



Community College Faculty

Stephen M. Poort



Community College Faculty:

Community College Faculty Scholarship John M. Braxton, 2015-08-28 While teaching occupies the primary role of faculty members in community colleges the question remains To what extent are community college faculty members engaged in research and scholarship This issue focuses on the types of research and scholarship performed by community college faculty the forces that foster or impede the engagement of community college faculty members in research and scholarship specific examples of community college faculty scholarship that demonstrate the value of this work to the institution and to larger society and policies and practices at the institutional local and state level that support engagement in research and scholarship This is the 171st volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today's open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission

Community College Faculty J. Levin, S. Kater, 2006-01-31 John S Levin Susan T Kater and Richard L Wagoner collectively argue that as community colleges organize themselves to respond to economic needs and employer demands and as they rely more heavily upon workplace efficiencies such as part time labor they turn themselves into businesses or corporations and threaten their social and educational mission

Faculty Development Farrell Hoy Jenab, Heidi L. Hallman, 2021-11-15 Faculty Development Creating a Collaborative Culture in Community Colleges addresses how faculty developers work with changes and challenges in teaching within the community college context Using a multi case study design based on semi structured interviews document analysis focus groups and surveys the book examines faculty development within six community college contexts Three of these case studies conducted before the Covid 19 pandemic attended to how the Scholarship of Teaching and Learning SoTL and Faculty Learning Communities FLCs were pillars for faculty development The other three case studies feature the pivot that faculty developers and faculty made at their institutions in response to the COVID 19 pandemic In these cases it is seen how faculty development shifts from long term sustained initiatives such as SOTL and FLCs to just in time JiT faculty development as well as virtual and collaborative faculty development As teaching models continue to evolve and faculty development takes hold in community colleges this book features the role of collaboration as an essential component of faculty development as well as what supports exist within the community college context to provide faculty with continual professional development

Directory, Illinois Community College Faculty Association Illinois Community College Faculty Association, 1980*

Community College Faculty: Characteristics, Practices, and Challenges Charles L. Outcalt, 2002-08-15 This issue offers multiple perspectives on the ways community college faculty fulfill their complex roles The first chapters draw on data from national surveys to provide a broad overview of the contemporary community college professoriate Chapter authors also focus on community college faculty's central responsibility teaching The volume next examines the practices and attitudes of particular groups of instructors

including part timers female faculty and faculty of color The concluding chapters explore faculty professional development the formation of community within the community colleges and the development of the professoriate as a profession This is the 118th issue of the Jossey Bass series New Directions for Community Colleges *Adjunct Faculty in Community Colleges* Desna L. Wallin, 2005-01-15 The employment of adjunct faculty is often what allows community colleges to offer excellent yet affordable education however this group is often deprived of the professional development and basic amenities enjoyed by their full time colleagues Academic administrators are those charged with hiring and supervising adjunct faculty and this book provides them with examples of successful programs that highlight the important connection between teaching quality and effective hiring orientation acculturation and professional development practices for their constituency These models come from community and technical colleges across the United States and can be implemented into any two year system Through the use of research case studies and hands on how to guides checklists and samples this volume s expert contributors explain how to understand part time faculty how to motivate them and value them as members of the academy They go on to offer practical advice for recruiting integrating supporting and retaining these great teachers **Community College Faculty, Overlooked and Undervalued** Barbara K. Townsend, Susan B. Twombly, 2007-05-11 Public community colleges in the United States enroll approximately 6 million students about 45 percent of all undergraduates These students are taught by nearly four hundred thousand full and part time faculty members about whom little is known The community college professoriate is truly overlooked in the research on postsecondary faculty When community college faculty are studied they are often examined through lenses more appropriate for four year faculty This volume provides a broad overview of community college faculty who they are what they do and what factors affect their career and work The authors also analyze community college teaching as a profession in an effort to take a fresh look at community college faculty and their work The goal is to make all readers come to view community college faculty members as colleague making a distinct contribution to their students and to faculty work Such an understanding is critical in the current policy environment that values postsecondary education for everyone and sees the community college as a major venue for providing that education This is the 6th issue of the 32nd volume of the Jossey Bass series ASHE Higher Education Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication **Teaching & Learning in the Community College** Terry O'Banion, 1994 Faculty development student learning TQM effectiveness measurement programs etc **Strangers in Their Own Land** John E. Roueche, Suanne D. Roueche, Mark D. Milliron, 1995 Drawing from a national survey of community colleges this book documents trends in the employment and integration of part time faculty in American community colleges Chapter 1 Focusing on the Problems Part Time Faculty in American Community Colleges

describes the economic technological and demographic imperatives generating the increased employment of part timers

Chapter 2 Taking a Wide Angle Picture Surveying How American Community Colleges Use Part Time Faculty describes the methodology and major findings of the survey

Chapter 3 Taking the Critical First Steps Recruitment Selection and Hiring reviews survey and literature review findings regarding the identification and employment of part time faculty

Chapter 4 Orientation Welcome to the Community reviews survey and literature review findings concerning activities that help part time faculty become familiar with the college and its students

Chapter 5 Faculty Development and Integration Doing the Right Things for the Right Reasons reviews what is known about the goals and objectives of successful faculty development activities

Chapter 6 Inspecting the Expectations Conducting Faculty Evaluation reviews the essential objectives components and measures of effectiveness of faculty evaluations plans that promote growth and development for all faculty

Chapter 7 Creating the Mosaic for a Common Cause Putting the Pieces Together briefly reviews the issues developed throughout the book surrounding the employment and integration of part time faculty in American community colleges

Contains the survey instrument and a 14 page bibliography

KP The Professional Identity of Community College Faculty Members Robert C. Mohrbacher, 2015

Background Previous studies suggested that the professional identity of community college faculty is less than clearly articulated Lack of clarity with regard to professional identity may have impacts in a number of areas including recruitment professional development and the overall reputation of community colleges

Purpose To examine how community college faculty members articulate their professional identity and how the discourse around that professional identity affects the social reality of community college faculty members

Setting Interviews were conducted at typical case community colleges in Washington and Oregon institutions with an annual full time equivalent FTE enrollment of between 3 000 and 10 000 FTE with a mission mix in which academic transfer students formed the largest percentage of annual enrollments followed by career and technical education and then pre college programs

Subjects Fifteen faculty members were interviewed at three community colleges

Faculty members were full time tenured teaching faculty

Research Design Qualitative interviews using a semi structured question matrix the question matrix was designed to elicit responses related to elements of social identity theory

Data Collection and Analysis Face to face interviews were conducted on college campuses

Audio recordings were collected transcribed then coded using computer assisted qualitative data analysis software

Coded excerpts were grouped into prominent themes

Findings Five primary themes were identified from the interview data

Participants became community college faculty members through an accidental or unexpectedly changed career path

Teaching was the most salient role feature for community college faculty

Being involved in a significant committee professional development project or other work group was often cited as a marker of professional identity development

Autonomy freedom and flexibility were prominent values attached to the professional roles

Community college faculty articulated a strong sense of mission however that sense of mission tended to vary between three values a traditional

academic paradigm a workforce development paradigm and a social justice student empowerment paradigm

Conclusions

While teaching was the most salient role feature for community college faculty most had little or no professional training for that role In addition the accidental career path that most faculty members experienced may contribute to a sense of luck or randomness that prohibits serious self examination of the professional role The strong value placed on autonomy and flexibility by community college faculty members may also inhibit examination of the professional identity The social identity constructed by the discourse of community college faculty seemed weakly defined from the perspective of social identity theory

The American Community College Arthur M. Cohen, Florence B. Brawer, 2009-10-30 Praise for The American Community College Since 1982 The American Community College by Cohen and Brawer has been the authoritative book on community colleges Anyone who wants to understand these complex and dynamic institutions how they are evolving the contributions they make the challenges they face the students they serve and the faculty and leaders who deliver the services and the curricula will find The American Community College both essential reading and an important reference book George R Boggs president and CEO American Association of Community Colleges I have been a community college president for over forty one years and a graduate professor for three decades This book has been an inspiration to generations of students faculty members and administrators It has become the classic of the field because it has great take home value to us all Joseph N Hankin president Westchester Community College In this latest edition of The American Community College the authors continue to manifest their unique highly knowledgeable perspective about the community college This book is must reading for all who desire to understand one of the most important educational institutions in the twenty first century Barbara K Townsend professor and director Center for Community College Research College of Education University of Missouri Columbia Cohen and Brawer s classic work is the touchstone for a comprehensive overview of the American community college This is a seminal book for graduate students as well as seasoned professionals for understanding this uniquely American institution Charles R Dassance president Central Florida Community College

Community College Faculty Collective Bargaining Washington (State). Advisory Committee on Community College Faculty Collective Bargaining, 1975

Access, Success, and Completion Terry O'Banion, 2013

National Profile of Community Colleges Kent A. Phillippe, Leila Gonzalez Sullivan, 2005 This book offers a national view of trends and statistics related to today s community colleges The new edition includes completely revised text as well as updates to charts and tables on topics such as enrollment student outcomes population curriculum faculty workforce and financial aid Informative narrative introduces and provides context for the data An excellent resource for presentations public information media relations and long range planning Chapter 1 Community Colleges Past and Present recounts the history of community colleges and summarizes some of the more pressing issues facing them today Chapter 2 Community College Enrollment provides detailed information and demographics concerning enrollment at community colleges and puts it in perspective with the rest of higher education

Chapter 3 The Social and Economic Impact of Community Colleges describes the impact of community colleges on students and their communities through measures such as degree and certificate completion employment data and educational attainment within the general population Chapter 4 Community College Staff and Services offers a view of staffing at community colleges from the presidency and senior administration to faculty and support staff Chapter 5 College Education Costs and Financing focuses on the financial aspects of community colleges as they affect the institution and its students Chapter 6 A Look at the Future presages trends and issues that will define the community college of the future The book also contains a Preface Glossary References Index and About the Authors Contains 39 figures and 77 tables **The Community College Story** George B. Vaughn, 2006-06-06 **Guidelines for the Recruitment and Selection of Community College Faculty** Stephen M. Poort, 1971 Community Colleges and Their Students J. Levin, 2009-11-23 This book employs a socio cultural approach to study the organizational dynamics and experiences of self formation that shape community college life The authors use case studies to analyze both the symbolic dimension and practices that enable the production of educational experiences in seven community colleges across the U S Levin and Montero Hernandez explain the construction of organizational identity and student development as a result of the connection between institutional forces and individual agency This work emphasizes the forms and conditions of interaction among college personnel students and external groups that were enacted to respond to the demands and opportunities in both participants local and larger contexts The authors acknowledge both the collective and individual efforts of community college personnel to create caring community colleges that support nontraditional students *Pennsylvania Community College Faculty* Pennsylvania State University. Center for the Study of Higher Education, 1971 **Faculty Participation in Community College Governance** University of Washington. Center for Development of Community College Education, 1967 Gendered Perspectives on Community College Jaime Lester, 2008-06-30 This volume explores and begins to unravel the complexities of gender issues confronting men and women in two year institutions The authors address a wide range of questions that frame the current challenges facing community colleges and provide thoughtful discussions of the gender related experiences of female and male students staff faculty and administrators The chapters blend evidence from personal narratives and survey results and offer recommendations that will help community colleges across the board from serving students struggling with identity issues to institutionalizing fairness in hiring and promotion Topics include Community Colleges as Gender Equitable Institutions Factors Promoting Academic Success Among African American and White Male Community College Students Masculinities Go to Community College Understanding Male Identity Socialization and Gender Role Conflict Broadening Female Participation in Science Technology Engineering and Mathematics Experiences at Community Colleges Noninstructional Staff Perceptions of the College Climate The Actors Behind the Curtain Representation of Women Faculty in Community College Institutional Decision Making Gendered Leadership An Organizational Perspective Work and Family Balance How

Community College Faculty Cope Meeting the Challenge of Gender Equity in Community College Athletics Strategizing for the Future Gender related conundrums lurk in every aspect of our society and culture and higher education is no exception Readers of this volume will come away with a better sense of how to assist those who teach learn and lead in our nation s democratic colleges This is the 142nd volume of the Jossey Bass quarterly report series New Directions for Community Colleges Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission

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