohen (2002); Rowley &amp; Sherman (2001); Weick (1995); Kotter (1996)</p>
<p>6. What have I not asked you, related to this study, that you feel is something I should know?</p>	<p>To tease out any unknown dynamics which may contribute to the cultural reframing of the unit</p>	<p>Direct conversations with participants</p>	<p>1,a,b,c</p>	<p>Individual interviews key informants</p>	<p>Research participants</p>	<p>Stake (1995) Yin (2003)</p>

Data matrix adapted from “Qualitative Research Design: An Interactive Approach” (Maxwell, 2005, p. 100)

## APPENDIX E

### KEY INFORMANT INTERVIEW GUIDE AND QUESTIONS

#### **Setting the stage and developing rapport:**

- Introduction and focus of the study
- Confidentiality – protocol for handling anonymity, storage and destruction of information
- Share the consent form prior to interview and secure signatures
- Explanation of the study: interested in experiences, stories, perceptions
- Inform participants of member checking protocol and timing
- Inform participants of length of interview: 30-60 minutes
- Ask participants: Do you have any questions or concerns prior to interview?

#### **Questions:**

1. In what ways did faculty and staff experience a noted change in their work habits from one physical location to another?
  - a. Collaboration with each other and other departments?
  - b. Service to students?
  - c. General traditions within the departments or units?
2. In what ways did the physical relocation, including the new building itself, influence the perception of collegiality between and among departments?
3. What influence did the leadership responsible for overseeing the move have on the faculty and staff before, during and after the relocation?
  - a. Faculty who did not move – satisfaction? Issues or concerns?
  - b. Some found out they were moving last minute? Why?
  - c. Did the size and space within the original floor plans change throughout the construction process? If yes, why?
  - d. Were some faculty concerned about the timing of the move? If yes, how was this communicated?
  - e. Did the passing of the dean have an impact on the move? If so, in what way?
4. Is the organizational culture of an academic unit reframed, if at all, after a physical relocation?

## APPENDIX F

### FACULTY AND STAFF INTERVIEW GUIDE AND QUESTIONS

#### **Setting the stage and developing rapport:**

- Introduction and focus of the study
- Confidentiality – protocol for handling anonymity, storage and destruction of information
- Share the consent form prior to interview and secure signatures
- Explanation of the study: interested in experiences, stories, perceptions
- Inform participants of member checking protocol and timing
- Inform participants of length of interview: 30-60 minutes
- Ask participants: Do you have any questions or concerns prior to interview?

#### **Questions:**

1. Describe the move process; such as when you were notified of the move, your level of preparation, your involvement, who led the move?
2. Leading up to the move describe the level of excitement or concern you or your colleagues may have had. If there were concerns, how were they resolved?
  - a. Since the move, how would you describe the level of excitement or concern regarding the relocation?
3. Traditions can be celebrations, stories, routine events and rituals.
  - a. Did you have traditions within your department in your previous location?
  - b. Were these traditions incorporated into your new location?
  - c. Are there any new traditions at the building that you now celebrate or acknowledge?
  - d. If the traditions have changed, to what do you attribute the changes?
  - e. What were some of your fondest memories from the old location?
  - f. What are some of your fondest memories in the new location?
4. Please describe the role and actions of college leaders with regard to the relocation before, during and after the move.
  - a. Were you satisfied with the leadership provided throughout the relocation?
  - b. What worked well?
  - c. What were some areas in need of improvement?
5. Working closely with others may include sharing knowledge, space, having friendly professional relationships, or working jointly on projects. Based on this definition:
  - a. Did you work closely with other departments in the building prior to the move?
  - b. Do you work closely with other departments in the building after the move?
  - c. Is your work with other departments similar or different after the move?  
If different, to what do you attribute this difference?
6. What have I not asked you, related to this study, that you feel is something I should know?

## APPENDIX G

### UNIVERSITY DOCUMENTS

#### BUILDING STATISTICS UTILIZED AS POSTERS DURING OPENING OF THE NEW BUILDING

##### **THE BUILDING BY THE NUMBERS**

Miles of Internet networking cable: 76

Miles of phone cable: 11

Number of high-tech teaching podiums: 14

Seats in the auditorium: 200

Number of RoomWizards™: 27

Number of computers: more than 400

Length of the LCD displays in the computer classrooms laid end-to-end: 74 feet

##### **SUSTAINABLE, DURABLE AND MEMORABLE**

The University's first Leadership in Energy and Environment Design (LEED) building Slate was selected to accent the building's key areas and symbolized the chalkboard's role in the history of teaching

Bamboo (a rapidly renewable material) panels are strategically placed throughout the building to absorb sound and provide warmth and comfort

Saving the remnants from the floor tile making process from ending up as landfill, the scraps were harvested and used on the walls throughout the building

Terracotta exterior walls are set in a "pressure equalized" wall system allowing water into and out of the joints (equalizing pressure inside and outside the wall) keeping the wall dry

A green roof of sedum (a form of ground covering vegetation) helps minimize storm runoff, maximize efficiency, and lasts two to three times longer than conventional roofs

High efficiency HVAC system significantly reduce the building's energy use

Light fixtures with occupancy sensors reduce power requirements

*Just a sample of some of the building's green features!*

## **ROOM WIZARDS**

These savvy devices are displayed outside all classrooms and allow faculty and students to electronically generate or view schedules, identify room locations for all classes that are going on in the building, and communicate equipment needs. Students also can use RoomWizards™ to reserve study lounges or meeting rooms.

## **THE CLASSROOM**

*Technically sophisticated and energy efficient*

Classrooms are located on the north side of the building allowing northern ambient light to flood learning spaces.

Students enjoy displacement ventilation, naturally pulling the warmth of each individual's body across and up (like a chimney) and exhaust to the ceiling.

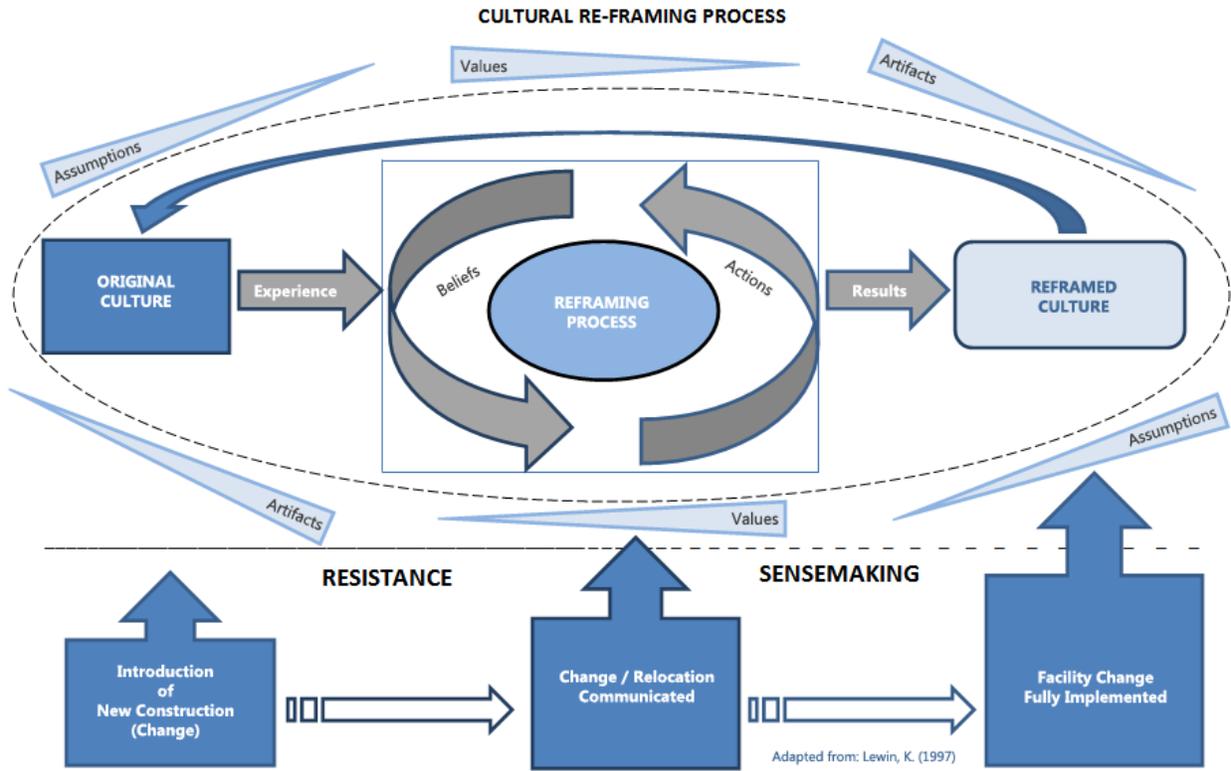
White boards on the south walls of the classrooms are made of frosted glass allowing natural light from the classrooms deep into the building.

CopyCam™ installed in classrooms capture content written on whiteboards, providing electronic retrieval of the material.

Classrooms feature two high-definition, dual-projection HD projectors capable of displaying independent content.

Wireless Internet throughout the building makes any room a computer lab.

# APPENDIX H



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