

Community College Workforce Development Faculty in Western Pennsylvania

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COMMUNITY COLLEGE WORKFORCE DEVELOPMENT FACULTY IN WESTERN PENNSYLVANIA

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The workforce development division (WFD) of a community college performs a vital task in the community within which it serves through the actions of its faculty. Because community colleges are mission driven to offer affordable, accessible education to local communities, understanding WFD activities within the community college, WFD, and local and regional businesses to develop effective and efficient credit and noncredit WFD programs of interest requires an understanding of the roles WFD faculty play in the development of WFD. Although the roles and responsibilities of the majority of higher education faculty are evident in related academic literature, literature describing the function of WFD faculty is relatively uncommon. WFD faculty are burdened by a lack of clarity in the identification of their roles and responsibilities. Additionally, the topic of recruitment and selection processes of WFD faculty hardly exists in academic literature.

WFD faculty are not bound by conventional descriptions of higher education faculty as their roles are often dictated by collaborative demands of the community, the community college, business, and industry. Recruiting and selecting a faculty member for a community college presents an opportunity to align a department's goals and objectives with the mission of the community college. This study focused on the roles and responsibilities, recruitment, selection, and professional development of WFD faculty within the community college.

The purpose of this study was to describe the expectations of the community college WFD faculty as depicted by both the workforce development faculty and their administrative leaders regarding the status, the function, and the background of WFD faculty in the community college. One step toward a solution was to develop a WFD faculty profile. WFD leaders and faculty were asked to participate in a study aimed at building a profile of WFD faculty. Developing a WFD faculty profile clarifies the roles and responsibilities of this segment of the community college faculty to the college. The profile included the current status and background of WFD faculty. Further, the answers to the following questions aimed to clarify the issues involved and aid in an understanding of the WFD faculty roles and responsibilities to the community college.

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PREFACE

I remember the day I began this journey toward earning a doctorate in education, and part of that memory started with trying to imagine what I would write regarding a thanks to the many people that would be called upon to help me in the years following acceptance into the Higher Education program. So many people stepped up to help and encourage me through the process. I wish to thank everyone that made this journey possible.

I want to thank all the members of my dissertation committee. In preparation for the many steps it takes to complete a dissertation, the committee that has guided me through those milestones was supportive and instructive. Your instruction and guidance throughout my studies guided me to the career that I have chosen in the community college.

I want to thank my entire family for supporting me through this process. I watched my young boys Gaheris and Corben grow into fine young men and welcomed a beautiful daughter, Karyna, into the world along this journey. My children watched as I committed myself to bettering our family through hard work and resilience. My wife, Lauryn, never let me wonder too far away from my goals. Her love guided me all the way. She sacrificed her days and nights to allow me to complete this task. I am forever thankful to her and my entire family for making this possible.

So many people came together to support my effort at reaching this milestone in life. I cannot thank my friends, family, and colleagues enough for the support they offered along the way. I could not have done this without the tremendous amount of support I received from everyone over the past several years.

1.0 CHAPTER ONE

1.1 INTRODUCTION

The purpose of this study was to describe the expectations of the community college workforce development division (WFD) faculty as depicted by both the workforce development faculty and their administrative leaders regarding the status, the function, and the background of WFD faculty in the community college. A review of academic literature regarding higher education faculty in the United States indicates a major void in this area; there is little information concerning faculty employed within WFD of community colleges. One step toward a solution was to develop a WFD faculty profile. WFD leaders and faculty were asked to participate in a study aimed at building a profile of WFD faculty. Developing a WFD faculty profile clarifies the roles and responsibilities of this segment of the community college faculty to the college. Further, the answers to the following questions aimed to clarify the issues involved and aid in an understanding of the WFD faculty roles and responsibilities to the community college.

1.2 RESEARCH QUESTION(S)

Major Research Question: What is the current profile of WFD faculty in five community colleges in Western Pennsylvania considering their: 1) roles and responsibilities, 2) recruitment and selection, and 3) professional development as perceived by WFD leaders and the WFD faculty?

- 1) What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty?
 - a. What are the most important activities in which WFD faculty participate in WFD programs?
 - b. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty?

- c. How are WFD faculty involved in course creation, review, and approval?
- 2) How are WFD faculty recruited and selected for the community college?
- a. What credentials and experience are important when considering a potential WFD faculty candidate?
 - b. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the community college?
 - c. What are the recruitment and selection processes, and how do the WFD leaders and the WFD faculty perceive these processes?
- 3) What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty?
- a. To what extent are WFD faculty satisfied with the professional development efforts offered by their community college?

1.3 PROBLEM STATEMENT

Considering how many WFD faculty there are in community colleges, the problem presented in this study was to identify who the WFD faculty are and how they impact the division and the community college as a whole through examining their roles, recruitment and selection, and professional development as perceived by both the WFD leader and the WFD faculty. Developing a WFD faculty profile assisted in clarifying their function within the community college. In this study, the term profile refers to the collection of information regarding the status, the function, the background, and professional development of WFD faculty as perceived by both the WFD leaders and WFD faculty.

This study provides a current profile of the community college WFD faculty within five community colleges in Western Pennsylvania that are part of the Western Pennsylvania Community College Resource Consortium (WPCCRC). In building this profile, this study considered the importance of their roles and responsibilities in relation to the development of the community college. Interestingly, faculty classified as adjunct constitute 95-100% of the faculty in non-credit WFD programs (Gadberry and Burnstad, 2005, p. 75), yet there is little explained in the literature concerning the structure and function of the WFD faculty workforce. Reviewing any state's labor department webpage will reveal labor and industry statistics, state and national employment and unemployment statistics, and laws and

regulations that are changing the status of workforce development locally and nationally and impacting the economy of the United States. Although this study did not examine how these local and state workforce development initiatives impact the community college, understanding how to recruit and develop a competent WFD faculty that will engage these expanding local and regional workforce development initiatives is important in future studies.

1.4 SIGNIFICANCE

Although the literature is replete with descriptions of full-time and adjunct faculty in higher education in general and somewhat for the community college (Flannigan, Jones, and Moore, Jr., 2004), little has been written concerning the importance WFD faculty play in shaping WFD programs in the community college. This research has the potential to enable a better understanding of the importance of this sector of higher education since the creation and continuance of workforce development programming is essential to keeping an economy strong and in preparing students to meet the rapidly changing challenges of the 21st century. This study described the various functions of WFD faculty and aided in building a profile of WFD faculty within the community college and the workforce development division through examining how they are recruited, selected, and developed following appointment in the college. A main objective of this study was to determine the responsibilities and functions of the WFD faculty to the community college.

1.5 CONTEXTUAL FRAMEWORK

Two research studies, Kohut and Yeager (2010) and Gerity (1999) serve as a conceptual framework for this study. Kohut and Yeager presented a study of the structure and function of workforce development divisions in the community college, and Gerity presented a study that identified the expected competencies of community college workforce development professionals. Both studies focused on the importance of workforce development divisions within the community college. This study will focus on the workforce development faculty employing similar methodological techniques used in the Kohut and Yeager and Gerity studies to determine a profile for workforce development faculty.

Workforce development divisions in the community college are flexible, respond rapidly to address community workforce needs, provide a revenue stream to the community college, and maintain

strong ties to the local business and industry. Workforce development divisions are held accountable to the community college as a profit center, or a college within a college. This accountability can be measured in a number of ways. For example, profit margin, success in student enrollment, and partnerships with various stakeholders in the community and state. Partnerships, student enrollment, and federal and state policies that are currently being created will continue to provide the impetus to improve workforce development.

Workforce development faculty provide many services within the workforce development division. Although instruction is first among those services, the WFD faculty's ability to partner with local and regional companies is a highly valued commodity within the college and the division. WFD leaders rely upon the WFD faculty to bring business to the division and the college. Among their many purposes, community colleges serve local and regional communities as economic engines, entrepreneurs, and educators for a variety of people wishing to pursue educational and professional opportunities. The WFD faculty portray within their work these same qualities, and aid in the completion of successful academic, technical, and business programs within WFD and in the community.

However, little is presented in the academic literature concerning the roles and responsibilities, recruitment and selection activities, and professional development of the faculty who serve WFD. This study was built to address these three areas in order to provide a comprehensive profile of WFD faculty in Western Pennsylvania. This study did not address the evaluation and assessment of employed WFD faculty concerning performance reviews. However, the bottom line is that the WFD faculty affect the overall profit margin of the WFD division as indicated by the WFD leaders interviewed for this study, and the more successful the faculty are in performing their duties, the more reputable and financially secure the college becomes.

Kohut and Yeager (2010) outlined the structure and function of WFD divisions within the community college. It was stated that WFD is flexible, responsive, provides a revenue stream to the college, and provides partnerships with business and industry. Therefore, WFD is a part of the overall mission of the community college. WFD serves the community college as a profit center. At first glance, WFD may be viewed as an independent agency in the business of education and training. It operates its own training programs, creates multiple revenue streams, assists in community and economic development, and usually occupies its own building either on campus or off. Often times, WFD is located off campus near industrial parks. Kohut and Yeager mentioned briefly in their description of structure and function of community college WFD divisions the personnel that are employed in the division. Although WFD seems to stand alone, they are in fact a division of the community college. The administrative personnel within the division usually report to a WFD vice president, and the vice president reports to the president of the community college. Within the typical organizational framework of a community college,

WFD operates along side of the academic units within the college, i.e. vice president for academic affairs, in matters of accountability. However, little is known outside of the college or the divisions as to how WFD faculty are recruited or selected to the college or how WFD faculty are evaluated and retained. Although, this study does not attempt to show how WFD faculty are evaluated and retained.

The challenges for WFD moving forward are to clearly articulate the roles and responsibilities of their faculty, identify the best practices for identifying and hiring the appropriate faculty, and determining the best course of actions regarding professional development for WFD faculty as new industries emerge in need a properly trained workforce. This study was built to determine a profile for WFD faculty. In the literature related to faculty, workforce, and community college, there has been no profile suggested to describe the WFD faculty. Without such an understanding, the WFD division itself cannot become self-sustaining. WFD is responsible for sharing the roles and responsibilities regarding their faculty with stakeholders outside of WFD or the value of these faculty and the division will continue to go unnoticed. Although WFD administrators understand who their faculty are and what they provide to the division, others, i.e. community college administrators, faculty, and other stakeholders, are not fully aware of WFD faculty roles and responsibilities. One of the major challenges WFD units face in daily community college interactions is that it remains second in the hierarchy to the academic side of the college. Throughout this study, all of the WFD leader interviewees indicated this as a major limiting factor of WFD's potential. For example, WFD divisions have second choice of classroom space, faculty hires, operational space (lab space), and until recently have not had a seat at the overall leadership table. Because of the absence of WFD administrative roles, responsibilities, and competencies, Gerity (1999) developed a list of competencies that WFD administrators needed to be effective both within industry and at the community college at a time when WFD was beginning to grow at a rapid pace in the community college. This profile described the leadership qualities of WFD administrators and, at the time, helped to promote the functions of WFD to a national audience. WFD faculty also deserve to be explored as a method of portraying WFD as a division that effectively serves the community and the community college. Without a thorough description of who and what activities WFD perform, there remains a lack of understanding of the potential WFD has within the community.

The nature of the WFD division is to be entrepreneurial. WFD faculty are also considered to be entrepreneurial. WFD units strive to be flexible and responsive, as evident in their mission, in order to respond to the fluctuations in the market and industry. As one industry recedes another emerges. So too does WFD. A successful community college WFD is able to predict and prepare for changes in the environment. For example, as natural gas related industries began to emerge in Pennsylvania in 2006, due to newly created methods of extracted deep natural gas, WCCC saw a need emerging to prepare the local workforce for this industry. Several regional studies emerged as to the growth of energy, its economic

impact and subsequent related fields within the region (Pennsylvania Economy League of Southwestern Pennsylvania, 2008, Marcellus Shale Education and Training Center, 2010). Jobs directly related to the industry, i.e. drilling, and those jobs ancillary to the industry, i.e. truck driving, exist to support the natural gas industry. These early studies focused on identifying these jobs and more and economic impacts to create a common set of industries that would grow or reemerge to support natural gas exploration, production, and distribution. At one time, the greater Pittsburgh region was a powerful and productive steel manufacturer. Questions emerged as to how the natural gas industry would impact the waning steel industry? What other industries would emerge as the natural gas industry emerged in the region? Successful WFD divisions were, and continue to reallocate their resources to help to determine the direction of job placements, training, and education in relation to the natural gas industry.

In Western Pennsylvania, there are five autonomous community colleges that serve 12 or more counties within the region. Although each community college calls one county home, they often times operate satellite campuses at various locations both within the county and in neighboring counties. The range of program offerings within their satellite campuses depends on the companies that call those locations home and the community's needs. Both academic and technical programs can be found at the satellite locations. Community colleges often set up the satellite campuses to address a company's needs or a county's wishes to have postsecondary education within its borders for its residents. WFD divisions tend to take account of the company needs in the satellite locations and provide technical education and training needs for the location. WFD faculty are enlisted to serve the needs of the residents in these regions, and WFD administrators find the appropriate faculty to work in the new locations. In order to staff a new location with the appropriate individuals and faculty, WFD must know the needs of the locations. This is often times new territory with new companies and new residents in need of training and education. However, the difficulty lies in determining these needs due to new technologies and industries calling western Pennsylvania home. Additionally, since the industries themselves can be so new to an area, there are limited personnel available to provide the education and training for the industry and the residents of the community. Often times, industry settles into new counties with the main purpose of partnering with the local training agencies to provide a workforce to get a company off of the ground. Other times, the industry emerges so quickly that the education and training agencies have no lead time in preparing a workforce for the industry, thus having no faculty ready to facilitate training for local communities. The latter example is relevant to the Marcellus shale natural gas industry emerging in the Western Pennsylvania region between 2006 and 2011, particularly in Western Pennsylvania (Considine, T., Watson, R., Entler, R., & Sparks, J., 2009). As this new industry began to populate the region, a model faculty profile or job description would have been relevant and needed in order to fill the newly emerging faculty positions within the industry rapidly with the correct, credentialed individuals. Having a profile

and a method to identify the right individuals would have allowed WFD to remain flexible and responsive. However, as 2011 closed, community colleges and other training agencies around this region were still scrambling to identify a proper business model to interact with the emerging natural gas industry and to find appropriate individuals to train the existing workforce.

WFD divisions work with communities and residents at a close and personal level. WFD is able to understand the needs of the local people and serve them in a variety of programs. The potential of the natural gas industry and its repercussions within communities has been tremendous thanks to the foresight of community colleges and WFD divisions, but the colleges and particularly WFD are struggling to find appropriate faculty to teach natural gas related programs due to that fact that there is no legacy of natural gas training in the region, and the fact that people working in the industry tend to earn more money than WFD faculty. However, through the WFD divisions of several community colleges, there is now in place a regional talent matching system, training, and education for all types of people interested in entering a new and exciting industry within a four state region and several WFD faculty with expertise in the natural gas field are emerging to teach the regional workforce (Westmoreland County Community College, 2010)

The implications and economic impacts of the natural gas industry on the greater Pittsburgh and surrounding region are largely unknown at this time, but what is evident is that many people are now employed in the industry and many more are now considering pursuing careers in the natural gas industry (Kelsey, T.W., Shields, M., Ladlee, J.R., Ward, M., Brundage, T.L., Lorson, J.F., Michael, L.L., & Murphy, T.B., 2011; Brundage, T.L., Jacquet, J., Kelsey, T.W., Ladlee, J.R., Lobdell, J., Lorson, J.F., Michael, L.L., & Murphy, T.B., 2011) However, the number of qualified faculty limits growth in education and training programs related to the natural gas industry that reside in the region. Due to the relatively immature natural gas programs that exist in the state and the almost non-existent natural gas training infrastructure, real demands exist for a workforce that is capable of providing the required education and training needed to bring the region into alignment with the needs of the industry (Brundage et al., 2011) The void of qualified natural gas faculty in the region is evident and indicates a void in the system. WFD divisions and community colleges are scrambling for qualified faculty. Therefore, developing a WFD faculty profile would aid in the identification of properly trained, experienced, and credentialed individuals capable of providing much needed instruction in the natural gas field. New industries present a variety of opportunities for community colleges to grow, but the absence of proper recruitment and selection procedures for WFD faculty slows down the identification processes. WFD administrators are unable to rely upon the tried and true WFD faculty hiring process when it comes to natural gas industries. Identifying qualified natural gas faculty prepared to teach within community colleges will take time and resources. WFD administrators are being forced to learn how to create job descriptions and programs for natural gas faculty with little to no experience in building these types of

programs. This entails identifying the appropriate knowledge, skills, and abilities of potential WFD faculty. Also, since the industry is so large and encompasses so many different occupations within, administrators need to know exactly what their program will offer. Trucking, concrete operations, drilling, well tenders, production technicians, pipeline operators, welders, and pumpers are just a sample of the variety of jobs that are a part of natural gas operations. So in essence, WFD administrators are now facing a plethora of opportunities within the natural gas industry, but with little experience in this type of technical and academic programming. WFD divisions are being forced to learn the variety of needs of the industry, yet alone the type of faculty needed to have successful programs. WFD administrators in the Western Pennsylvania region have an uphill battle to face when it comes to the natural gas industry, and due to the needs of the industry and the shifts in interest of the populace toward natural gas jobs and careers, WFD divisions are just now ramping up to address the critical needs natural gas has presented.

Having a WFD faculty profile and competencies at hand will aid the process of identifying the appropriate individuals to teach much needed classes. As the industry grows in the region, so should the efforts of the community college. New industries bring with them new challenges, and for the community college WFD division, identifying the appropriate subject matter expert to provide instruction requires an expanse of resources, chief among them human resources capital. Along with a method of identifying the appropriate instructors through the use of a WFD faculty profile, WFD administrators are going to need to rely heavily on their partnership abilities and successes in the past to partner with natural gas industries that may call western Pennsylvania home for decades to come (Considine et al., 2009).

1.6 DEFINITION OF KEY TERMS

The following terms will be used throughout the remainder of the study.

1. Adjunct faculty – Bring specialized and real life experiences to the classroom, provide economic benefits to the college, and bring contributions to the college through their connection to business and industry. Part-timers bring skills, abilities, and talents not found in a college's permanent, full-time faculty. These individuals are distinguished by their impressive experience as well as their highly valued skills (Jacobs, 1998).
2. Business/Industry Partnership – The development of educational or technical programs that a business needs based upon input and collaboration between the community college and the local community (Friedel, 2008).

3. The Community College –A two-year post secondary school that awards either a two year associates degree in liberal arts or a technical trade. Additionally, the community college offers certificate programs for people interested in pursuing further education or pursuing personal educational satisfaction (Eaton, 1994; Ratcliffe, 1994).
4. Community education - Broadly defined as the range of programs and services that provide workforce training, adult basic education, academic transfer curricula, personal enrichment, and community outreach courses (Cohen and Brawer, 2008).
5. Professional development - Refers to any endeavor designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to institutional decisions (Camblin and Steger, 2000).
6. Recruitment – An institution’s activities that influence the number and types of individuals who apply for a position – and that also affect applicants’ decisions about whether or not to accept a job offer (Gatewood, Field, and Barrick, 2008).
7. Selection - The process of choosing individuals with qualifications needed to fill jobs in an institution (Gatewood, Field, and Barrick, 2008).
8. Tech Prep – Education and training program where community colleges and high schools work together to create transition programs for high school students interested in gaining college credit while in high school. The objective of these transition programs is to help make employment in the future workforce attainable (Key, 1994).
9. Workforce Development (WFD) - The mission of WFD is to identify workforce needs in the community college region and provide formal training or education to certify local residents for employment in a variety of business and industry related professions (Giloith, 2004).
10. Workforce development faculty - Workforce development faculty serve as key partners and members of the community college and workforce development division and provide direct, industry-related, instruction and training in a variety of technical trades within the community college while serving the community college, general community, and business and industry as subject matter experts and evaluators of needs for business and industry.
11. Workforce development leaders – Workforce development leaders, as described in this study, are the decision makers within the workforce development division within the community college. The leaders appoint personnel, develop policies and procedures, decide the direction of the division and either are senior level executives or report directly to senior level executives.

2.0 CHAPTER TWO: REVIEW OF RELATED RESEARCH

2.1 INTRODUCTION

A community college's success is dependent on the efforts of many agencies, funding sources, communities, and people – including administrators, faculty, students, trustees, and local citizens and networks. Community colleges are influenced and shaped by local and state government, local citizens, local businesses, and other secondary and higher education institutions. The community college structure follows similar structural patterns to other higher education institutions in that there are a board of trustees, a president or chancellor, and several key executive officers in charge of various operations. However, the community college is so intertwined in the community that its governance can be described as participative in nature due to the dependence on support from a variety of sources. The community college is meant to serve its immediate community as an accessible and affordable educator and trainer, an economic engine, community builder, and economic developer. Therefore, its ties to the community are strong and community residents rely on the many services afforded to them through the college.

The structure of the community college permits flexibility as opportunities grow and/or recede due to its relationship with the local community: citizens, businesses, and government. Community colleges provide timely education and training that communities need. Overall, the community college mission states that it will provide accessible and affordable education to local citizens who ultimately wish to pursue four-year degrees or who wish to enter the workforce upon completion of degree or certificate requirements (Ratcliffe, 1994, p. 4). Community colleges were established to build bridges between the community college, local business and industry, and four-year institutions through articulation agreements. Not only does the community college respond to fluctuations in the community and workforce, it usually is close enough to four-year institutions to respond immediately to growing trends requiring articulation assessment and agreements. The community college structure permits this flexibility and grows from it through reviving and stimulating the economic conditions of local communities, regions, and states. Community colleges work with states to retain employers and to attract new businesses and investments (Friedel, 2008, p. 46). Figure 1 represents the various internal and external divisions and agencies that the typical community colleges and workforce divisions intersect within a community (Kohut & Yeager, 2010).

Overall, the mission of the community college is threefold: to provide access to education; to provide an affordable education; and to serve the community as an education and training provider in various academic and technical areas (Friedel, 2008). In addition to the traditional mission of community colleges, stated above, community colleges have become large institutions with a comprehensive focus including the workforce development division, which typically includes in its operations the continuing education division. Therefore, a study of the faculty that serve workforce development in the community college should begin with a brief account of the structure and function of the community college, workforce development and continuing education divisions, while providing a more comprehensive review of faculty functions within the workforce development division, including faculty recruitment and selection and faculty professional development.

The programs of study that WFD faculty were drawn from to participate in the questionnaire for this study were from the area of noncredit workforce development and professional continuing education. In general, workforce development and continuing education are so closely intertwined in the community college that they share the same resources and leadership and fall under the same administrative department. In Western Pennsylvania, all three educational and technical programs selected for this study, information technology, manufacturing, and professional continuing education, are found within the community college's department for WFD. All five community colleges place WFD and continuing education in the same administrative unit. All three programs selected for this study are non-credit education and training courses or programs for students which require contracted faculty subject matter experts. All of the programs are housed in the workforce development division.

2.2 COMMUNITY COLLEGE

Traditionally, the community college was known as a junior college, providing students with the first two years of a four-year education (Eaton, 1994). The objective of the junior college was to prepare the student for transfer to the four-year college. Obviously, the community college still prepares students for the transfer, and this remains an important focus for the community college.

Workforce development at the community college is becoming a major component of the mission of the community college. Many factors have pushed the workforce development mission into the community college, but none as strong as the federal and state legislation concerning the Workforce Investment Act (Jacobs, 2001). This legislation has and continues to push workforce development as a method for improving the regional and local economies by enhancing the knowledge and skills of the

local residents. In addition to the workforce development mission of the community college, continuing education is growing as a major mission component of the community college (Downey, Pusser, and Turner, 2006).

Continuing education's growth in the community college is a result of the local community's interest in gaining education in areas that will increase personal knowledge, skills, and abilities as well as providing an environment for local business and industry to recruit and select residents that have gained these fundamental prerequisites. Continuing education has become a benefit to local residents. Continuing education has also become an asset to the community due to its financial and educational contributions through the addition of revenue in the form of personal and professional enrichment classes. With falling state and federal contributions to higher education, continuing education provides an alternative, discretionary fund base for the community college to use at their discretion. It opens up a multitude of planning opportunities for the college (Shoemaker, 1998; Levinson, 2005).

Examining the community college workforce development and continuing education literature will solidify the notion that the community college is in fact a comprehensive institution of higher education since the continued growth in number of enrolled student in these divisions have rivaled, and in many cases, overtaken the number of credit enrollments. In fact, with the addition of multiple elements into community college mission statements encompassing the variety of divisions found throughout the community college, the literature indicates that the mission of the community college has changed over the past several decades to incorporate the enrollment changes (Eaton, 1994). This section of the review of the literature will provide a brief history of the community college and the development of WFD. Briefly reviewing literature depicting the early mission of the community college through its current status will provide background for how faculty are involved and influence the workforce development division.

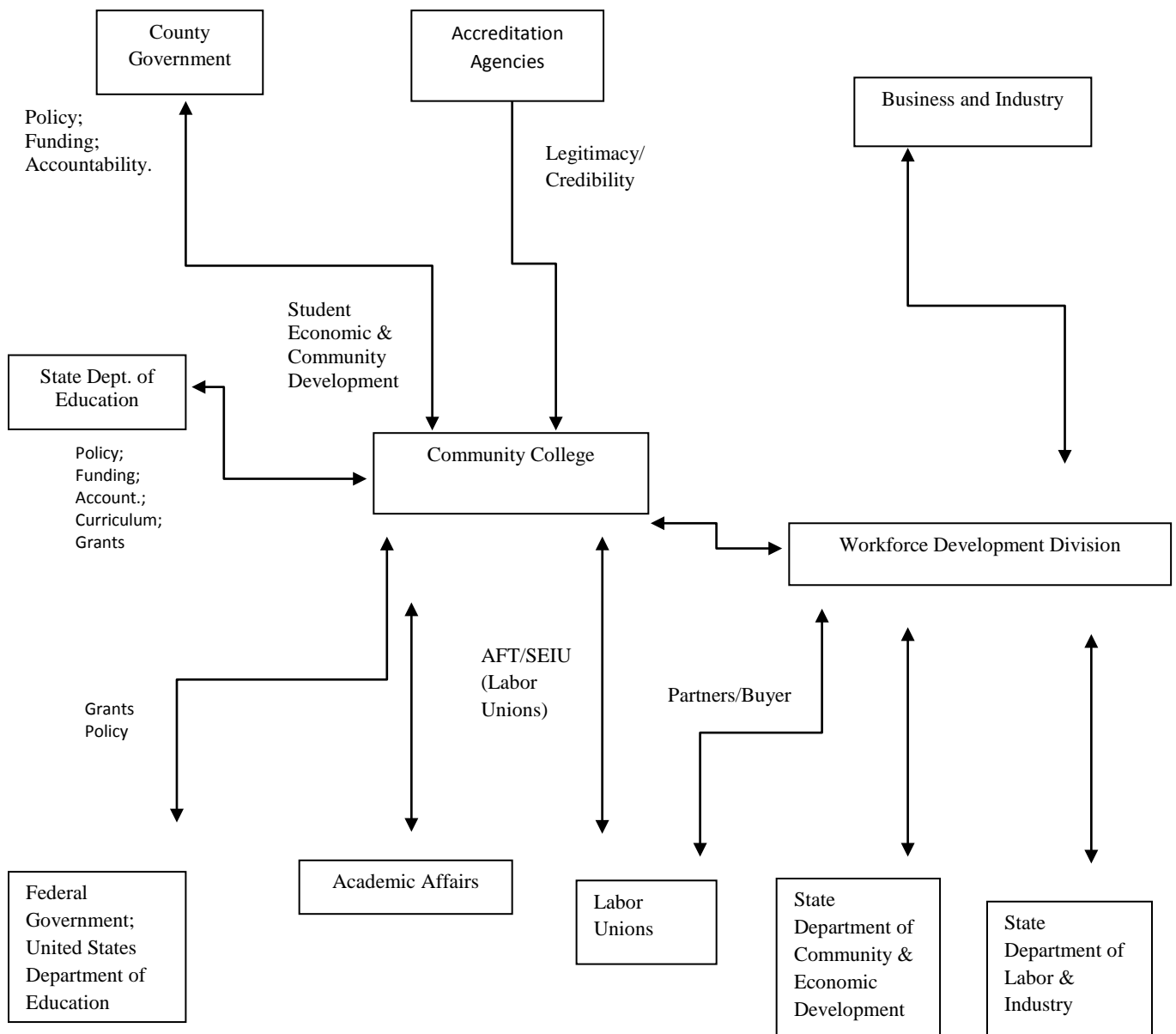


Figure 1: Organization of community college and workforce development partnerships (Kohut & Yeager, 2010).

2.2.1 The early community college

Although the early community college was seen as distinctly “an institution offering two years of instruction of strictly collegiate grade” (Bogue as cited by Gleazer, 1994, p. 17), the American Association of Junior Colleges (AAJC) quickly adjusted the definition of the junior college. The AAJC stated, “The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located” (Bogue as cited by Gleazer, 1994, p. 17). This concept and change in definition is essential to understanding the broad array of purposes of the American community college. Even within the first official years of the community college, there was already disagreement over the mission of the community college. Should the community college remain solely focused on the transfer function and general education mission, or grow to incorporate the workforce and technical component to serve additional populations within the community? The purpose and mission of the community college continued to be shaped and changed, even in its early years.

Bogart (1994) stated that no discussion of the community college would be complete without first reviewing the history of the community college. He stated that there were two generations (developmental periods) of the early two-year college’s existence (Deegan and Tillery as cited in Bogart, 1994): the extension of high school (1900-1930); and generation two, junior college (1930-1950). Bogart stated that the early mission of the community college was threefold:

1. To relieve the pressure on universities that were growing rapidly;
2. To provide a nurturing atmosphere for youthful students during maturation; and
3. To enable smaller colleges and universities that were struggling to survive the opportunity to reorganize as “stronger, more economical junior colleges offering only the freshman and sophomore years of university study” (p. 61).

Following the early years of the community college, the inclusion of the workforce or terminal degree was quickly added into the mission. Still, the primary mission of the community college remained the collegiate transfer preparation (Bogart, 1994). However, Eaton (1994) stated that, even early on in the history of the community college, people understood that early community colleges could not exist solely as an incubator for four-year institutions (p. 29). Additionally, changes were in the works as leaders of community colleges in the early years were called upon to create community college curricula and purpose. Eaton stated these early leaders were interested in three movements (p. 29):

1. Development of a unique identity of the two-year school;
2. Clarification of the aims and purposes of the institution; and
3. Expanding the purpose of the two-year school into the vocational role.

Interestingly, however, was the idea that Edmund Gleazer, Jr. (1994) put forth concerning the mission of the community college and the use of the term community college. Gleazer noted that as far back as 1936, a Pennsylvania junior college president, President Hollinshead, wanted the junior college to be more than just a staging ground for the transfer function. He wanted the community college to meet the needs of the local community and promote a greater social and civic intelligence. The community college should be an incubator of adult education and provide educational, recreational, and vocational opportunities for young people. He called for increased partnering and communication with the local secondary schools and the community and was a visionary in his thinking of the community college that now reflects reality on most American community college campuses (p. 18).

2.3 INTRODUCTION TO WORKFORCE DEVELOPMENT

The mission of WFD is to identify workforce needs in the region of the community college and provide a formal training or education to certify local residents for employment in a variety of business and industry related professions ranging from public safety to industrial education to the health care industry. Together, alignment of the overall community college mission and the workforce development mission should directly affect the community and the community college's actions in the community. Academic literature points to WFD serving two significant labor purposes: (1) the preparation of individuals for high tech jobs in computer technologies and health care – labeled the new vocationalism; and (2) education and training of the chronically unemployed, immigrants, inner city residents, and displaced workers (Jacobs and Dougherty, 2006; Friedel, 2008).

Historically, flexibility gave the community college WFD the ability to create, implement, and monitor WFD programming in a timely fashion that suited the needs of the region and the workforce, business, and industry while fulfilling its mission. The community college WFD continues to utilize flexibility by maintaining relationships with local businesses and industries of all sizes and developing program specific curriculum that will tie directly into an interested business or industry's needs for a skilled workforce. Together, administrators and faculty work together with business and industry to provide an up-to-date curriculum that meets the needs of the community as a whole.

Figure 2 is an example of the many possible interactions within a community college WFD. There is no universally accepted model. Each workforce development unit is unique (Kohut & Yeager, 2010). First and foremost, the workforce development division is subject to the operating procedures outlined by the community college (1). WFD reports directly to the president of the community college.

Outside of the community college relationship, WFD intersects several entities with a broad level of influence ranging from funding to enrollments and policies including: state departments of education (6), labor and industry (5), and community and economic development (4); United States departments of labor and education (2, 3); non-profit foundations (7); and business and industry contracts (8). Importantly, the relationships and partnerships that form as a result of these interactions feed and shape the economic and community development within the college’s sphere of influence. State and federal agencies provide various, relevant and timely, grants that provide residents of the community education and training opportunities, beyond what the college could afford or manage, to update career knowledge and skills or to begin anew. The bottom line is that these grants and investments in the community provide a more informed and educated workforce that remains local and gives back to the community. The investment from these entities into WFD creates a symbiotic relationship between the college and the community residents.

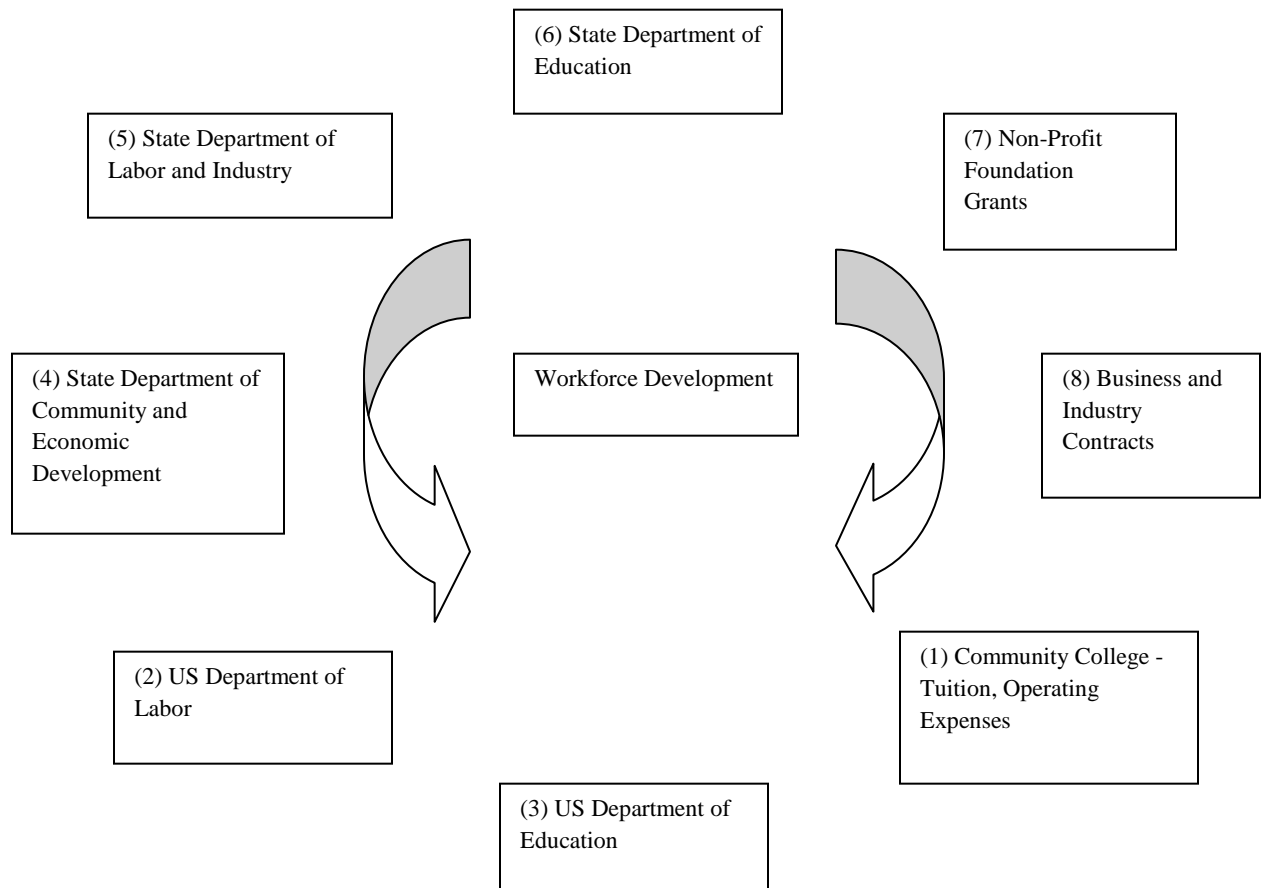


Figure 2: Community and economic development; Workforce development interactions in the community.

Overall, WFD is comprised of educators, career consultants, advisors, and intermediaries for different segments of society (Warford and Flynn, 2000). Recent reviews of the literature concerning WFD and higher education suggests that partnerships or collaborations between interested entities, i.e. community colleges, local/regional businesses/stakeholders, and state agencies, require strategic planning and shared responsibility in order to effectively coordinate workforce development resources (Orr, 2001). Because community colleges are mission driven to offer affordable, accessible education to local communities, the importance of a strategic alliance with local business and state agencies to develop effective and efficient credit and non-credit WFD programs of interest requires an understanding of the roles community colleges and WFD faculty play in the development of WFD needs.

Cohen and Brawer stated that the definition of the term vocational education has never been exact. They cite the terms terminal, vocational, semiprofessional, occupational, and career having all been used interchangeably or in combination (p. 248). In 1940, terminal was used to describe all studies not applicable to the baccalaureate. Cohen and Brawer claim vocational had been used for curricula preparing people for work in agriculture, the trades, and sales. Semiprofessional was a term used to describe middle level employees such as engineering technicians or laboratory technicians. Technical education was meant for people working in scientific and industrial fields. Cohen and Brawer continued by stating “occupational education seemed to encompass the greatest number of programs and was used most often for all curricula leading to employment” (p. 248). Lastly, career education, according to Cohen and Brawer, was coined in the 1950s to “connote lower-school efforts at orienting young people toward the workplace” (p. 248). Cohen and Brawer chose to use the term vocational because it is the most often used term accompanying the federal acts concerned with curriculum of this type.

2.3.1 Workforce development

Hendrick, Hightower, and Gregory (2006) noted that by increasing the student traffic to the noncredit bearing courses and programs, the funds raised through the WFD division of the college might be able to increase the community college’s overall revenue and sidestep several legislative funding issues. However, the authors noted that this movement is propagated at the expense of the original intent of the community college - the transfer articulation agreement.

The WFD division’s relationship with business and industry is beginning to shape the funding of the community college as noted in above sections. There are benefits and detriments to this system – business and industry continue to utilize the affordable education and training the community college offers for incumbent workers and increased income from one source allows the government to pull back

funds as they witness the community college diversifying funding sources. However, if the price for this collaborative function increases, the number of contracts may decrease.

Among the many educational and economic impacts the community college has made in the community, general education, business and industry partnerships and collaborations, and workforce development education and training remain an essential link between a vibrant community and an educated, employed citizenship. WFD faculty provide the education and training, yet their contribution is not considered in the literature regarding WFD or related divisions.

Additionally, the community college plays a major role in the business and economic development within the region it operates through partnerships that are the direct result of community college involvement. Mellow and Heelan (2008) stated that through complex assessment of community needs and political maneuvering and involvement, the community college plays an integral role in the economic development of a community by helping to “identify and grow regional business and industry clusters” (p. 232). Furthermore, the authors stated, “By nurturing regional industrial clusters, community colleges have served as catalysts for local economic development because they can integrate community and industry connections” (p. 232). Planning for this type of programming becomes essential to operating a successful community college WFD partnership with local business and industry. However, an important link to community development was left out; WFD faculty bridge the gap between business and industry, yet there is little to no information concerning their role in this partnership building. WFD faculty bridge the gap between the community college and the business and industry requesting their services when they develop the course and syllabus required to offer a course. WFD faculty are considered by the community college as subject matter experts and have gained first-hand knowledge and skills required to instruct appropriate courses for business and industry.

Lastly, as stated in the literature, WFD education continues to be a primary concern among community college officials because the community college has the primary responsibility for preparing the nations mid-level skilled workforce (Cejda and Leist, 2008, p. 255). The importance of WFD education includes providing a community with the chance to trace its success to the operations of a community college, such as providing liberal or developmental education and/or WFD training and education to individuals and business/industry professionals. WFD programs arise from a variety of sources ranging from the community college itself to business/industry partnerships to state appropriations. The result is the production of informed, educated, and work ready residents for the community. An example a WFD division operating incumbent training in western Pennsylvania for local residents resides at Butler County Community College (BC3). BC3 operates a fire safety training center for local and regional firefighters and emergency personnel. With the increase in the potential for natural gas fire-related emergencies due to Marcellus shale activity, BC3 began to incorporate the appropriate

training activities at their fire training center. Their first step was to recreate a real natural gas well pad with an operable gas pipe and tank. The realistic well fire activities that now exist at BC3 provide local fire fighters the opportunity to learn techniques that will aid in the extinguishing of natural gas related fires.

Typically, WFD within different community colleges vary in respect to the specific needs of the local communities and are not represented through a uniform model nationally or statewide. Because of their uniqueness in the community, WFD is the most flexible division within the community college because it is stimulated by the most current needs of the community. This flexibility translates into immediate employment for residents and available employees for local businesses. Additionally, state agencies approach WFD in attempts to create community employment and also attract incoming regional business and industry. Therefore, WFD can often times be pulled in several directions while trying to maintain its mission of serving the community through flexibility, responsiveness, and action.

As Figure 3 portrays, WFD divisions and programs can be thought of as a mixture of academic and training programs housed under the authority of the community college (Kohut & Yeager, 2010). In reality, there is no way to categorize the WFD division into one coherent model. At one college, as many as ten major departments or programs might be housed under the WFD division. For example, within one WFD Division, there might be programs in the following: aviation, criminal justice, business technology, public safety, professional development, continuing education, community education, business and industry customized training, and personal and occupational safety courses. In addition to the administration of these several programs, WFD administration is also responsible for various governmental programs that are used throughout the country to spur economic and workforce development in the local and regional community. For example, Westmoreland County Community College was awarded a \$4.96 million United States Department of Labor community-based job training grant to help place residents in a large geographical region into natural gas careers. Several community colleges and career and technical centers are a part of this natural gas collaborative.

Usually, WFD is directed by a senior member of the president's cabinet who is given discretion in the creation of programs and hiring faculty identified as essential to WFD education and technical programs that serve as a catalyst for community growth and economic development. The senior WFD executive reports directly to the president on matters of workforce trends and program development and must explore many opportunities and differing constituents on the way to program development. Many different agencies influence WFD ranging from the local government to local businesses. Additionally, residents, local politics, and local business play a major role in WFD initiatives. Taken together, there is a real question as to how the WFD handles this important community service. Who is really influencing and operating WFD?

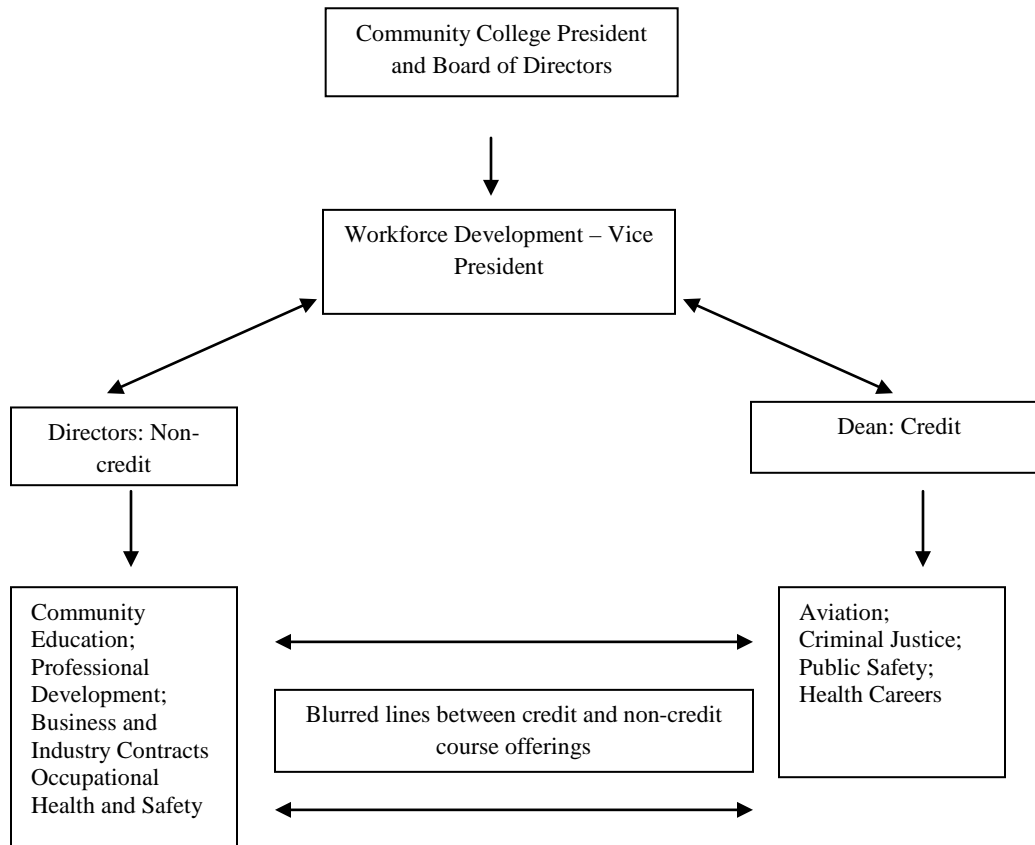


Figure 3: Workforce development structure.

Community college WFD programs are responsive and prepared to meet the challenges of the future. These programs reflect the needs, wants, and passions of its students and are translated into action by the WFD faculty. However, Shaw (1997) stated that new competitors, i.e. online education and for-profit education, are arising that are faster and more efficient at providing education and training for students moving into business and industry than the community college.

In terms of policy implications and growth, community college WFD programs are facing a real test in maintaining resources for training the workforce. It was noted in the literature that WFD professionals are “being squeezed like a square peg into a round hole” (Warford and Flynn, 2000). New programs are being put on hold due to unavailable resources while established programs are being altered to fit new initiatives in order to maintain cost, availability, and accessibility. However, growing policy in community college education is beginning to dictate WFD programming and capping funds for such programs (Pennsylvania Act 46). In some cases, policies are not helpful for long-term WFD programming

due to changing demographics and out of touch program identification techniques influenced by local and state politics throughout the state.

Overall, WFD divisions of the community college build partnerships between the local business and industry and the student that often times results in the business and industry partner directly recruiting WFD students. Jacobs (1995) called the community college a “broker” in this partnership. In this role the community college advises local business and industry in the educational curriculum and identifies the needs of the community through building a consortium of interests and needs for the students and the economy.

WFD programs offer education and training through a variety of course offerings. The community college develops WFD courses to meet the needs of the local community as well as for the local business and industry. Mellow and Heelan (2008) pointed out that the community college also offers a wide range of degree types; the community college leadership team plays a critical role in identifying and designing the degree types of the community college (p. 216). Types of degrees range from associate in arts to non-credit continuing education certificates and programs as outlined previously. Within many community colleges one will find WFD partnering with regional business and industry and various state departments to develop and provide advanced manufacturing training programs. For example, certain programs provide students with knowledge and skills on such subjects as hydraulics, pneumatics, electrical systems, and programmable logic controls. This skill set is applicable to careers in industries such as food processing, plastics manufacturing, casino technologies, and military operations. Such programs have arisen in community colleges identifying a need for community and economic development in these areas. Currently, communities in certain regions of the United States are experiencing a shortage of workers in advanced manufacturing as a direct result of the aging workforce and/or the absence of a “significant pipeline for recruiting people into the industry” (Three Rivers Workforce Investment Board, 2009). The affinity community colleges share with business and industry allows them to recognize and effectively respond to such needs. Indeed, it is this continuous web of communication between the colleges, residents, and business and industry that facilitates and often revitalizes community and economic growth. Community colleges and WFD divisions also create technical and academic programs that offer the student stackable credentials. Stackable credentials provide the student a means to accrue college credit and certificates that result in higher degree attainment and career awareness over the course of time. For example, at Westmoreland County Community College (WCCC), WFD administrators that implement both credit and non-credit bearing programs are developing methods to provide academic and technical credit to individuals interested in pursuing a career in the natural gas industry. Currently, students are entering WCCC to take short-term, four week, natural gas entry level education and training. WFD administrators are developing a credit system to apply to this

short term program that would roll into an Associate in Arts degree in the field of Industrial Technology. Placed as a certificate in the larger Industrial Technology program, natural gas short term courses not only will prepare individuals for entrance in the natural gas field, but allow them to leave the college with 60 credits and an Associate in Arts.

Mellow and Heelan (2008) described in depth the importance of the corporate contract and customized training within the community college for producing successfully educated and trained students. They provided a useful discussion concerning how essential corporate contract and customized training are for successful WFD partnerships. The authors state:

Customized training is another way community colleges structure non-credit programs. In this process, a community college will work with a specific company or business to create an educational and training curriculum for a group of employees (often termed incumbent workers). The training is sometimes for credit, but usually provides a more narrowly focused non-credit experience (p. 230).

Community colleges, therefore, develop programs that a business needs for incumbent or new employees based upon input and collaboration. For example, the community college asks several questions during the collaboration process to determine what a business or industry manufactures or creates so midlevel managers can be trained efficiently and effectively in their field of expertise. In collaborative cases, the community college works with the business to understand and “to identify to whom the training should be delivered, the content should be offered, and the educational outcomes to be achieved” (Mellow and Heelan, 2008). Therefore, Mellow and Heelan (2008) state, “The community college developing a program for a business or industry contract works with the company to profile the needed skills, determine appropriate curricula, and then provide instructors, equipment, facilities, and educational support services to deliver the training” (p. 231). Planning for this type of programming becomes essential to operating a successful community college WFD partnership with local business and industry. However, the importance of the WFD faculty involvement in the development of business and industry partnerships are in need of attention.

2.4 CONTINUING EDUCATION

The traditional mission of the community college has embraced access and affordability for residents of the community while offering education and training in a variety of academic and occupational disciplines. Including the continuing education unit into this literature review is essential to understanding the direction community colleges are taking when considering community, adult, personal, and civic

education. Continuing education is now a vital part of the community college, one that contributes financially, academically, and civically to the community as a whole.

Defining continuing education can be difficult at best due to the variety of programs available, the number of authors defining continuing education, and the confusion between continuing education, community education, workforce development, and general education. The distinction between credit and noncredit courses and programs only complicate matters more. Therefore, this section attempts to collate what the major authors in this field consider to be the important and defining characteristics of continuing education in relation to the community college.

Downey, Pusser, and Turner (2006) stated that the continuing education division is an integral aspect of the mission of the community college (p. 75). They defined it broadly as “the range of programs and services that provide workforce training, adult basic education, academic transfer curricula, personal enrichment, and community outreach courses” (p. 75). The authors continued by stating that the continuing education division has long been thought of as an auxiliary enterprise of the community college that serves an increasingly diverse group of learners. As an auxiliary enterprise, the continuing education division generates surplus revenues that support the community college (p. 75), but it can also cost money to operate. Downey et al. (2006) reported that as a result of this auxiliary nature, continuing education divisions have been described as postsecondary education programs (p. 75). The authors stated, “helping students acquire specific skills is the primary motivation for continuing education credit instruction, and that community engagement is the primary goal for noncredit courses” (p. 78). In addition, Shoemaker (1998) states:

By empowering the adult community and alumni through life-long learning opportunities, an institution extends the learning community and the intellectual capital of the region. Preparing people to meet the challenges, empowering them, and enhancing their lives gives the institution an additional link to the society and the community and provides a balance to other academic initiatives as a service to their community” (p. 9).

In summary, Downey et al. commented that the continuing education division both supports and challenges the primary mission of the community college. They provide an affordable, accessible education but may fall victim to the resource dependency of the community college regarding the core mission of the college.

Additionally, Levinson (2005) stated that community colleges are attempting to make education “seamless.” As a result, Levinson (2005) outlined six major points concerning continuing education and its importance as “commonplace for engendering effective learning throughout the life span” (p. 151):

1. An emphasis on continuing education to keep abreast of developments in one’s occupation

2. Relatively small and nurturing learning structures that respond to the specific needs of the learner, often in a customer service fashion
3. Education that is not bound by place or time – the rise of the distance education
4. The encroachment of formalized learning into all spheres of life, many of which were in the past considered solely leisure or private activities
5. An increasing number of providers in the marketplace of knowledge – non profits and for profits
6. Tremendous growth in noncredit adult education programs.

Cohen and Brawer (2008) defined community education, another term used interchangeably with continuing education in the academic literature, as follows:

The broadest of all functions, embraces adult and continuing education, contract services, and numerous other activities to part of traditional college programs. It may take the form of classes for credit or not for credit, varying in duration from one hour to a weekend, several days, or an entire school term. Community education may be sponsored by the college, by some other agency using the college facilities, or jointly by the college and some outside group...The various forms of community education usually are fully supported by participant fees, grants, or contracts with external organizations. Participants tend to have short-term goals rather than degree or certificate programs (p. 313).

Considering the above definitions of continuing education, several authors combine workforce development and continuing education into one description. In practice, as evident in the population and divisions participating in this study, workforce development and continuing education programs are housed together within one division and under the supervision of one leader. Cohen and Brawer (2008) defined community education in three parts: continuing education, community services, and contract training. Continuing education is defined as, “The learning effort undertaken by people whose principal occupation is no longer student – those who regard learning as a means of developing their potential or resolving their problems” (p. 318). Furthermore, Cohen and Brawer subdivided the continuing education component into three subsections: adult basic education, continuing occupational/workforce education, and lifelong learning. Cohen and Brawer (2008) pointed out:

The source of funds tends to divide community education from the other functions. Community education activities are more likely to be self-supporting, fully funded through tuition or with money provided by an outside agency on the basis of a contract for services rendered. State and federal funds earmarked for special groups are often used in community education programs. In some cases local tax monies and categorical grants are used for community education, whereas vocational and collegiate education are funded by the states through various formulas, usually based on student enrollment or credit hours generated (p. 320).

Cohen and Brawer (2008) also stated:

Continuing education alone covers a broad area. The concept describes an area of service that knows no limits on client age, prior educational attainment, interest, or intent, and the scope of offerings is limited only by staff energies and imagination and by the funds available (p. 323).

2.4.1 The adult student

Monroe (1972) described the adult student as one who comes from a heterogeneous population of many age groups and backgrounds. He notes that in the past, questions have been raised about the capacity of adults to learn. However, he pointed out that in his experience with adult learners, “their liabilities are more than compensated for by strong motivation” (p. 133). Additionally, he pointed to Edward L. Thorndike’s classic studies indicating that teachers of adult-education classes find that adult learners are “usually well motivated, interested, and successful students” (p. 130). However, concerns regarding retaining and graduating the adult student endured.

Levinson (2005) noted that the retention and graduation of college students is at best sporadic and presents difficulties for all institutions of higher education. Part of the challenge was indicated as being the result of the inability of students to transfer credits from institution to institution. In an attempt to alleviate this issue, Levinson cited a National Center for Higher Education Management Systems (NCHEMS) report which claimed that over 50 percent of students who eventually graduate with a bachelors degree enroll in two or more institutions, and “almost a fifth attended three or more” (Ewell, Schild, and Paulson 2003 as cited in Levinson, 2005).

Kasworm, Sandmann, and Sissel (1994) believe adult students learn differently from one person to the next and have multiple outcomes in mind for learning. For this reason, the authors contended that prior learning experiences and multiple learning arenas that adult learners encounter throughout the lifespan create the paradox for traditional learning. Adult learners bring with them past knowledge and expertise that they can bring to the classroom. Kasworm et al. stated, “the greatest challenge to the academic world comes from adults who seek analytical examination of ideas and actions in multiple understandings beyond disciplinary boundaries” (p. 457). As a result, the authors claimed there is a need for reframing support “because adults are highly diverse, there is need for support systems to both focus upon adult entry and persistence in learning inquiry, but also upon the adult’s sense of confidence, identity, and life world as a learner” (p. 457).

2.4.2 The curriculum

Monroe (1972) explained that adult education initiatives and opportunities are for the most part unlimited. Monroe did note that adult students are restricted to classes they can afford or have financial aid to attend. Course content may range from transfer-level liberal arts to noncredit short-term courses held on the weekends or at conferences. Concerning the variety of course available to the adult learner, Monroe stated, “The variety of the offerings in adult education are so diverse and unique to each community college that it would be impossible to set forth a sample curriculum as typical or desirable” (p. 133).

Monroe claimed that in order for the continuing education division to be of use in the community, the adult education courses and programs must too reflect this unconventional operation. Therefore, Monroe stated that courses and programs should be held off campus, during evening hours, on weekends, in off seasons, and for varying lengths of time. There should be longer class sessions fewer times during the week. He stated, “Flexibility in enrolling and dropping courses should be permitted” (p. 134). Therefore, accessibility and opportunities for the adult student must be presented and accounted for when developing courses and curriculum.

Increasing the accessibility for the adult student is important for all of higher education.

Kasworm, Sandmann, and Sissel (2000) stated:

By focusing on adults as a key constituency in higher education, and implementing institutional change that reflects the fluidity and diversity of their lifelong learning needs, all campus and community stakeholders will be better served as the range of options for accessing education increases (p. 450).

Downey et al. described four types of course offerings that exist in the continuing education division, both credit and non-credit (p. 76):

1. Skill and workforce development courses:

The close proximity of community colleges to business and industry allows the continuing education division to become a significant factor and education and training provider of local workforce needs. They highlight the importance of the continuing education department’s ability to tailor courses and programs to the needs of the local business and industry that is timely and relevant to workforce necessities. It was noted that continuing education receives a major portion of their revenue from these business and industry partnerships.

2. Transfer credit courses and programs:

A significant number of community college continuing education departments, in fact, offer credit courses for transfer into other institutions of higher education – traditionally viewed as the academic transfer component of the community college. They reported that there is

a growing number of community college's developing completely transferable associate degrees and other courses that can transfer to four-year institutions of higher education.

3. Professional education:

Continuing education divisions prepare courses and certificates that satisfy professional education and training requirements of various professional associations or professionals such as teachers. It was noted by the authors that across the country there is a growing demand from "business and industry for industry-recognized certifications" (p. 77).

4. General interest courses:

General interest courses provide the community with courses ranging from photography to computer skills. Although, it was noted, that these types of courses are perceived to lack the rigor of traditional academic courses. However, these courses contribute to the mission of the community college in several ways. Downey et al. states, "The diverse range of courses help community colleges remain responsive to the needs of their local constituents and reflect the traditions, values, and attributes of those communities" (p. 78). They continue by stating that the responsiveness of the continuing education division leads to "additional budget allocations, philanthropic contributions, and political support" (p. 78).

2.4.3 The faculty

Monroe (1972) questioned whether or not the faculty for adult education courses should differ from the regular college faculty. He pointed out the practice of administrators appointing faculty to the continuing education division who have fallen out of favor with the administration as being deplorable. Monroe stated that tired, working adults need a superior teacher. Monroe stated, "The teacher must be a realistic, down-to-earth person who can present his subject matter in practical terms, using a problems approach, and in a language which the common man can understand" (p. 136). Because the adult student will challenge the professor more, Monroe claimed that the instructor must be willing to apply visual aids in teaching to adult learners. After all, it was pointed out, adults want their money's worth. The limited amount of available information on WFD faculty calls for a better, more refined perspective of what this group of faculty truly offer the community college. In closing, Monroe offered this statement in support of a well-rounded adult education teacher, "The adult-education teacher is under pressure to establish and to maintain good rapport with the students and to deliver a full measure of education lest their students simply walk out" (p. 137).

2.4.4 The administration

Monroe (1972) stated that no other division in the community college places as much pressure on the administrator for the adult education division in terms of responsibility for success. Monroe listed several qualities necessary for a successful adult education administrator. The administrator must be a competent public-relations person who relates well with other persons, who knows the leaders of business, industry, public and private service agencies, and politicians of all levels of government (p. 137). This person requires a hefty budget and clerical support in order for the division to succeed in the above tasks.

Monroe pointed out issues with the scope of the adult education programs. The community college is in competition with the high school, not-for-profit education, for profit education, correspondence education, and many others. Therefore, the community college is not working in a vacuum. Monroe noted that the community college, in essence, is only bound by the actions of its administrators. He pointed out that if an ambitious administration began an aggressive enrollment campaign, there would be increased scrutiny and competition from the above-mentioned entities. In the end, Monroe stated that the “scope of any program of education is not only limited by the number of customers who want service, but also by the amount of revenue available” (p. 136).

Importantly, Shoemaker (1998) added that there is not one formal organizational structure for continuing education divisions, and they may look different than the traditional department or program structure. This loose structure of continuing education divisions gives rise to both disadvantages and advantages. Shoemaker claimed that the disadvantages are as follows: no provision for growth, no professional level staff to assist in counseling, marketing, and info sessions. The advantages are as follows: directors or managers can be added by program or area, associate and assistant directors can be hired as needed. Additionally, Shoemaker stated that as the programs grow, reassessment will be needed (p. 45).

The division of continuing education encompasses a broad range of educational opportunities. This main theme surfaced through all the reviews discussed in this section. The continuing education division strives above all else to meet the needs of the community and society. In doing this, the continuing education division serves more than just the student. This division focuses on serving the learner while helping to develop a sense of self-worth and accomplishment through tailored programs and curriculum based on the needs of the community and the variety of people in the region it serves. What is observed in this review is a lack of information regarding the faculty. A picture needs to emerge as to what they contribute, where they come from, and how they are offered professional development.

2.5 COMMUNITY COLLEGE FACULTY ROLES AND RESPONSIBILITIES, RECRUITMENT, SELECTION, AND PROFESSIONAL DEVELOPMENT

The roles and responsibilities of the majority of higher education faculty are evident in related academic literature. However, literature describing the function of WFD faculty is relatively uncommon. Falling in the minority, WFD faculty are burdened by a lack of clarity in the identification of their roles and responsibilities. The topic of recruitment and selection processes of WFD faculty hardly exists in academic literature. Certain community colleges have policies in place that direct the recruitment and selection of potential faculty members (Austin Community College, 2010). However, WFD faculty are not bound by conventional descriptions of higher education faculty as their roles are often dictated by collaborative demands of the community, the community college, business, and industry. At the macro level, recruiting and selecting a faculty member for a community college presents an opportunity to align a department's goals and objectives with the mission of the community college. Hiring a faculty member within a department provides an opportunity to offer a course or a program that is aligned with the department's education and training objectives. This portion of the literature review will focus on the roles and responsibilities, recruitment, selection, and professional development of full- and part-time faculty within the community college as written in the related literature. A review of the literature using the key terms part-time community college faculty, recruitment, selection, and professional development yielded an abundance of related research.

In order to understand the roles and responsibilities of WFD faculty, and how faculty are recruited, selected, and developed within the community college, the following areas of related research will be reviewed:

1. Community college full- and part-time faculty functions
2. Community college recruitment and selection
 - a. General recruitment and selection literature
 - b. Full- and part-time community college faculty recruitment

One limitation of this review of related research is the scope of literature regarding the term workforce development (WFD) and non-credit education in the major works reviewed. The majority of research found concerning recruitment and selection was applied to general recruitment efforts of full- or part-time community college faculty. The studies found did not explicitly focus on WFD faculty, and it was not obvious in the text whether the reviewed studies used non-credit WFD faculty as part of the aggregated research data on faculty. This portion of the literature review focuses on the roles and responsibilities, recruitment, selection, and professional development of the general community college faculty due to the paucity of related research found regarding WFD faculty.

2.5.1 Community college faculty

In general, it is common knowledge that the typical faculty member serves an institution of higher education through teaching, research, and service, but there are differences found among the various sectors of higher education in regard to faculty roles and responsibilities. As a result of their ability to offer a low cost, fast-track technical and general education to the communities they serve, community colleges differ in their mission from large research to liberal arts institutions. These differences, due to the college mission, place more importance on teaching and service than research within the community college. Still, a question emerges concerning the various roles and responsibilities of WFD faculty within the community college because there is so little written about their involvement, credentials, and influence.

The distinction between academic faculty and WFD faculty in the community college is growing readily apparent as illustrated in the literature (Eagan, 2007; Fugate and Amey, 2000; Tucker, 1993). This raises several questions regarding the status and participation of WFD faculty in the community college. The variety and extent of WFD faculty contributions to the community college remains generally anecdotal.

Generally, higher education faculty are responsible for teaching, research, and service. Their terms of employment and overall responsibility to the college are defined using these three terms and should be considered when recruiting, selecting, evaluating overall performance, and developing professional in-service opportunities. In regard to these three areas of faculty responsibility, the following criteria are commonly used as standard measures for evaluating faculty effectiveness and efficiency in relation to teaching, research, and service:

1. Teaching
 - a. Course Content – defined in the syllabus
 - b. Student Evaluations – end of term
 - c. Advisee Evaluations – number of advisee’s
 - d. Courses Teaching – how many, type, class size, when, new course
 - e. Number of Dissertation Committees
 - f. Peer Evaluation – subject matter, communication with students, concerned with student progress
 - g. Curriculum/Program Development
 - h. Awards for Teaching
 - i. Innovative Teaching
 - j. Professional Development
 - k. Teaching Portfolio – syllabi, evaluations
 - l. Student Learning Outcome Measurements
2. Research
 - a. Publications
 - b. Work Citations
 - c. Grant Money

- d. Planned Publications (working)
 - e. Grants Applied For
 - f. Research Awards (federal, corporate, internal)
 - g. Authorship
 - h. Presentations
 - i. Invited Reviews
 - j. Fellowships/Honors
 - k. Patents/Inventions
3. Service
- a. Internal Service
 - i. Committees – internal and University wide
 - ii. Tenure & Promotions
 - iii. Curriculum
 - iv. Graduate Program
 - v. Leadership Roles on Committees
 - vi. Faculty as Student Leadership Advisors
 - vii. Department Leadership – Chair, Program Director, Institute Director
 - viii. Admissions/Recruiting
 - ix. Faculty & Staff Searches
 - x. Serving as a Mentor to New Faculty
 - xi. Joint Appointments
 - b. External Service
 - i. Volunteer in Community Outreach
 - ii. Representation on Board of Directors
 - iii. Professional Associations
 - iv. Conference Organization
 - v. Participation on Accreditation Boards
 - vi. Fundraising & Alum Activities
 - vii. Consulting
 - viii. Faculty Exchange Program
 - ix. External Workshops

Although part-time faculty members in community colleges are not necessarily responsible for all of the above components regarding teaching, research, and service, the overall number of part-timers are growing in all sectors of higher education. The growth in the number of part-timers illustrates the need for better administrative controls and descriptions of WFD faculty practices, roles and responsibilities and human resource procedures in order to operate the division more effectively and efficiently. Several authors claim that the percentage of part-time faculty members in relation to full-time faculty currently present in the community college nears 67% (Eagan, 2007; Green, 2007). However, it was not apparent in the literature reviewed for this study whether this percentage included only credit faculty or both the credit and the non-credit faculty. There were several reasons given in the literature for this high percentage of part-time faculty. Typical responses ranged from college budget restraints to changing enrollment patterns (Green, 2007).

Importantly, the above areas reviewed for faculty roles and responsibilities represent a complete overview of higher education faculty responsibilities, including their performance evaluation. Although

the results provided a clear picture of community college part-time faculty in general, it was difficult to disaggregate the credit faculty from the non-credit faculty. In terms of the community college and workforce development, the previous list is not completely representative of WFD faculty responsibilities. For the most part, WFD faculty are responsible for teaching and service to the community college. WFD work experiences and professional commitment to their field of expertise represent a variation of faculty work expectations. The experience of professional employment that WFD faculty bring to the college is a valuable comparison to academic research (Wagoner, 2007).

Due to the increasing number of part-time faculty in community colleges, researchers and practitioners are just beginning to describe, in detail, various aspects of their roles and the impact it creates for the college. Eagan (2007) states:

Although part-time faculty continue to dominate the instructional workforce of community colleges, relatively little is known about this diverse group of individuals...Instead, the majority of part-time faculty tend to come from full-time jobs in other professional fields and pursue part-time academic appointments because of an interest and satisfaction in teaching” (p. 5-6).

In addition, Eagan (2007) cites Leslie and Gappa (2002) who claim that this class of faculty face unjustified criticism in the popular press in regard to “stereotypes and assumptions about part-time community college faculty” (p. 5). In contrast, Eagan (2007) states, “only a small portion of part-time faculty have more than one academic appointment at a postsecondary education institution” (p. 5).

Eagan’s (2007) study “illustrates trends in the composition of part-time community college faculty as well as changes in their attitudes and beliefs across time” (p. 6). Results presented in his study clearly illustrate the differences between full-time and part-time community college faculty. One such difference involved degree attainment. The data indicate that full-time faculty obtain higher degrees than their counterparts. Overall, full-time faculty hold nearly double the number of doctoral degrees. However, part-time faculty usually obtain professional degrees. Eagan claims that the differences in degree attainment “suggest different career paths for part-time and full-time faculty” (p. 7). In regard to workload, the data suggest an increase in hours taught by both full-time and part-time during the 2004 survey in comparison to the 1988 report. However, although workload increased, Eagan reported that salaries have not kept pace. Additionally, part-time and full-time faculty differ in the number of appointments within the colleges. Eagan states that less than 11% of part-time faculty have a faculty appointment at another postsecondary institution. In contrast, Eagan reports that nearly 72% of part-time faculty have at least one job, other than in the teaching profession, outside of their part-time appointment.

In conclusion, Eagan (2007) reports, “the educational disparities between part- and full-time faculty likely represent differences in career priorities, as full-timers have sought a career in academia,

while many part-time faculty have full-time careers in other fields that may require less education” (p. 12). Contrary to popular assumption, Eagan reports, “The data suggest that part-time faculty maintain stable employment with their institutions, as their length of employment at their respective institution averaged seven years in 2004 (p. 12). Eagan concludes by stating, “As the use of part-time faculty continues to grow in the community college and in four-year institutions, administrators and policymakers need to continue to develop their understanding of the needs and characteristics of this component of the academic labor force” (p. 13).

Richard L. Wagoner (2007) presents a review of the effect globalization and the “New Economy” has had on the part-time faculty in the community college. The purpose of Wagoner’s paper was to provide a view of part-time community college faculty as “new economy” labor by reviewing the data present in the National Study of Post-secondary Faculty (NSOPF). The term “new economy” defines labor as isolating individual workers while allowing institutions to increase efficiency and flexibility. There are two parties subject to this term, one party who is at the will of the “new economy” institutions creating what is considered managerial control; and the second party who is not under control of the “new economy” institution - this party is set to reap the rewards of being talented and needed in the workplace.

Wagoner (2007) states:

This form of individualization and the divide it creates has resulted in two distinct types of part-time labor in the new economy. Those temporary laborers, who are most likely to be recruited and valued by companies and institutions that hire them, possess skills and expertise that are important to institutions across different sectors. The more an individual’s skills are valuable to multiple organizations across several sectors, the more that individual will be valued and the more that individual will desire to sell her or his skills to multiple buyers in an open market” (p.22).

This proposition brings to light the importance of the knowledge, skills, abilities, (KSAs) and characteristics that part-time faculty bring to the colleges. They bring career oriented, practical experience to the part-time instructor’s position that ultimately benefits institutions of higher education. The disadvantages are, due to budget constraints, part-time faculty are beginning to flood the colleges and are not truly representative of the important and sought after KSAs necessary to successfully perform the functions required of community college faculty. Ultimately, this dilemma presents a difficulty in gauging the quality and dedication of this group of faculty to the institution they serve (p. 22). Wagoner (2007) states:

Jacobs (1998) points out that the use of part-time faculty increases the prestige and effectiveness of institutions because part-timers bring skills, abilities, and talents not found in a college’s permanent, full-time faculty.

These individuals are distinguished by their impressive experience as well as their highly valued skills (p. 23).

Wagoner presents a contradiction in part-time faculty hiring and selection; there are two types of part-time faculty being hired in the community college, (1) those with highly developed skills and knowledge in the technical and vocational field, and (2) those with arts and sciences general education backgrounds who hold low level technical abilities. He notes that this creates a paradox of sorts, “These two views of the use of part-time faculty reveal an important contradiction; part-time faculty as highly skilled and trained assets and part-time faculty as a less-skilled means to achieve efficiency, flexibility, and control” (p. 23). The point Wagoner is trying to make is that there is a higher percentage of part-time faculty in the vocational fields that bring high-technology skills to the college.

The first group does not see themselves as being exploited financially due to their full-time work outside of academia. They earn higher wages outside of academia and use the college income as supplementary and do not consider themselves an “academic.” On the other hand, the part-time general education faculty in the arts and sciences rely more on the college income and consider themselves more academic. The author notes, “this stratum of new economy is exploited in the pursuit of efficiency and flexibility” (p. 24).

The results of this study indicate that there are two strata of the “new economy” present in the community college. First, the part-time arts and sciences faculty, “that possesses training and abilities that are neither rare nor highly valued,” (p. 24) have few employment opportunities in the “new economy.” Second, “faculty members who comprise the vocational and technical group are assumed to resemble the upper stratum of new economy temporary labor because of their employment options outside academe, their more valued skills and training within the college, and their relatively high income” (p. 24). Wagoner (2007) states, “These results add credence to the assumption that part-time faculty from the traditional academic areas identify themselves primarily as academics, while part-time faculty from the vocation and training areas of the community colleges gain their professional identity outside academe” (p. 26). Lastly, the author notes, “the analysis in this chapter should indicate to community college practitioners and scholars alike that a one-size-fits-all conceptualization of part-time faculty perhaps fits no one’s needs” (p. 27). Importantly, this analysis and explanation of the data present a need to further study the part-time faculty in the vocational and technical field. Wagoner presents a groundwork to study non-credit WFD faculty but does not explain how community colleges recruit, select, and/or acclimate WFD faculty to the community college.

2.5.2 Recruitment defined

The Harvard Press title (2008), *Hiring an employee: expert solutions to everyday challenges*, defines five steps to hiring an employee:

1. Defining the job requirements
2. Recruiting promising candidates
3. Interviewing
4. Evaluating the candidates
5. Making a decision and an offer

In addition to these five steps, successful recruitment of employees involves the collection of several types of information in order to successfully hire an applicant that fits the institution. The job analysis is the first element of the process that must undergo a rigorous review. The job analysis involves creating a description of the job, specifications of the job, and the context of the job. The job analyst must match the emotional, educational, and mental abilities of the potential job applicant to the position. Once a description of the job is complete, recruiters begin looking in several places to find the appropriate candidate. The decision of where to place recruitment advertisements determines the type of candidate that will apply for an open position. Upon advertisement of the job, the recruiters and the hiring department begin the review of applications and resumes to point out any gaps, paying attention to detail. Following the selection of potential employees, recruiters perform various reference checks, including criminal background checks, former employer reference checks, and other various background checks. Once the applicant's reference checks have been performed, recruiters and the hiring department perform the interviewing and testing phase of the recruitment process. Potential faculty may be asked to perform in class presentations of teaching materials, presentations of research performed, and other pertinent presentations and testing. Once this process is complete, the recruiter or hiring department selects a candidate.

To begin, general aspects of recruitment practices will be explored followed by a more detailed description of faculty recruitment practices; there is little to no information regarding the recruitment of WFD faculty. Gatewood et al. (2008) provide a clear, distinct, and adoptable recruitment and selection process that lends appropriate knowledge and concepts to the purpose of this study. Gatewood et al. (2008) defines recruitment as an organization's activity that influences the number and types of individuals who apply for an open position. The recruitment process that is adopted also affects applicants' decisions about whether or not to accept a job offer. Gatewood, Field, and Barrick (2008) list three purposes for developing an appropriate recruitment process:

1. To develop an appropriate number of applicants while keeping costs reasonable

2. To meet the organization's legal and social obligations regarding the demographic composition of its workforce
3. To help increase the success rate of the selection process by reducing the percentage of applicants who are either poorly qualified or have the wrong skills

In addition to the above purposes for developing the recruitment process, Gatewood et al. (2008) state several objectives of the recruitment process needed in order to have a complete process:

1. Recruitment objectives:
 - a. Number
 - b. Skills
 - c. Demographics
2. Recruitment strategy:
 - a. What will be done
 - b. When
 - c. How
3. Management of recruitment
 - a. Sources
 - b. Personnel
 - c. Administration
 - d. Content
4. Results of recruitment
 - a. Number who apply
 - b. Skills of applicants
 - c. Diversity of applicants
 - d. Number who join the organization

The recruiting method for employees must be carefully considered when creating the employee recruitment process. The advertising medium must be chosen, which should include the use of employment agencies and other various reference databases. Lastly, the applicant qualifications required to successfully interview and earn the job must be posted and explained. Information usually requested includes the education level and amount of experience and other requirements for the job. Gatewood et al. (2008) recommend the following places be explored when considering how and where to place recruitment advertisements:

1. Sources to be considered when hiring an employee from outside the organization include the following:
 - a. Resume Databases
 - b. Public Employment Agencies
 - c. Private Employment Agencies
 - d. Executive Search Firms
 - i. More likely to yield motivated, multi-skilled workers required for success in an environment of downsizing where job descriptions are constantly changing and expanding.
 - e. Outplacement Centers
 - f. High School and Vocational School Recruiting
 - g. College and Professional School Recruiting

- i. More likely to yield motivated, multi-skilled workers required for success in an environment of downsizing where job descriptions are constantly changing and expanding.
- h. Employee Referrals
 - i. Yields higher-quality workers
- i. Newspaper Classified Advertising
 - i. Generate a lot of inquiries, most of them not qualified
 - ii. To avoid this, be selective in the type of newspaper the advertisement is placed

Recruiting faculty follows the standards listed above, but greater attention is paid to the development of the faculty selection committee and important human resources policies regarding hiring and developing faculty (Clark, 2005). The formation of the faculty search committee begins with the selection of appropriate college personnel. Typically, the membership of the committee includes faculty representatives of the hiring department or program. Next, faculty from another program or department outside of the hiring department are represented on the committee. Lastly, student representatives from the hiring department are also members of the committee. The search committee narrows the applicant pool down to three or four qualified and potential applicants that will be asked to visit the college for an interview. All references are checked by the committee chair. The interviews typically last two to three days and include an example of an in-class presentation, a presentation of research, and meetings with the department chairs, deans, other faculty, and students. Following the interview process, the committee makes a decision and presents this decision as a recommendation to the dean. Depending on the institution, the dean will either make the final decision or send this recommendation to the chief academic officer.

2.5.3 Selection defined

Gatewood et al. (2008) define selection as the process of collecting information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for a current employee. The selection process is performed under legal constraints and addresses the future interests of the organization and of the individual. Overall, the selection process defines the process of choosing individuals with qualifications needed to fill jobs in an organization and appropriately fitting a person to the job.

Additionally there are several components of the selection process that must be considered when building a recruitment and selection process. First, a thorough review of job performance, selection criteria, and predictors are recommended when considering the hiring process. Important elements of job performance include: the quantity of work, the quality of work, compatibility with others, presence at work, length of service, and flexibility. Important elements of selection criteria include: ability,

motivation, intelligence, conscientiousness, appropriate risk for employer, and appropriate permanence. Important elements of the predictors and selection criteria include: experience, past performance, physical skills, education, interests, salary requirements, certifications and degrees, test scores, personality measures, work references, previous jobs and tenure, drug test, and police records. Typically, the selection process follows a defined flowchart starting with: applicant job interest, pre-employment screening, application forms, tests and interviews, background investigations, conditional job offer, medical exam, and finally job placement. Lastly, Gatewood et al. (2008) recommend the development of a selection program containing the following elements: performing a job analysis, identification of relevant job performance dimensions, identification of the appropriate knowledge, skills, and abilities, development of assessment devices to measure knowledge, skills, and abilities, validation of assessment devices, and the use of assessment devices in the processing of applicants.

2.5.4 Recruitment and selection of community college faculty

Green (2007) states, “The role of part-time faculty in institutions of higher education has been a topic of discussion for many years” (p. 29). There are about half a million adjunct faculty in all institutions of higher education (Green, 2007). In the community college alone, 66 percent of all community college faculty are considered adjunct (Green, 2007). Since adjunct faculty are becoming the majority, there should be a sound, formal administrative process for recruitment. The literature reviewed concerning adjunct recruitment offer strategies and tactics for administering the recruitment process. Much attention is given to finding candidates that fit the college mission. Green states, “these faculty members will continue to play a crucial role in fulfilling the institutional mission and will have an enormous impact on the institutional culture” (p. 29). Additionally, the importance of creating a sound faculty recruitment device is reflected in the growing number of adjunct faculty versus the full-time community college faculty (Green, 2007). Therefore, this section of the review of related literature pieces together what is written concerning the recruitment of community college faculty.

Green (2007) discusses several valid and interesting points throughout his paper regarding the roles, responsibilities, and characteristics of adjunct community college faculty. This article provides valuable commentary on why research is needed in the area of adjunct faculty recruitment, selection and professional development. In addition, the majority of authors referenced throughout the remainder of this section indicate that institutions are in need of examining several areas of critical importance to the success of the institution and of the adjunct faculty serving the institutions including: recruitment and selection, appointment and reappointment, working conditions, orientation and integration into the

institutional culture, policies, practices, and department processes, professional development opportunities, work evaluation, and equitable versus equal pay (Wyles 1998, as cited in Liu, 2007, p. 85).

In regard to teaching effectiveness and standards, Green (2007) pointed out that there should be important institutional measures taken to ensure that proper recruitment and selection, orientation, and professional development are entertained for adjunct faculty. Several issues emerged concerning the purpose of hiring adjuncts within the community college: budget constraints, decreasing state support, retirement, and changing enrollment patterns (p. 30). Additionally, institutions themselves are changing; colleges now offer completely online, hybrid, and/or laboratory courses that are changing the faculty demographics. This change in course delivery requires both full- and part-time faculty to develop competencies in delivering their course through a variety of mediums, i.e. completely online using a course management system or through a hybrid model delivering courses on campus and through an online portal. Most important, Green (2007) points out that adjuncts bring real world experiences to the college, and students enjoy these real-world experiences. These experiences are often delivered with compassion and realistic components that students need to thrive.

Green (2007) acknowledges that scholars and practitioners are becoming adjuncts for both intrinsic and extrinsic reasons. Green (2007) states, “Others serve as adjuncts in the hope they will be hired for a tenure-track position. Still others teach because they enjoy the time spent at the college as time away from their children when they can mix with other adults” (p. 31). Extrinsically, adjunct professors earn extra money to supplement either a full-time job or to complement a variety of other part-time jobs.

Green noted that average workloads for adjuncts range from one to three courses a semester and that over 50 percent of community college adjuncts teach two or more sections a term (p. 31). The workload of an adjunct seems to reflect the adjunct faculty’s personal needs and responsibilities. Although the benefits for adjuncts range from partial institutional benefits to no benefits, adjunct faculty enjoy increased flexibility in their personal lives. In many cases, adjunct faculty have long running relationships with the institution, which provides a sense of stability and responsibility to the college.

Green (2007) states that in order to recruit a quality adjunct workforce, several procedures warrant senior administrative level attention. Green (2007) states:

To ensure a good fit between part-time faculty and the institution, the academic vice president or dean must have hiring and training procedures in place. Being very clear about the desired credentials and instruction needs helps in developing methods used to find and acquire the proper adjunct faculty. The quality of thought that goes into the advertising is the first indication of the expectations and standards set by the institution...A proper orientation to the institution and opportunities for continuing development are of critical value (p. 32).

Green's analysis of the adjunct faculty recruitment process mirrors the recruitment process found above in the general recruitment analysis provided by Gatewood et al. (2008). Importantly, Green (2007) combines recruitment with the notion that continued professional development ensures that adjunct faculty remain committed to the institution. Green's notion that recruitment and professional development are tied together bodes well for creating a community of quality adjunct faculty. Interestingly, Green points out that the literature he reviewed for the topic of quality in part-time faculty reflects no difference in the research between full- and part-time faculty. This led Green to comment that regardless of full or part-time appointment, quality of teaching is always a significant issue for administrators.

Green (2007) states:

Finding adjuncts encompasses many factors: location, institutional need, timing, and the availability of positions on other campuses. When hiring adjuncts, administrators must understand that communication of the institution's values begins with the first contact, which may be with an employee of the college or an advertisement in a newspaper. ..Having a systematic hiring approach provides the hiring dean the opportunity to spend meaningful time with each prospective teacher (p. 32).

This process leads to an institutional acceptance of the adjunct faculty. As administrators provide a valuable and informed process of recruitment, they are able to build a more professional, working relationship with existing adjunct faculty and full-time faculty. Proper attention to recruitment and job satisfaction leads to a healthy and informed workforce.

Interestingly, Murray (2007) stated, "there is a paucity of literature that specifically addresses faculty job satisfaction at community colleges, much less at rural community colleges" (p. 57). Murray (2007) presents an experiential review and anecdotal evidence concerning the faculty recruitment process. His paper outlines several suggestions for properly recruiting and retaining rural community college faculty. Considering the rural location of many community colleges, Murray stated that a major hurdle is faculty relocation. In an effort to battle this problem, the author recommends that rural community colleges take the time and effort to fully develop "orientation programs that introduce prospective faculty to the realities of teaching and living in a rural community college" (p. 63). Additional to outlined recruitment difficulties, the author indicates that faculty leave rural community colleges in pursuit of further education and faculty positions within other colleges, exacerbating the problem of faculty retention. Because several factors come into play concerning recruitment and retention of rural community college faculty, the author calls for community college leaders to carefully plan for and work at maintaining an excellent faculty (p. 63). Murray suggests the following activities for recruiting and retaining rural faculty that could be applied to almost any community college setting:

Recruitment

- Look carefully in your own backyard
- Think family
- Look far and wide
- Take a risk
- Grow your own

Retention

- Burnout
- Inadequate compensation
- Lack of job security
- Perception that quality of life is poor

In regard to WFD education, the author noted that rural areas are experiencing a loss of industrial and manufacturing jobs as companies move to urban areas with high density of potential applicants. This dilemma leaves the rural areas with unskilled workers “and without the necessary infrastructure to rebuild” (p. 58). Murray noted, “The manufacturing base of rural America has traditionally been low-paying and labor-intensive. However, many of these industries have automated and now require a highly skilled labor force” (p. 58). Murray alludes to the fact that rural areas are losing the industrial and manufacturing base it once held in high esteem and the rural communities are showing signs of employment shortage and depression as a result. To add to this potentially disastrous situation, Murray states, “Because there are usually few local citizens who are qualified to teach at a community college, college leaders often must try to convince individuals to move to their communities” (p. 59).

Higgins, Hawthorne, Cape, & Bell (1994) outline a recruitment process of the community college instructor that will lend valuable information and groundwork to the development of a recruitment process for WFD faculty. Considering the date this paper was written, this topic and study would be beneficial to revisit at present. Higgins et al. (1994) state the purpose of this study was to profile:

current two-year college faculty members who have been identified as committed to the missions of their two-year colleges. In doing so, it draws a composite portrait of the successful faculty member that can be used to recruit individuals who will see teaching at this level as a viable first-choice career and to screen applicants successfully for teaching positions (p. 28).

The paper provides very useful questions for conducting research on faculty at the community college. Overall, this study represented a fairly comprehensive review of two-year faculty recruitment and profiling of the two-year instructor. The authors state that this “project was undertaken to begin to draw a picture of a successful two-year college faculty member that can be used to recruit individuals who will consider teaching at the two-year college as a viable and attractive first-choice career” (p. 34).

Interestingly, the 1990’s represented a time when authors indicated there was a need to fill many faculty jobs due to the large amount of faculty expected to retire. Higgins et al. (1994) state, “During the

1990's over half of the teachers currently in community colleges will be leaving, primarily as a result of retirement" (p. 27). However, the authors noted that the economic depression of the 1990's "resulted in hiring freezes as well as retrenchment in colleges and universities" (p. 27). Considering that these statements could be restated at present, it would be interesting to apply this same study to the administration of both full- and part-time faculty in community colleges. Although the authors do not include a discussion of WFD faculty in their study, the workforce development thrust currently occurring in America constitutes fertile ground for the inclusion of this area of faculty for further research in this field.

Higgins et al. (1994) state, "Whether an actual faculty shortage is realized or not, the need for colleges to employ well-qualified faculty to meet the needs of the diverse student body found in two-year colleges must be met if they are to fulfill their mission (Galbraith & Shedd, 1990)"(p. 28). Furthermore, the authors state, "it is important to explore ways of recruiting individuals into the teaching ranks who possess the interests, talents, and education that match the missions and student bodies found in two-year colleges" (p. 28).

The methods employed by Higgins et al. included the use of an in-house developed survey of two-year college faculty. The authors noted that faculty of all types were surveyed at the community colleges, but again it remained unclear whether the population surveyed were the credit faculty only or the noncredit faculty were included as well. The survey focused on the following two aspects of community college faculty roles and responsibilities: characteristics of success and career satisfaction. The survey asked respondents to indicate their perception of twelve suggested characteristics for successful teaching at the two-year college level. Among the twelve characteristics used, the survey respondents indicated that communication skills, ability to relate to students, interpersonal skills, organizational skills, and a degree in one's teaching discipline were the most important characteristics of success for community college faculty (p. 30). Additionally, survey respondents indicated "that outstanding faculty members serve as advisors to student clubs and organizations, involved themselves with articulation activities with the public schools and colleges, and were able to assist students in developing their academic potentials without compromising standards" (p. 31). Higgins et al. (1994) stated:

Professionally, such individuals involved themselves in local, state, and national organizations; published; developed curricula; and continued their education. They also served on college committees, were team players, provided mentoring, were astute in campus politics, and took an active role in faculty governance (p. 31).

Higgins et al. (1994) were able to conclude that faculty respondents from the occupational fields indicated that "practical experience in their respective areas of expertise was important" (p. 31).

Higgins et al. (1994) indicated that there were six desirable aspects of faculty work the participants emphasized as important: autonomy and self-directed work, helping students, preparing for classes, out-of-class interaction with students, size of institution, and a nine-month contract (p.32). Other advantages of their work with the community college were indicated as, “flexibility of working schedules, little (if any) pressure to ‘publish or perish,’ job stability, opportunities for career advancement and professional growth, and the attractive environment of the college campus” (p. 32). Higgins et al. (1994) listed several disadvantages of working at the community college as, “low remuneration for the amount and type of work they performed...lack of prestige and status of two-year college faculty as compared to that typically accorded faculty at four-year institutions” (p. 32). Overall, Higgins et al. (1994) stated, “when asked to specify their strongest assets as teachers, concern for students and an ability to work with students possessing a wide range of abilities were most frequently noted.” (p. 33). The specific qualities mentioned by the respondents “were patience, sense of humor, knowledge of the adult learner, flexibility, communication skills, and respect for and availability to the student” (p. 33).

Higgins et al. report that this survey of community college faculty has several implications for the practice of successfully recruiting faculty. Higgins et al. (1994) state:

As part of institutional long-range planning, administrators and faculty should develop strategies in concert for selecting new faculty... An institution may begin to build its own set of indicators of the qualities that have fostered successful instructors by determining the specific kinds of professional experiences, personal qualities, and expertise that applicants for faculty positions should possess to be effective” (p. 35).

The authors contend that the results “clearly indicated the most important quality or characteristic of successful community college instructors is a genuine interest in working with a diverse student clientele” (p. 34).

2.5.5 Professional development

Faculty development “refers to any endeavor designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to institutional decisions” (Camblin and Steger, 2000). Faculty development is a process that is not only essential to the overall success of an institution of higher education (IHE), but to the individual success of all stakeholders ranging from the faculty, to the students, and to the parents that utilize the benefits of the IHE. Utilizing faculty as resources in the evaluation and maintenance of successful development programs will add value to the institution and the stakeholders. Through a comprehensive system of collaboration, the faculty development program will strengthen the faculty, the institutions, the students,

and the community. Strengthening the facets of recruitment, selection, and retention will lead to improvements in curriculum building, accountability, teaching, and support throughout the entire IHE.

Higgins et al. (1994) note that professional development should be maintained and enthusiastically practiced in the community college. The authors state, “Finally, once candidates are hired, scrupulous attention to ensuring that faculty members remain enthused and committed to their work is essential. This, of course, includes well-designed faculty development programs and attention to the campus culture” (p. 35). They continue by stating that involving the faculty in the institutional culture creates a sense of belonging. They state, “Faculty should feel connected to their areas of specialization, to their surrounding, and to colleagues at their institution and at other two-year colleges” (p. 35). Higgins et al. (1994) state that several aspects of the community college faculty’s examples of work that should not go unnoticed are to allow the faculty to demonstrate their talents by demonstrating classroom teaching, submitting teaching portfolios, and presenting videotapes of candidates in action with the students (p. 35).

2.5.6 Historical perspectives of community college faculty development

Early in the development of the community college a debate among college officials centered on the required credentials of community college faculty. This early debate called into question the importance of degree attainment. During the early years of the community college, there was a shortage of qualified instructors (Miller, 1997). Miller stated that not until the 1960’s did an education program begin to specifically address the junior college instructor (p. 83). Additionally, Miller stated that the rapid growth and expansion of the community college in the mid-twentieth century, including the workforce development and technologies curriculum, “presented a challenge to administrators who were charged with recruiting, selecting, and developing faculty” (p. 83). The number of faculty within the community college increased 539% between 1953 and 1973 (Miller, 1997, p. 83).

Although there are currently several community college instructor training programs found in universities around the nation (Central Washington University, Arkansas State University), Miller (1997) cited O’Banion’s (1973) work detailing what he labeled community college faculty development programs as “grossly inadequate.” Overall, Miller cited evidence that community college faculty were underprepared for classroom instruction from the early years of the college into the present (p. 85).

Miller (1997) stated that faculty professional development within the community college began to grow at a staggering rate in the 1970’s as community colleges experimented with both internal and external development programs. Again he cited O’Banion’s awareness of the inadequacy of pre-service community college faculty training. The inadequacy in training culminated with poorly operated recruitment activities by the community college administrators. Furthermore, Miller stated that

community college presidents noted their concern with the inadequacy of developmental programs that teach potential and existing community college faculty the importance of the historical and educational philosophy of the colleges.

During the 1990's, several community college authors noted that the potential for disaster would become reality on community college campuses: a shortfall of potential instructors would cripple the community colleges (p. 87). Coupled with the shortfall of faculty, researchers predicted an enrollment boom to affect the community college. Miller states, "This will challenge community college administrators to not only recruit and hire the best faculty, but also to ensure that they mirror the demographics of the student body" (p. 87). Many factors will influence the community colleges potential shortfall of adequate instructors. Miller states:

If estimates of the number of faculty needed prove to be overly conservative, not only will community colleges, be faced with recruiting talented faculty from a small pool; they will be challenged to retain current faculty as other colleges attempt to lure the best and the brightest away (p. 88).

With this in mind, community colleges should be building and reviewing their professional development programs. Since the community college faculty is mostly expected to teach, then "it seems reasonable to expect that considerable institutional resources will be directed toward developing faculty's basic instructional methodology skills" (Miller, 1997, p. 89). Mirroring what has been written by several other authors in this review concerning faculty recruitment and the importance of faculty retention in the community college, Miller states that some effort will be required to "inculcate an understanding of the unique characteristics of the community college and its students, as well as its mission and objectives" (p. 89) among community college faculty.

2.5.7 Community college faculty professional development and quality

Concerning the importance of institutional quality, Green (2007) states that it is important not only to explore the role that adjunct faculty play within the institution but "to cultivate effective professional development activities that will help them succeed in the community college environment" (p. 30). So many aspects of the adjunct faculty's work on the community college campus go unnoticed at present, and many of those important qualities that are necessary will sooner or later reach a boiling point unless administrators and other college faculty build effective evaluation and development techniques to assess the adjunct faculty. For example, full-time faculty within many colleges and universities advise and counsel a variety of students. This entails work performed in an office environment, understanding student affairs and counseling techniques, and also complete awareness of the degree programs for which

students are enrolled. Given the nomadic nature of the adjunct faculty, these qualities represented by the majority of full-time faculty are alien to adjuncts. Therefore, what Green (2007) is advocating for is an increased attention to the development of adjunct faculty, which in turn leads to increased quality within the institution and the faculty ranks. Green notes that many adjunct faculty would like to perform these duties as a method to stay connected to the institution. Green states:

In order for adjuncts to participate, there must be opportunities for their development so that their participation can be meaningful. Adjuncts can provide good information on the value of the institution's orientation and hiring process. This information is easily attained yet rarely acquired.

In addition, adjuncts can provide unique insight into hiring committees (p. 32). Due to their ties to the industry in which they teach, adjuncts in similar fields are able to relate to potential adjuncts and help to determine their fit into the department.

An important area of professional development for all faculty is teaching. Green (2007) states that the quality of part-time faculty members teaching effectiveness is always a significant issue for administrators although "research in this area shows no significant difference between full-time and part-time faculty" (p. 33). Interestingly, Green makes comments regarding the quality of faculty teaching in the face of increased online and hybrid instruction. Given all of the responsibilities of current faculty, i.e. advising students and curriculum changes, online instruction will merit increased attention as institutions of higher education move in this direction. How will an administrator evaluate faculty that live across the globe? How will colleges provide and evaluate effective faculty professional development activities to a global faculty?

Important to the discussion of adjunct faculty quality and development is the perception of the full-time faculty. Green states, "having adjuncts perform duties other than teaching should be done carefully. Full-time faculty will question the practice, as will other staff" (p. 33). Although, Green continues his analysis by stating that not including the adjunct faculty in other administrative and teaching tasks within the college would be detrimental. Full-time faculty are paid and expected to perform many roles in the college, while adjuncts are paid to teach classes in which they are contracted to perform. Adjuncts teaching responsibilities are outlined in contracts awarded to them by their hiring department. Administrators and full-time faculty need to be aware of the talents and skills that adjuncts bring to the table. For instance, an adjunct faculty member who teaches project management in the continuing education department could bring a wealth of knowledge from the real world regarding this topic. Since project management is both timely and costly, an adjunct member with this knowledge can provide in-house direction and advice when appropriate. One method of determining the knowledge, skills, and abilities of adjunct faculty involved the creation and use of appropriate professional development activities.

Instructional capability is the most important skill an adjunct faculty can possess. Therefore, Green (2007) stresses the importance of cultivating this skill among the adjuncts. Although adjuncts typically bring a wealth of information to the classroom concerning their area of specialization, most likely they have never spent any time in the classroom. Green states:

Therefore, the college should work to create instructional development training for part-time faculty. Development activities need to be in sync with the changing role of the faculty, the changing student body, and changing technology. The development of adjuncts should be an ongoing goal, just as it is with full-timers (p. 35).

In conclusion, Green provides several areas critical to adjunct development:

1. The first day and the first week
2. Student contact and interaction
3. Cooperative learning
4. Student outcomes
5. Relevance
6. Pace of instruction
7. Emotions and senses: fully engaging students
8. Teacher enthusiasm
9. Teach as model
10. Evaluation

The author notes the importance of continued education and professional development of the adjunct as critical to the success of institutional priorities. Green states:

Administrators must invest in and embrace adjunct faculty as a critical part of the culture. When considering integrating adjuncts into the institution, ongoing professional development becomes critical. Administrators should meet regularly with part-time faculty to discuss institutional mission, service to students, academic values, and the use of technology” (p. 34).

Because community college teaching has become so important in educating and training large student populations across the nation, attention to the development of this workforce deserves recognition in literature and in practice. Proper faculty development in the community college will help to alleviate many problems: faculty recruitment, selection, retention, teaching effectiveness, evaluation, and several other areas of critical importance to the effectiveness of the community college. Due to the changing student population, changing instructional technologies, and changing educational pedagogies, the community college faculty should embrace increased and continuous professional development activities.

2.6 SUMMARY

Among the many educational and economic impacts the community college has, workforce development (WFD) education and training remains an essential link between a vibrant community and an educated, employed citizenship. Often, a community can trace its success to the operations of a community college, such as the training and education provided to individuals and business/industry professionals. WFD education and training programs within the community college take many forms ranging from welding to office clerical work and financing. WFD programs arise from a variety of sources ranging from the community college itself to business/industry partnerships to state appropriations. This literature review was designed to enhance the understanding of how community college faculty contribute to these community college endeavors. A major area of importance concerning community college faculty involves how the faculty recruitment and selection process occurs in the college. Additionally, this review of the related research presents how community college professional development affects the recruitment and selection process. Providing members of the faculty appropriate training and introducing them to the institutional culture of the college will ensure a long-lasting relationship between the community college and the faculty.

The four areas of literature reviewed for this study were community college and workforce development structure and function (mission), faculty roles and responsibilities (functions), faculty recruitment and selection, and faculty professional development. These four areas represent the key issues in the literature that will be investigated throughout this study. Considering that the WFD faculty are not represented in the majority of literature concerning higher education faculty linking the various concepts found in the above literature review provides baseline information to aid in the development of a WFD faculty profile. The key issues in the literature reviewed above encompass the concepts surrounding who the faculty are and how they are recruited, selected, and subsequently developed within the community college.

3.0 CHAPTER THREE: METHODOLOGY

This study explored the expectations of both the WFD faculty and their administrative leaders regarding the status, the contributions, and the background of WFD faculty in the community college. This descriptive study involved mixed methods research practices. Utilizing the grounded theory approach, the interviews were coded and major themes were identified and categorized through repeated reviews of the transcribed data (Miles & Huberman 1994; Patton, 2002). Transcribing the interviews required about 120 hours of transcription including about five complete edits of each interview to produce the findings. In addition to the transcription actions, the researcher's personal notes were reviewed about 10 times over the course of three months, and the audio tapes, outside of the transcription activities, were reviewed thoroughly over the course of about three months. Repeatedly reviewing the data provided a framework for determining the major themes in this study. Following the development of the descriptive framework, important categories were developed within each theme in order to extract meaning and provide a useful template for discussion and analysis. In order to identify the major themes evident in the WFD faculty questionnaire, this data is represented in the results section applying frequencies to indicate the most often selected response.

This study was approved by the University of Pittsburgh Institutional Review Board August 13, 2010, approval number PRO10010431.

3.1 DATA COLLECTION METHOD

3.1.1 Population

The participants for this study were selected from five community colleges in Western Pennsylvania: The Community College of Allegheny County (CCAC), The Community College of Beaver County (CCBC), Butler County Community College (BC3), Penn Highlands Community College (PHCC), and Westmoreland County Community College (WCCC). Together, these colleges constitute the Western Pennsylvania Community College Resource Consortium (WPCCRC).

Two data collection methods were implemented to build this profile. First, the community college WFD leader's expectations of the WFD faculty were explored through a direct one-on-one structured

interview. All interviews were standardized for uniformity of responses, occurred at the participant's college, and lasted about 45 minutes each. Secondly, WFD faculty responded to a questionnaire in order to provide input, self-reported, regarding their contributions to WFD. Faculty participants were recruited through the WFD leader's office and asked to complete the questionnaire via a web-based survey system. The data was collected between August 2010 and March 2011.

3.1.2 Instrumentation and validation

During the summer of 2010, the researcher met with members of the WPCCRRC on the campus of the Community College of Allegheny County to discuss workforce development initiatives related to the region. During two of these meetings the researcher was allotted time to present this study, describe the purpose of this study, inquire as to the direction and usefulness of this study, describe and review the faculty questionnaire tool to be used as the data collection device, and lastly, in addition to an email request, to request permission to access WFD faculty within each of the community colleges to conduct the questionnaire data collection process. All members of WPCCRRC agreed to support the study and signed permission forms allowing the researcher to conduct research on each respective college campus. Following the WPCCRRC meetings, the researcher met with each WFD leader face-to-face to conduct the WFD leader interviews.

3.1.3 Interview of workforce development leaders and distribution of faculty questionnaire

The purpose of the individual interview with each vice president was twofold: (1) to conduct 30-45 minute interviews in order to collect responses concerning the profile of WFD faculty; and (2) to arrange for distribution of the faculty questionnaire.

3.1.4 Faculty questionnaire

In correspondence with the workforce development vice president's office and depending on their preference for distributing the faculty questionnaire, the completion of the WFD faculty questionnaires proceeded in one of two possible ways; first, questionnaires were sent via email to faculty who were asked to complete the survey via the Internet; second, faculty were asked to complete the questionnaire during a regularly scheduled course or while on campus for administrative work. All faculty chosen to participate in this questionnaire were selected from each college's workforce development division non-

credit faculty. Anonymous survey responses were collected. The survey was sent via the community college WFD office a total of three times to all original faculty contacts to ensure an adequate response rate, completion, and anonymity. Each college that participated in the internet survey method collected and maintained the WFD faculty email distribution lists and distributed the survey link via college email to ensure anonymity. A total of 190 WFD faculty were asked to participate in the study. Sixty-four WFD faculty responded to the request for a total response rate of 33.8 percent.

3.2 DATA ANALYSIS

3.2.1 Qualitative concepts

Several qualitative research methodologists (Miles & Huberman 1994, Patton 2002) consider the most important part of qualitative research being the inductive approach, or the act of data reduction. During the course of study development, data collection, and data analysis, the researcher continually searched for feedback and developed “categories or dimensions of analysis that emerge from open-ended observations as the inquirer comes to understand the phenomenon being investigated” (Patton, p. 56). Patton (2002) states, “theories about what is happening in a setting are grounded in and emerge from direct field experience rather than being imposed a priori as is the case in formal hypothesis and theory testing” (p. 56).

Miles and Huberman (1994) consider the act of data reduction to occur throughout the entire course of the study. Miles and Huberman (1994) define data reduction as “the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions” (p. 10). The qualitative data was reduced and became part of the process to inform the reader of the story that was transformed by the data. Miles and Huberman (1994) state, “Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that ‘final’ conclusions can be drawn and verified” (p. 11).

Based on the results of the interviews, a spreadsheet was developed to provide a description of the vice presidents/deans responses by theme and category types by community college. The coded themes were created as a result of review of the interview transcript data. The themes derived from the interview data served as the method for describing the study findings.

3.2.2 Descriptive data

Three question types were used to collect data within the WFD faculty questionnaire. First, using a Likert scale, several questions asked WFD faculty to indicate their expectations and personal preference to the questionnaire items by selecting, on a scale of one to five, the importance of each item to their activities within WFD. Second, the questionnaire asked WFD faculty to indicate their preference to WFD activities by selecting yes or no. Third, WFD faculty answered multiple choice questions. Additionally, many of the questions presented opportunities to complete open-ended responses. This data is represented in the results section applying frequencies to indicate the most often selected response. The results of the analysis indicate the important roles and responsibilities WFD expect to perform within WFD. The descriptive statistics indicate the WFD preferences corresponding to the research questions. The descriptive statistical analysis considered the three research questions of importance to the study: 1.) Roles and responsibilities of WFD faculty, 2.) WFD faculty recruitment and selection, and 3.) WFD faculty professional development.

3.3 DELIMITATIONS

- A. The data for this study was collected in two stages between August 2010 and March 2011.
 - a. Interviews were conducted between August 2010 and October 2010.
 - b. WFD faculty questionnaires were collected between November 2011 and March 2011.
- B. Only community colleges in Western Pennsylvania were part of this study.
- C. Only the senior leader of the workforce development division participated in individual interviews.
- D. Only WFD faculty members in non-credit workforce development courses participated in this study.

3.4 LIMITATIONS

- A. Administrator interviews were conducted at community colleges of different sizes.
- B. This study only represents one geographical region in the United States.

4.0 CHAPTER 4 – RESULTS

This chapter contains four major sections of analysis. The first section contains a brief summary of the methodology and procedures used to collect the data. The second section includes a description of the workforce development leader interview guide. The major study research questions are incorporated into this section. The third section is a summary of the leader interviews and an analysis of the individual questions of the interview guide. This information was gathered through face-to-face, one-on-one interviews with workforce development leaders at five area community colleges. In each case, the WFD leader will be referred to throughout the results section as the interviewee. The fourth section includes a description and analysis of the workforce development faculty questionnaire. This information was gathered from surveys administered through the workforce development leader's email and an online web survey service.

4.1 SUMMARY OF METHODOLOGY AND PROCEDURES

This study explored the expectations of both the WFD administrative leaders and WFD faculty regarding the activities and the contributions of WFD faculty to WFD, the background of WFD faculty in the community college, and the methods by which WFD faculty participate in professional development. This descriptive study involved mixed methods research practices. A grounded theory qualitative research method was used to interpret the interview data and the questionnaire data is represented in the results section applying frequencies to indicate the most often selected response.

4.2 LEADER INTERVIEW QUESTION/INTERVIEW GUIDE

The purpose of the individual interview with each WFD leader was to conduct 30-45 minute long interviews in order to collect responses concerning the profile of WFD faculty and to arrange for distribution of the faculty questionnaire. The interview guide directly answered the major research

question through three subparts. All WFD leader interviews occurred during the months between August and October 2010. Each interview was digitally recorded and transcribed for further qualitative analysis. The leader interviews were codified into major themes and categories to describe the interviewee expectations of WFD faculty. The resulting emergent themes are presented throughout the remainder of this section. The questions are illustrated for reference:

Major Research Question: What is the current profile of WFD faculty in five community colleges in Western Pennsylvania considering their 1) roles and responsibilities, 2) recruitment and selection, and 3) professional development as perceived by WFD leaders and the WFD faculty?

- 1) What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty?
 - a. What are the most important activities in which WFD faculty participate in WFD programs?
 - b. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty?
 - c. How are WFD faculty involved in course creation, review, and approval?
- 2) How are WFD faculty recruited and selected for the community college?
 - a. What credentials and experience are important when considering a potential WFD faculty candidate?
 - b. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the community college?
 - c. What are the recruitment and selection processes and how do the WFD leaders and the WFD faculty perceive these processes?
- 3) What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty?
 - a. To what extent are WFD faculty satisfied with the professional development efforts offered by their community college?

4.2.1 Summary of leader interviews

The results of the WFD leader interviews are described below. Each question is described in full and related to the major research question. Within each question, both emergent themes (major) and categories (theme subparts) will be described in full. The themes will each be defined for clarity of purpose.

Table 1: Emergent themes identified in question one – roles and responsibilities.

Related Question	Question One: Roles and Responsibilities			
Theme	Theme A - Service	Theme B - Instruction	Theme C - Research	Theme D - Economic Development and Business and Industry Partnerships
Definition	Service is defined in this study as internal and external support provided by the WFD faculty to the division and college through a variety of activities including capacity building with all stakeholders, being responsive to the needs of the community, and remaining strong and current in the relevant field.	As a college employee, teaching is defined as a core competency of the WFD faculty. WFD faculty are expected to prepare the workforce of the community and region while assisting in job identification for their students. In order to provide the appropriate instruction, they are expected to hold the appropriate knowledge and skill sets required for the profession they are teaching.	Research in this study was defined as those activities in which WFD faculty must perform to acquire and maintain industry expertise in order to provide industry specific instruction and build their own skills sets while retaining the ability to certify students in the appropriate fields. WFD faculty are required to maintain a connection to field work that is directly related to practical application and translation into classroom exercises and instruction.	WFD faculty have the ability to be the engine that drives economic and community development through direct partnerships with business and industry and the community college.
Category	<ol style="list-style-type: none"> 1. Partner 2. Instructor 3. Expert 4. Evaluator 5. Common characteristics <ul style="list-style-type: none"> • Responsive, Flexible, Responsible • Representative • Current • Self –reliant and prepared 	<ol style="list-style-type: none"> 1. Teacher <ul style="list-style-type: none"> • Open Enrollment • Contract Training 2. Course creator and developer 3. Common categories running within instruction <ul style="list-style-type: none"> • Subject matter expert • Enthusiastic teacher • Open Communicator • Originator of ideas • Developer of curriculum 	<ol style="list-style-type: none"> 1. Practitioner 2. Field researcher 3. Subject matter expert 	<ol style="list-style-type: none"> 1. Business and industry partner <ul style="list-style-type: none"> • Serving business and industry • Creating courses that a company needs • Developing business and industry incumbent employees 2. Business and Industry assessment of needs <ul style="list-style-type: none"> • Maintain and develop knowledge of the audience • Work with the college to develop a training contract • Affect the bottom line of the industry 3. Customer service

Table 2: Emergent themes identified in questions two and three, recruitment and selection and professional development.

Related Question	Question Two: Recruitment and Selection		Question Three: Professional Development
Theme	Theme A: Recruitment	Theme B: Selection	Self-Reflective
Definition	Recruitment is defined in this study as an organizations activity that influences the number and types of individuals who apply for an open position in the community college and/or the workforce development division.	Selection is defined in this study as the process of collecting information regarding a potential WFD instructor in order to extend an offer of employment.	Camblin and Steger (2000) refer to any endeavor designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to institutional decisions as professional development. In this study, professional development in regards to WFD faculty is an attribute that WFD faculty bring to the college through self-reflection. WFD faculty arrive at the college with the appropriate set of skills necessary to perform in the classroom and in the laboratory and update these skills regularly to remain current. Continued professional development for WFD faculty is tied directly into the daily exposure to the industry they represent.
Category	<ol style="list-style-type: none"> 1. Targeted 2. Expert 3. Self-selected 	<ol style="list-style-type: none"> 1. Industry credentialed 2. Instructional specific instructional background – technical vs. soft skills 3. Representative 	<ol style="list-style-type: none"> 1. Self-taught 2. Extraordinary 3. Adaptable

4.3 QUESTION ONE: WFD ROLES AND RESPONSIBILITIES

Interview guide question one asked the WFD leader to indicate his/her expectations of WFD faculty roles and responsibilities in the community college. Four major themes emerged concerning this question. The first three emergent themes relate directly to the literature concerning common responsibilities and activities of a typical college faculty member: service, instruction, and research. The fourth emergent theme, and one shown to be essential to WFD, is the faculty’s impact on economic development. The four emergent themes described in this study reveal the perceptions of the interviewees of the WFD faculty as providing the integral functions, if not the most important functions, for WFD efforts. So important are these functions that without WFD faculty input, lead, and direction, activities within WFD would be jeopardized, putting a strain on community college activities and economic growth in the community and

region. The demand for workers with a postsecondary degree is growing in all fields including manufacturing, construction, and other industries typically labeled blue collar (Carnavale, Smith, and Strohl, 2010).

4.3.1 Interview question one: Roles and responsibilities

1. What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty?
 - a. What are the most important activities in which WFD faculty participate in WFD programs?
 - b. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty?

4.3.2 Workforce development faculty service activities

- o Service – Service is defined in this study as internal and external support provided by the WFD faculty to the division and college through a variety of activities including capacity building with all stakeholders, being responsive to the needs of the community, and remaining strong and current in the relevant field.

What emerged as a major component and finding of this study was the expectation that WFD faculty serve as key members and partners to the community college and WFD. WFD faculty, described as partners to WFD, emerged as a thread throughout all emergent themes in this study. WFD faculty are expected to be major players when it comes to the economic development and business and industry partnerships between the community college and the community. The WFD interviewees expect that the WFD faculty approach the service theme with honor and respect, and the interviewees claim the WFD faculty's ability to partner with internal and external stakeholders is a major action within the community college, the division, and the community.

4.3.2.1 Partner The first theme in this study that emerged emphasized that WFD faculty are active partners with the division. The WFD leader focus on the partner concept revealed several important faculty responsibilities that will be highlighted throughout the remainder of the study. WFD faculty service runs throughout all faculty roles and responsibilities, but the concept of the WFD faculty as

partner drives the function of WFD faculty within the division and community college. WFD faculty partner with the community college for many reasons. Interviewees stated that passing along the knowledge of their field as a service to the community within which they live is the driving factor for WFD faculty interest in partnering with the community college.

Their role as partners in the development and direction of WFD is easily seen through their subject matter expertise and how they prepare students for careers. Often times, the success of WFD is reliant upon the direction it receives from WFD faculty. As will be seen in the following identified themes of this section, WFD faculty prepare themselves for this work through their constant engagement with the industry and professionally updating their skills, either through full-time employment in the industry or continued education and training in the most up-to-date material. Categorizing WFD faculty as partners to the division is central to the operation, mission, and achievement of division goals. WFD leaders rely on this relationship to remain relevant and strong in the workforce development arena. The partnership between WFD, WFD faculty, and the business and industry community leads to an improved community, skilled citizens, and prepared individuals.

4.3.2.2 Instructor WFD faculty serve as partners in WFD planning and development of academic, trade, and customized training programs. In this role, WFD faculty provide direction to the community college through their expertise in the subject matter related to their profession. Hence they are often referred to as subject matter experts. WFD faculty possess the ability to prepare the workforce and/or individuals for careers in both the immediate vicinity of the community college and throughout the region and to improve the economy of a community. All interviewees emphasized the importance of the WFD faculty's role in instruction as a key component in why WFD remains a link between talent and opportunity. Due to the mission of the community college to be responsive and flexible, WFD faculty are expected to embrace these characteristics and implement them directly into their responsibility of preparing the workforce through instruction. Interviewees continually categorized WFD faculty as responsive, flexible, as representatives of the community college, and as prepared to improve the standards by which the community college operates. Although instruction was indicated as a major category within the service theme, it also was identified as a major theme within WFD roles and responsibilities and will be analyzed in depth as the next major theme.

4.3.2.3 Expert Obviously, WFD faculty are most attractive and important to WFD because of their connection to the field in which they teach. Typically, they are either working full-time in the field, or they have recently retired from the field with years of experience at several different levels of technical

ability. WFD faculty are valued by the interviewees for their expertise and knowledge of the field and are highly prized by the interviewees because of their ability to speak the language of their field. The WFD faculty not only bring the expertise, but they also bring their contacts within the field and the knowledge of the needs of the industry they represent. The WFD faculty serve as a “foot in the door” with most companies. Either the faculty member is on a first name basis with multiple industry representatives, or they have the required expertise that many companies need to fulfill their missions. Community colleges rely on the WFD faculty to bring these services to the division because it immediately affects both the community college’s and the business’ bottom line. A successful WFD is one in which the faculty are at the top of their game, have a tremendous skill which they can continue to offer the industry, exemplify expertise of the field, and build and maintain relationships with industry personnel.

4.3.2.4 Evaluator Throughout the interviews, another common concept emerged as to the WFD faculty’s ability to properly assess a company’s training needs, i.e. to properly assess a company’s strengths and weaknesses related to the field. Therefore, an additional role of the WFD faculty is that of strategic partner to both the community college and the company as a researcher into the very specific needs of a company. The determination of needs has potential to propel the company’s place in the field. Companies expect the training that they receive from the community college to help them develop a stronger bottom line. Positively affecting the company’s bottom line requires a WFD faculty that is prepared, knowledgeable, superior, and a facilitator to the company and the community college. The ability to assess the needs of a business is not taken lightly. The community college’s reputation is built upon this faculty member’s expertise in evaluating the needs of a company and preparing an efficient and effective training program that will help the company excel in their field.

The WFD faculty serve as teachers, researchers, customer service advocates, student recruiters, evaluators, developers, designers of programs, and business and industry liaisons. All of these ideals place a great emphasis on the customer service and sales aspect of this position.

4.3.2.5 Common characteristics of workforce development faculty Throughout the entire interview process concerning the roles and responsibilities of WFD faculty, several categories of WFD expectations emerged including: responsive, flexible, responsible, representative, current, self-reliant, and prepared. The following descriptions of WFD roles fit into all aspects of WFD expectations within the community college and throughout this study: responsive, flexible, and responsible. WFD faculty are responsive to the community college and the industry in relation to providing emerging and needed education and training. WFD faculty are flexible in order to begin a course whenever it is needed and are able to offer

the course on or off campus. Lastly, WFD faculty are responsible enough to be the face of the community college.

Because of the role of the WFD faculty as a partner to business and industry, category three emerged as the interviewees indicated the WFD faculty attribute of representation is of great importance. WFD faculty are the face of the community college. WFD faculty represent the community college first in all aspects of their work, whether it be teaching a class or working with business and industry leaders for customized contracts. WFD faculty's enthusiasm for their work is evident in their service to the community, the student, the community college, the region, the state, the nation, and, most importantly, the business and industry in the region. The professionalism of the faculty, described by interviewees, is exemplified by their collegial relationships with fellow instructors and their eagerness to teach and work with business and industry.

Interviewees indicated that a major strength of WFD faculty is that they are current in their fields. WFD leaders describe their division's success as a product of WFD faculty know-how. Interviewees clearly indicated that the division is only as successful as the bottom line of their business and industry partners. WFD faculty, through their up-to-date knowledge of the field and their contacts with key business and industry personnel, affect the bottom line through properly educating company personnel and introducing companies to new education material, training material, and other products that are new to the industry.

Interviewees referred to WFD faculty as enthusiastic to share their knowledge of the field due to the faculty exemplifying the ability to train others and having earned the appropriate knowledge and skills in a specific field. Their strength and knowledge of the field affects the community college bottom line and addresses the mission of the community college. WFD faculty need to be flexible and adjust to the needs of their audience. WFD faculty are constantly updating their courses and syllabi and their approach to building partnerships with business and industry.

Something of great importance to point out is that WFD faculty typically update their courses as the technology and machinery important to their field are updated. Because of their direct relationship to the field, they often bring the class and program to the community college. When the interviewees described the programs and courses they plan to offer, they refer to WFD faculty for the most critical information. WFD faculty come from the industry in which they teach, they research the necessary, modern, and most up-to-date information and material in the field, they seek out education and training for professional development, they maintain contact with the field, and they represent the community college. Again, because they often bring their class and ideas to the college, they have the ability to offer their course with little lead time. Interviewees indicated the importance of the following attributes to

define WFD faculty: responsiveness, flexibility, expertise of the job, knowledge, skills, and abilities. Therefore, they must, as one interviewee put it, “walk the walk, and talk the talk.”

4.3.3 Instruction activities

- Teaching – As a community college employee, teaching is defined as a core competency of the WFD faculty. WFD faculty are expected to prepare the workforce of the community and region while assisting in job identification for their students. In order to provide the appropriate instruction, they are expected to hold the appropriate knowledge and skill sets required for the profession they are teaching.

The second major theme that emerged during the course of the WFD leader interviews was instruction. Instruction is one of the major components of a faculty member’s work description and was paramount in this study. All interviewees indicated that success is the result of the importance placed on the WFD faculty’s ability to prepare the region’s workforce through education and training.

4.3.3.1 Teacher of open enrollment and contract courses As indicated by the interviewees, typically what one will find in WFD are two types of education and training. The two administratively different tracks of education found in the division are open enrollment and contract training classes. First, open enrollment classes are typically placed in the course offerings catalog for each term. An open enrollment course within WFD was described as a course that grew popular over time, is regularly scheduled, and fills quickly with high frequency. WFD courses that are typically run through open enrollment are welding, drafting, soft skills – leadership and management, and machining due to their popularity and need within the business and industry community. Programs found within continuing education, such as dancing, horticulture, or aerobics are also offered through open enrollment because of the demand within the community.

Second, the other type of education and training interviewees expect WFD faculty to teach is contract training. Although WFD faculty typically work within open enrollment courses and programs, interviewees indicate that contract training is the most sought after assignment of WFD faculty for many reasons. First, contract training is the most responsive education and training offered by WFD to business and industry. Contract training can occur at any time and is usually promulgated by business and industry needs, which relates directly to WFD’s mission. Customized training originates for several reasons. The most commonly referred to initiation of customized training is the introduction of a new technology in an existing field that will alter or improve industry activities; the introduction of an entirely new occupation

in a region, i.e. Marcellus shale natural gas exploration and production; or as the result of an increased growth in any number of occupations. Interviewees indicated that contract training typically is quick to generate, takes less time to operate, requires specific, unduplicated instruction, and places a great emphasis on combining courses and programs to meet the need of the business and industry. The courses and programs typical of contract training morph existing programs, technology, and personnel with new, up-to-date programming and technology to meet the demands of a company and its customers.

4.3.3.2 Course creator and developer WFD instructors are expected to develop and research their field in order to remain qualified to teach, and they are expected to gain and retain the appropriate expertise, knowledge, skill and attitude appropriate to create, develop, and teach the class. Because WFD does not often maintain a high number of full-time faculty, the WFD faculty within the division serve in all aspects of program implementation, including the following:

1. Course creator (with guidance from the institution)
2. Offer guidance and expertise to the community college, the student, and business and industry
3. Run existing open enrollment courses
4. Alter and adjust existing courses and programs
5. Develop new courses and programs
6. Create and customize courses for a variety of companies
7. Develop course syllabus
8. Develop course evaluations
9. Teach to adult learners
10. Originate ideas for new and existing courses
11. Research new lab equipment and maintain existing equipment lists
12. Follow college rules for running courses
13. Play an active role in developing and expanding new programs
14. Prepare student for entry-level and mid-level positions

4.3.3.3 Common categories within instruction WFD faculty were categorized as being enthusiastic teachers, originators of new and improved classes, and developers of sharable knowledge, skills, and abilities, classroom materials, and laboratory needs related to all types of training. Whether it is teaching an open enrollment course or assisting in the development and application of contract training, the WFD faculty must be skilled in delivering this knowledge to various types of students or audiences. Interviewees indicated that WFD faculty must be able to deliver their expertise in the classroom or laboratory setting, and this aspect of their job description is a major prerequisite and component of the

recruiting and selection process for WFD faculty. The WFD faculty must know their own needs and actively pursue professional development for classroom management and instructional techniques in their field of expertise. WFD faculty must be current with industry needs and prepared to work with industry to update current programs and courses in order to fulfill the needs of the company. The interviewees indicated that they rely on the expertise of the faculty for the delivery of industry approved and specific courses and programs. Once again, the interviewees indicated that the WFD faculty is the face of the community college when the faculty is in the community offering education and training.

4.3.4 Research activities

- Research – Research in this study was defined as those activities in which WFD faculty must perform to acquire and maintain industry expertise in order to provide industry specific instruction and build their own skill sets while retaining the ability to certify students in the appropriate fields. WFD faculty are required to maintain a connection to field work that is directly related to practical application and translation into classroom exercises and instruction.

Research emerged as a significant expectation of the WFD faculty. The interviewees' expectations for this component of the faculty's roles and responsibilities are to bring to the community college, from their direct interaction and employment in their industry, the expertise and related industry research required to remain highly valued within the field they teach. WFD faculty research and application of the research is expected to be practical for the workplace.

4.3.4.1 Practitioner WFD leaders have confidence in their WFD faculty and in the faculty's efforts to stay abreast in the most up-to-date and relevant developments within their field. This expectation is realized in both the bottom line of the community college and their business and industry partners. Therefore, WFD faculty focus on their ability to remain experts in their field by improving their skills through remaining connected through employment to their field. WFD faculty research typically includes activities that improve either full- or part-time work in the field they teach, i.e. participation in presentation, seminars, or conferences in their field, updating their professional certifications, and taking courses in their field from industry experts and leading industrial technical training institutions. Because of their close ties with the industry and their continued involvement in the field due to their part-time faculty status, WFD faculty are able to remain up-to-date and expert in their field through practice. Interviewees suggested that the distinction between WFD faculty research and that of an academic faculty

is that WFD faculty remain directly connected to the technical field from which they recently retired from or are remain currently employed.

4.3.4.2 Field researcher Practical application means the WFD faculty must continue professional development in their field in order to bring the most up-to-date curriculum and knowledge of the laboratory equipment needed in the industry within which they work. Interviewees expect the WFD instructor to use their personal time for improving the course and introducing students and industry to critical improvements in the industry. Additionally, a portion of the WFD faculty contract is allocated to course development, typically 25 percent, although this is not always the case. Faculty need to be able to translate practice into classroom experiences. Interviewees indicated that one of the greatest services WFD faculty provide to the community college, the students, and business and industry is their ability to assimilate the latest research and knowledge in their field directly into a class, program, or contract with the business and industry to address what jobs are growing in a technical field.

The research expected of WFD faculty relates directly to the continuation and updating of existing classes, and directly to the expectation that WFD faculty will introduce new classes to WFD that resulted from direct experience in the industry and reflect direct industry need. A major expectation of WFD faculty is the introduction of new classes to the community college. WFD faculty bring to the community college a level of expertise gained through continued application in the field to the community college. WFD faculty that are sub-par in instruction are easily spotted by business and industry experts. Importantly, they are teaching their courses and sharing their expertise with individuals who also own a certain level of expertise in the field. The participants in a class or contract training within an industry are able to spot inexperienced faculty. Field research is expected to assist WFD faculty retain the knowledge necessary to continue offering courses that business and industry need.

4.3.4.3 Subject matter expert The community college relies upon the fact that WFD faculty are subject matter experts as a key component of the WFD faculty's work with the community college. Without the expertise of the WFD faculty there truly is no WFD. Part-time WFD faculty are expected to increase their expertise while retaining their credentials and remain up-to-date in the field with little professional development support. They are the lone entity for instruction, research, service, and economic development within WFD.

The results of this question and the emerging theme related directly to WFD's reliance on the WFD faculty member as an expert in the field. The significance of this question resulted in the WFD leaders referring to their instructors as subject matter experts (SME). There was an expectation among the

interviewees that WFD faculty enter the community college with a level of competence and ability needed to perform within the community college as an expert with the appropriate credentials and industry experience. As a SME, and in relation to the field research that WFD faculty are expected to perform, knowledge of the job growth within the industry is expected in order to be successful. SME are expected to know what types of jobs are emerging, leveling off, and are most popular.

4.3.5 Economic development and business and industry partnerships activities

- Economic Development and Business and Industry Partnership –WFD faculty have the ability to be the engine that drives economic and community development through direct partnerships with business and industry and the community college.

WFD faculty are expected to be able to attract and retain business and industry contracts, provide customer service, determine company needs and provide the instruction and training needed, meet company expectations, provide students with an experience in new knowledge and behaviors, and continue to implement plans to maintain relationships with business and industry. WFD faculty are expected to nurture and develop, in collaboration with the community college, partnerships with local and regional business and industry professionals. These efforts are expected by the interviewees to enhance and grow the potential for economic development in the region within which the community college operates. As this study progressed, it was evident that economic development through business and industry partnerships was expected and required for WFD faculty to be successful for both the individual and the college.

4.3.5.1 Business and industry partner WFD faculty are expected to work eagerly with community college and industry personnel as the education and training liaison and be expert in the most up-to-date research and needs of the field. Once again, the concept describing WFD faculty as partners with WFD became clear and their role more defined. In the role of partner, WFD faculty are expected to serve as the community college's point of contact for business and industry professionals to address economic development in the community and region. Because of their work in the field and the nature of how they gain and retain their expertise, they are expected to have brought to the community college the expertise on how to develop partnerships with industry. The community college relies on their work in the field to maintain these relationships, to provide existing and new relationships, and to foster education and training opportunities for the community college. Overall, the WFD faculty is expected to work with the community college administrator to determine the needs of companies with which they work.

4.3.5.2 Business and industry assessment of needs WFD provides specialized education and training for business and industry personnel. WFD partners directly with business and industry to provide education and training in order to promote the development of a company's overall mission, incumbent employee success, and/or specific technical training. The close relationship and frequent communication community colleges have with business and industry allow the community colleges to recognize and effectively respond to industry needs. Communication between the community colleges, residents, and business and industry facilitates community and economic growth. For example, recent growth of natural gas development and extraction within Pennsylvania has increased the need to train volunteer fire and emergency first responders in the proper use of fire extinguishers during a gas well fire. WFD faculty trained to extinguish natural gas fire emergencies consult with other industry experts, natural gas companies, and fire and emergency departments to develop and operate training in this field. WFD faculty identify the fire and emergency operations company for strengths and weaknesses in natural gas fire capabilities and develop appropriate training activities to fill that void.

Through their work experience in the field, they are able to troubleshoot areas within an organization that requires adjustment. Interviewees expect WFD faculty to provide an informal assessment of needs with potential companies. Businesses and industry are interested in direct, flexible education and training to quickly serve the needs of their operations. WFD administrators and faculty, as a team, will meet with company representatives to build a customized curriculum that will serve as the training program. The WFD team works with companies to identify and understand the goals and objectives of the company and to create a program that meets those goals and objectives. WFD administrators and faculty ask several questions of company leaders during the beginning of the partnership to determine the company's specific education and training needs. Together, WFD, the WFD faculty, and the company develop a curriculum that will completely and directly translate into the education and training necessary to improve incumbent and new employees. Ultimately, this process assists in the creation of a program that educates and trains qualified employees in up-to-date material in their field. This action directly affects the company's bottom line.

Once the company and community college representatives finalize plans for training designed to meet the company's goals, the community college workforce development director formalizes the partnership by presenting a memoranda of agreement outlining the terms of the agreement, including the number of employees to be trained and the cost for the entire program. The ideal result is competent employees and increased revenues.

4.3.5.3 Customer service Among the many facets of WFD faculty's expectations in customer service, the most important are that WFD faculty and administrators are expected to address the needs of business,

sell the division's education and training, and evaluate the success of the various collaborative programs. WFD administrators and faculty are expected to be prepared for any meeting with business and industry. Once again, a common theme expressed by all the interviewees is that WFD faculty represent the community college and WFD. WFD faculty are expected to learn about the company, the company needs, and work to develop a curriculum that fits the company. Often times, WFD faculty are compensated within their contract to perform these activities.

WFD administrators and faculty pursue partnerships with governmental agencies by cold calling businesses, participating in chambers of commerce meetings, attending professional conferences, working with companies contacting WFD, attending contractor seminars, and acquiring governmental contracts. Due to the mission of WFD and its inherent responsiveness and flexibility, WFD is able to merge existing courses to offer business and industry training that incorporates rapid instruction and delivery of combined courses. In order for a partnership between WFD and business and industry to work, there must be direct communication between WFD, the WFD faculty, and the company, concerning the appropriate curriculum. This action is the direct result of the initial and ongoing assessment of needs for the company. Course customization emerges from partnerships between WFD and the companies. WFD administrators serve as the intermediary while the faculty serves as the subject matter experts. The company's bottom line remains the objective of this partnership.

4.4 QUESTION TWO: RECRUITMENT AND SELECTION

Question two asked interviewees to respond to questions concerning how WFD faculty were recruited and selected by the community college. Specifically, interviewees were asked to comment on the methods they used to recruit individuals, describe the educational and professional backgrounds they expected of the WFD faculty, and describe the types of credentials they expect WFD faculty to own. Additionally, interviewees were asked to report on how well they believe college recruitment and selection of WFD faculty fit within the community college. Lastly, interviewees were asked to indicate how the WFD faculty perceive these processes.

4.4.1 Interview question two: Recruitment and selection

How are WFD faculty recruited and selected for the community college?

1. What credentials and experience are important when considering a potential WFD faculty candidate?
2. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the community college?
3. What are the recruitment and selection processes and how do the WFD leaders and the WFD faculty perceive these processes?

4.4.2 Workforce development faculty recruitment

- Recruitment – Recruitment is defined in this study as an organization’s activity that influences the number and types of individuals who apply for an open position in a community college and/or workforce development division.

All of the interviewees indicated there was no formal method for recruiting potential WFD faculty. However, several methods emerged as being important in recruiting WFD faculty including: targeted recruitment, word of mouth, industry referrals, and newspaper advertisements. Interviewees indicated the importance of potential WFD faculty bringing a certain level of expertise to the community college. Expertise attracts new students and company training contracts. Interviewees indicated that WFD faculty bring their expertise to the community college often times unsolicited.

4.4.2.1 Targeted The interviewees indicated several methods by which WFD faculty are recruited and the interviewees presented their interest in creating an easier and better way of retaining and recruiting WFD faculty. WFD faculty are recruited directly by the college through self identification, word of mouth – companies identifying employees that are able to offer training, newspaper and media advertising, human resources posting, and targeted recruitment activities. The most successful type of recruiting indicated by the interviewees is the self-identification process. WFD faculty bring their expertise and experience to the community college.

Development of new programs often times requires WFD leaders to take risks. In order to take programming and course risks, the interviewees indicated they still develop criteria and processes to help with development of programs. The interviewees indicated that if they are doing their jobs and achieving their goals for the community college and the division, which is to be the engine that drives WFD operations, explore new opportunities, and devise a selection criteria that may consist of targeting fifteen people in order to find the right person to teach the course and/or work with business and industry. These are the chances the interviewees stated they take to respond to the community’s needs.

Interviewees indicated there is no mandatory recruitment method for properly recruiting and selecting WFD faculty. The interviewees indicated that there is no true recruitment and selection process for WFD faculty. Interviewees indicated that their recruitment and selection process is mostly informal and does not comply with the recruitment of credit faculty. Due to the nature of WFD being so responsive and flexible to meet the needs of the community, their recruitment and selection process must follow suit. WFD leaders have the liberty to hire faculty at their discretion due to the flexibility and freedom they have to respond in a rapid manner to provide industry with training.

4.4.2.2 Expert Interviewees indicated that the most important role and responsibility of the WFD faculty is that of instruction and their ability to translate their industrial experience into the classroom. WFD faculty are expected to provide the best quality instruction and preparation of students for the workplace. The following drives the recruitment and selection process: Insuring the WFD faculty's ability to translate industry needs into a course, a classroom, and a laboratory. WFD faculty are tasked with preparing the workforce in skills that are relevant and needed now and that affect the company's bottom line. WFD faculty are expected to demonstrate their course for the community college and their students during a recruiting and selection session with the division leaders. Typically, WFD leaders expect WFD faculty to perform the following tasks during an interview for employment:

- Develop a toolbox of skills that students can take away with them to work
- Demonstrate knowledge of the soft skills students will need to get hired successfully in the field
- Perform a teaching demonstration
- Demonstrate their ability to transfer and translate their skills into classroom principles

4.4.2.3 Self-selected An interesting finding in this study is the determination that WFD faculty bring their expertise to the community college often times unsolicited. They actively seek out training and education opportunities within the community college. As stated above, community colleges do not have to search far or wide to find individuals to teach the latest information in any field, many times WFD faculty approach the community college or companies refer potential instructors to the community college. A typical community college's noncredit WFD faculty workforce is consistent and relatively solid. They actively seek out more and new company engagements in order to keep their education and training successful and up-to-date. A successful WFD faculty leads to a successful WFD division. Generally, a successful WFD candidate is a salesman, a teacher, a researcher, an evaluator, and an agent for economic development. They recruit themselves to the community college and bring with them a wealth of knowledge and abilities.

4.4.3 Workforce development faculty selection

- Selection – Selection is defined in this study as the process of collecting information regarding a potential WFD instructor in order to extend an offer of employment.

Interviewees indicated that several important categories related to successfully selecting qualified WFD faculty. Among the most important, industry credentials and experience were indicated as a necessary in order for a faculty placement. WFD faculty are expected to have experience in classroom instruction related to a specific industry background. Lastly, interviewees placed representativeness as a major category of potential WFD faculty attributes. WFD faculty represent the community college throughout the community.

4.4.3.1 Industry credentialed The interviewees suggested that hiring faculty with the appropriate credentials for technical classes and programs is paramount to the division's success with students, job placement, and business and industry partnerships. WFD faculty members are hired with the expectation to teach the most up-to-date information within their field. This requires them to be masterful of their craft in order to relay this information to other individuals in the field. There are two types of part-time faculty being hired in the community college: (1) those with highly developed skills and knowledge in the technical and vocational field, and (2) those with arts and sciences general education backgrounds who hold low level technical abilities (Wagoner, 2007). WFD leaders hire the former and expect them to be credentialed and experienced in the field. WFD leaders expect expertise in the field. WFD faculty are expected by the interviewees, the community college, and the industry to be certified in order to be an instructor in the field. Typically, an institution or industry recognized training provider performs the appropriate certification for a particular industry through the development and administration of a specific program and subsequent test directly related to the technical field in question. This certification process is then regionally or nationally recognized. Wagoner (2007) also states that the technical faculty member is becoming a highly sought after member of the community college, replacing the importance of the low-level skilled faculty member. Interviewees stated that one cannot prepare individuals for certifications and not have earned that certification. Therefore, in the technical and manufacturing fields, the community college only hires faculty that are credentialed through the appropriate industrial certification.

Interviewees stressed that WFD faculty credentials must be specific to their fields. WFD leaders are expected to hire a wide variety of WFD faculty due to the wide ranging nature of the business and industry workforce. Necessary credentials range from manufacturing certifications and licenses, welding certifications and licenses, and soft skills education and training.

4.4.3.2 Industry-specific instructional background What has been identified, however, in this study is that there are two types of faculty within WFD that require similar hiring activities: faculty of a technical nature and faculty who prepare the workforce for the soft skills (business management, quality, leadership, and other similar areas). The technical WFD faculty must be well versed in their subject and properly credentialed. For example, faculty might be well versed for instruction in ISO 9000 standards for steel manufacturing or BPI certified for weatherization processes in a state. The soft skills faculty, those individuals who teach leadership, teamwork, resume building, and other types of workplace ethics and needs, are expected to hold a bachelor's degree, master's degree, or even at times, a doctorate in the field. This was stated to be important due to the nature of soft skills training and the fact that faculty are considered partners to the community college when they go into business and industry to assess their needs and provide a framework for a class. Soft skills WFD faculty are often degreed in the field so that WFD leaders can display the credibility of their courses and programs. Soft skills relate more closely to liberal arts than technical certifications. Therefore, those that instruct in this field are usually expected to hold an advanced degree in liberal arts, business, and/or leadership. WFD vice presidents and directors market their programs as being offered by instructors with advanced degrees. Business and industry buy programs taught by WFD faculty with advanced degrees.

It is important to have WFD faculty that are skilled in their craft and able to teach to adult learners while also being knowledgeable of the technical field within which many of their potential students will be entering or are currently employed. Interviewees indicated that a classroom of machinists are not your typical four-year or two-year AA or BS students. Therefore, these men and women are often times rough around the edges and dirty from a days work in the plant. They have opinions and often times easily articulate their disgust with sitting in class. A proper soft skills WFD faculty is expected to:

- Know how to work with industry personnel
- Able to teach adult learners
- Share knowledgeable of the field
- Able to understand the trade jargon enough to instruct the class

The WFD soft skills faculty is recruited to the community college because of their ability to work with this type of individual and often times either worked in the field as a technician or in a directly related field within the industry. Knowledge of the technical field provides additional credibility to the soft skills instructor. Interviewees indicated that WFD soft skills instructors, often times, are employed full-time as corporate trainers in the field or own consulting firms that are directly related to the industry.

WFD faculty work in the industry, and finding the best candidate sometimes means going into that industry and hand picking individuals to teach the subject. Interviewees indicated that having experience in a specific industry is essential when hiring an individual and subsequently going into a

company and presenting a need for offering a course. Knowledge of the field brings with it several expected prerequisites found in the faculty:

- Overall and specific knowledge of the field
- Open to prospective company's evaluation of their expertise in the field
- Able to speak the language
- Have an industry connection
- Have the appropriate credentials
- Provide a path for conversation with the key leaders within the company
- Know the audience and relate on a very specific level

4.4.3.3 Representative Interviewees indicated that, on average, all WFD potentials are interviewed following a sequence of interview tactics, plus, once hired they are provided an appointment letter detailing their involvement, roles, and responsibilities within the community college and the division. WFD faculty are informed immediately of their responsibility of representing the college in all aspects of their work, both on campus and off. Depending on the community college, a typical appointment letter outlines:

- The roles and responsibilities of the faculty member
- The class or workshop they will be teaching
- The college policies regarding instruction and other processes
- The PA Department of Education rules and regulations
- The completion of an official application packet
- The letters are typically endorsed by the president or the vice president of the division

4.5 QUESTION THREE: PROFESSIONAL DEVELOPMENT

Question three asked interviewees to report on what they believed were the most important areas of professional development for WFD faculty. What emerged from the interviews was that WFD faculty are not offered professional development activities on a regular basis. Actually, the interviewees expect WFD to be highly skilled in their fields, up-to-date with their material, and support their own credentialing and development. Interviewees indicated the following considering professional development for WFD faculty:

- They provide their own professional development
- They must bring expertise to community college
- They are self taught and remain current in their fields due to the nature of their expertise
- They often still work full-time in the field
- They have a daily exposure to the industry and the workplace, and to what they are teaching that gives them an advantage when it comes to professional development
- They have a passion to stay current

4.5.1 Interview question three: Professional development

What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty?

1. To what extent are WFD faculty satisfied with the professional development efforts offered by their community college?

4.5.2 Self-reflective

- Professional Development – Camblin and Steger (2000) refer to any endeavor designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to institutional decisions as professional development. In this study, professional development in regards to WFD faculty is an attribute that WFD faculty bring to the college through self-reflection. WFD faculty arrive at the college with the appropriate set of skills necessary to perform in the classroom and in the laboratory and update these skills regularly to remain current. Continued professional development for WFD faculty is tied directly into the daily exposure to the industry they represent.

Interviewees indicated that, for the most part, professional development is not part of the WFD faculty member's benefits of employment within the community college. Interviewees stated that because WFD faculty are hired as subject matter experts with direct industry experience, the faculty are expected to arrive at the community college with the necessary tools to teach a course. Interviewees indicated that the rare instances that WFD faculty are offered professional development usually involved classroom instruction and management or advanced training that is required to continue partnerships with business and industry.

4.5.2.1 Self-taught WFD faculty are expected to have brought with them the training needed and the credentials necessary to teach a course within the community college. Interviewees indicated that there is no true professional development for WFD faculty within the WFD. WFD faculty are hired for a specific reason - to teach a course within their expertise. Interviewees indicated that because they are hired with pre-existing expertise, they do not require professional development and hence do not offer professional development for their faculty. Although it was only mentioned inadvertently, the interviewees also indicated that financially they were unable to provide professional development to WFD faculty. They have the expertise, credentials necessary for operating within the community college, and are self-taught. The interviewees indicated that there is no real mechanism for professional development within the department. Most professional development found within community college relates to teaching practice, classroom management, and current affairs in the community college. The interviewees indicated that WFD faculty are not privy to these professional development meetings. Actually, several interviewees indicated that WFD faculty would “pull their hair out” if they were required to sit through common community college professional development workshops. This becomes important when an administrator is hoping that the staff will stay with the community college or not. It was emphasized during the interviews that WFD faculty come to the community college already certified in their field with the most up-to-date knowledge. They are expected to be up-to-date in their field.

4.5.2.2 Extraordinary Interviewees indicated that typically the only form of professional development offered to WFD faculty usually occurs early in their appointments with the community college and focuses on the following concepts of a successful partnership:

- Representative of the community college
- Possess the potential to earn education and training contracts for the community college
- Continually seek to update their credentials
- Continually seek to update their instructional expertise
- Accept and seek out feedback and evaluation for improvement in the classroom

Community college sponsored professional development is rare only in the case that it has the potential to earn the community college money. This rare occasion occurs when a community college can no longer educate and train in an industry certification. Extraordinary circumstances are required when an industry or state introduces a new certification in order to update an industry practice, business and industry is required to re-certify their employees within a certain amount of time to comply with new state policies and regulations. WFD requires an updated instructor in order to run classes leading to the new certification requirements. Therefore, the community college will pay to have an existing WFD faculty

trained in the field to get them up and running and to keep the courses scheduled. In another instance, if a WFD faculty or the WFD division has a long standing relationship and contract with a company, the division will provide training for their faculty to receive specialized training in order to continue to do the work that is necessary with this company. The bottom line drives the need for professional development.

4.5.2.3 Adaptable Interviewees suggested that the WFD faculty requires, often times, professional development in the institutional culture and teaching within the community college. They often come to the college with a lot of experience in the field but require some adjustment to the community college atmosphere. Interviewees indicated, in this regard, that professional development is afforded to them mostly through acculturation. They work with their administrative directors and fellow instructors to adapt to the culture of the community college. They work with their colleagues to learn teaching techniques, learn best practices in the classroom, learn how to translate their expertise into classroom practices, learn how to speak with the students, and learn what it means to advise and direct students into careers and other interests. Due to the nature of WFD faculty's expertise, they are self-taught and remain current in their own fields. They provide for themselves professional development. Actually, community colleges will not hire a WFD faculty unless they already have the credentials and expertise in the field. WFD faculty have daily exposure to the industry and the workplace through their employment in the industry. Interviewees indicated that offering professional development activities in their field would present unnecessary redundancies, but require assistance learning how to adapt to the community college atmosphere.

4.6 SUMMARY OF INTERVIEW GUIDE

The leader interviews were read and reread five times, and codified into major themes and concepts. Based on the results of the interviews and the themes and concepts developed, a spreadsheet was developed to provide a description of the vice presidents/deans responses by concept and category types by community college. The coded concepts were created as a result of review of the interview transcript data. The concepts derived from the interview data serve as the method for describing the study findings. Each question was addressed individually and related directly to the major research question.

Interview question one revealed four major themes: service, instruction, research, and economic development. These four emergent themes illustrate the most important activities expected of WFD

faculty within the division as described by their leaders. WFD leaders and business and industry leaders turn to WFD faculty to provide a quality program at a reasonable price. WFD leaders coordinate the process, leaving the WFD faculty to provide the education and training necessary to improve the students and the companies.

Interview question two sought out to describe how WFD faculty were recruited and selected to the community college. It was shown throughout the interviews that the WFD faculty self-select the community college for employment. They bring their expertise to the community college through self-referral or through word-of-mouth. They are required to be responsive and flexible in order to meet the needs of the division and the industries they will interact with.

Interview question three asked the interviewees to describe critical professional development activities in which WFD faculty participate. The results of this question revealed that the interviewees expect WFD faculty to enter the community college fully prepared to teach courses, own the appropriate credentials, continue to work in their field of expertise, have a passion to continue to seek out professional development activities, and provide industry exposure to their students. Interviewees do not provide regularly scheduled professional development activities for their faculty.

4.7 WORKFORCE DEVELOPMENT FACULTY QUESTIONNAIRE

The intention of the 19 item questionnaire was to assist in the collection of data regarding the roles and responsibilities of workforce development (WFD) faculty with attention focused on WFD faculty activities, recruitment and selection, and professional development.

4.7.1 Outcomes

- This questionnaire was distributed to 190 WFD faculty within five community colleges in Western Pennsylvania
- 64 of the 190 questionnaires sent out were completed and returned; 33.8 percent response rate
- The data is represented in the results section applying frequencies to indicate the most often selected response.

First, using a Likert scale, several questions asked WFD faculty to indicate their expectations and personal preference to the questionnaire items by selecting, on a scale of one to five, the importance of

each item to their activities within WFD. Second, the questionnaire asked WFD faculty to indicate their preference to WFD activities by selecting yes or no. Third, WFD faculty answered multiple choice questions. Additionally, many of the questions presented opportunities to complete open-ended responses. This data is represented in the results section applying frequencies to indicate the most often selected response.

4.7.2 Community college workforce development faculty questionnaire

The completion of the WFD faculty questionnaires proceeded in one of two possible ways; first, questionnaires were sent via email to faculty who were asked to complete the survey via the internet; second, faculty were asked to complete the questionnaire during a regularly scheduled noncredit faculty class and during noncredit faculty time on campus for duties other than teaching. All faculty chosen by the leader's office to participate in this questionnaire were selected from each college's workforce development division noncredit faculty. Overall, 190 noncredit faculty from all colleges in the WPCRC were asked by their workforce development administrative leader to complete the survey online. Sixty-four WFD faculty completed the survey. The response rate for the survey was 33.8 percent. The response rate by community colleges were as follows: 7 out of 24 for Butler County Community College; 22 out of 98 for Community College of Allegheny County; 9 out of 15 for Community College of Beaver County; 8 out of 28 for Penn Highlands Community College; 18 out of 25 for Westmoreland County Community College. The number of faculty asked to participate in the questionnaire was based on conversations with the vice presidents and their staff regarding the total number of faculty available at the community college, their positions as WFD faculty, and the field they teach. Based on those estimates, the total number of requested responses by community college reflects the size of the community college and the size of their respective WFD division. CCAC's enrollment, staff, and faculty numbers are more than twice that of the other community colleges in this study.

4.7.2.1 WFD faculty survey respondent demographics WFD faculty demographics were an important piece of this study in order to understand the general makeup of the population in this geographical region; the first several questions revealed the demographic background of the WFD faculty participants. The literature reviewed for this study did not indicate the faculty demographics representing WFD. For example, questionnaire items asked respondents to indicate their official title within the division, their age and gender, their employment status within college, employed part-time or full-time, employment other than their appointment within WFD, whether or not they taught credit courses for the college, and their

education level. The data revealed a number of interesting characteristics and demographics found within the WFD faculty ranks.

First, nearly 61 percent of the faculty reported their titles contained the term instructors. The average age of the WFD faculty completing the survey was 49 and the std. dev. was 12 years. Overall, 54.7 percent of the survey completers were male and 45.3 percent of the survey completers were female.

The literature indicated that the majority of WFD faculty are part-timers, and this study confirmed this assertion. 73.4 percent of the survey completers considered themselves part-time faculty within the division while 26.6 percent considered themselves to be full-time.

The questionnaire responses indicated that nearly one-third of the respondents teach credit courses within the community college. Although this survey did not ask the respondents to indicate what credit course they teach, the interviewees indicated that often times part-time WFD faculty are also employed in the credit side of the college. In relation to the questionnaire, WFD leaders interviewed in this study indicated during the interviews that, depending on the college, credit instructors are permitted to teach in WFD on a contractual basis. Interviewees indicated that teaching for WFD was a method for credit instructors to receive additional funds during the summer or other extended breaks between credit semesters at the college and as a method to remain connected to the industry. Overall, 35.9 percent of the respondents indicated they taught credit courses, while 64.1 percent of the respondents said they did not teach credit courses.

WFD faculty indicated a wide range of degree attainment. Figure 4 shows that the largest percentage of WFD faculty hold Bachelor of Science degrees: 28.13 percent. The second most common degree type indicated in the questionnaire was the Master of Arts with 17.19 percent. The third most commonly reported degree was the Master of Science with 15.63 percent. Three interesting findings resulting from this study showed degree attainment in the following degrees: some college with 12.5 percent; Associates of Applied Science with 9.38 percent; and the Doctorate with 7.81 percent.

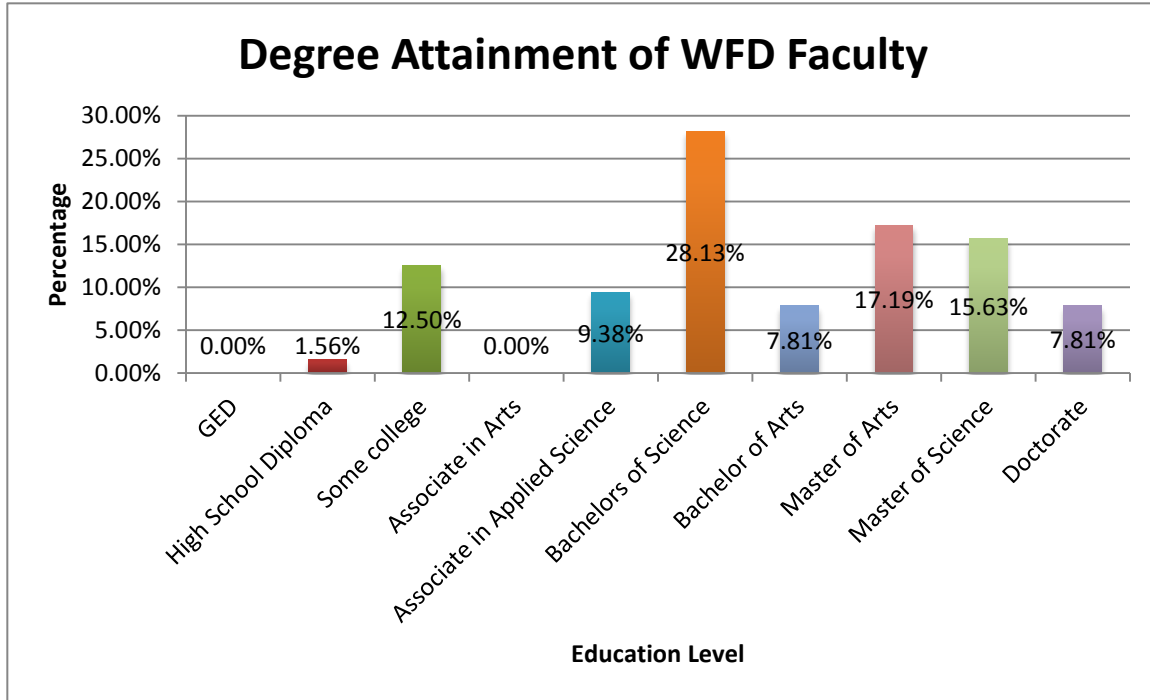


Figure 4: Workforce development faculty level of degree attainment.

4.7.2.2 WFD faculty roles and responsibilities This section of the faculty questionnaire addressed the major research question part 1 (a), (b), and (c): WFD faculty expectation of their roles and responsibilities. The faculty ranked, by order of essential to not important at all, the level of importance for WFD faculty considering the following activities at the college: instruction, course creation, program development, fundraising, consulting, and other items related to their roles and responsibilities within the division. Secondly, they indicated at what capacity they were expected to participate in course development. Lastly, they were asked to indicate their level of satisfaction in these important faculty activities.

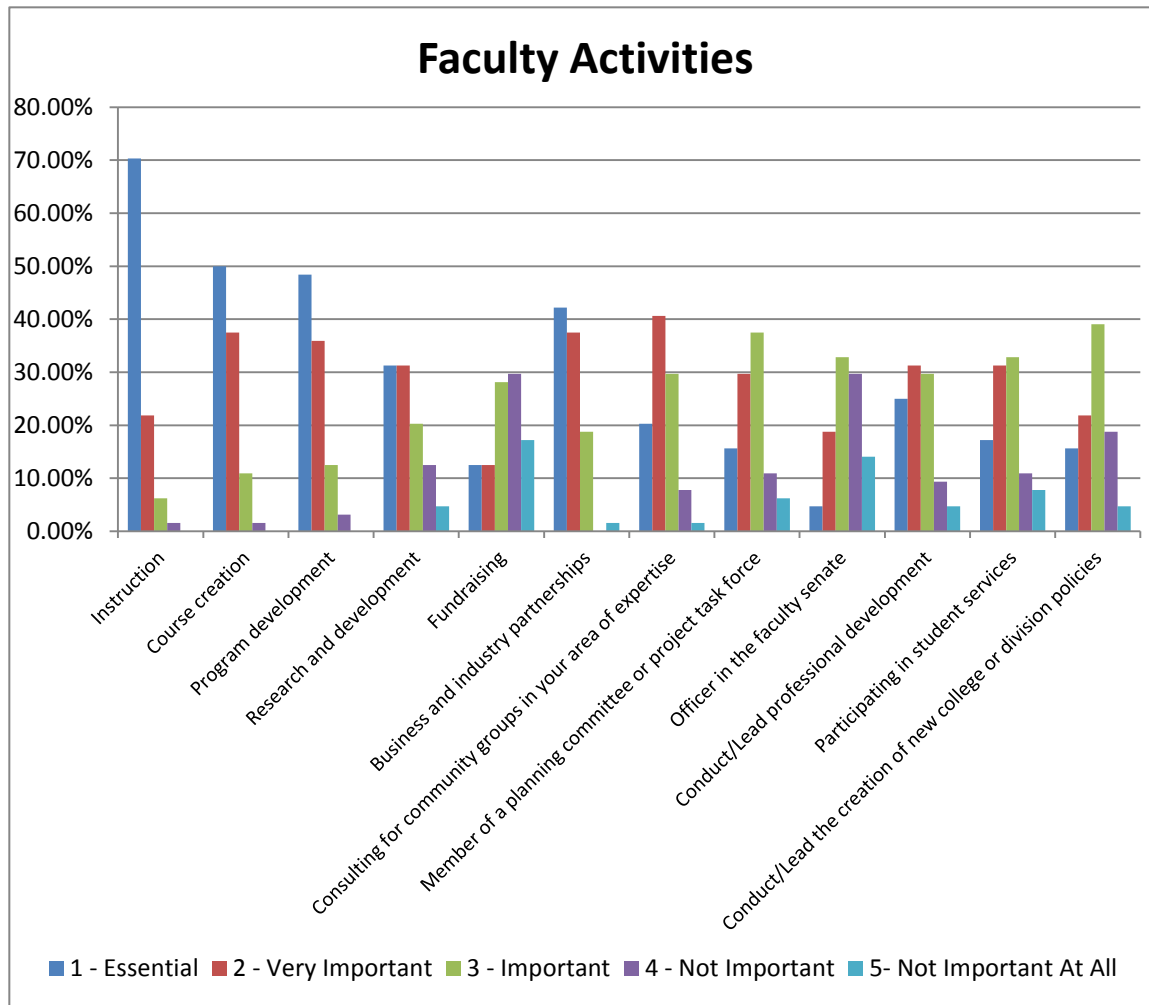


Figure 5: WFD faculty ranked importance of WFD faculty activities.

As shown in Figure 5, respondents were asked to rank categories of WFD faculty activities in the division from most essential to not important at all. The two highest ranked and reported activities were instruction and course creation. Overall, 70 percent of the respondents indicated that instruction was essential to their activities within the college. Additionally, 50 percent of respondents indicated that course creation was essential while 37.5 percent indicated course creation was very important to WFD faculty activities. Additionally, 42.19 percent of the WFD faculty respondents indicated that building business and industry partnerships were essential to their activities within WFD. Interestingly, 40.63 percent of the WFD faculty respondents indicated that consulting for community groups in their area of expertise was important. One item that indicated a split in the number of WFD reporting important

activities with WFD was shown by 28.13 percent of WFD faculty indicating that fundraising was important while 29.69 percent indicated that fundraising was not important.

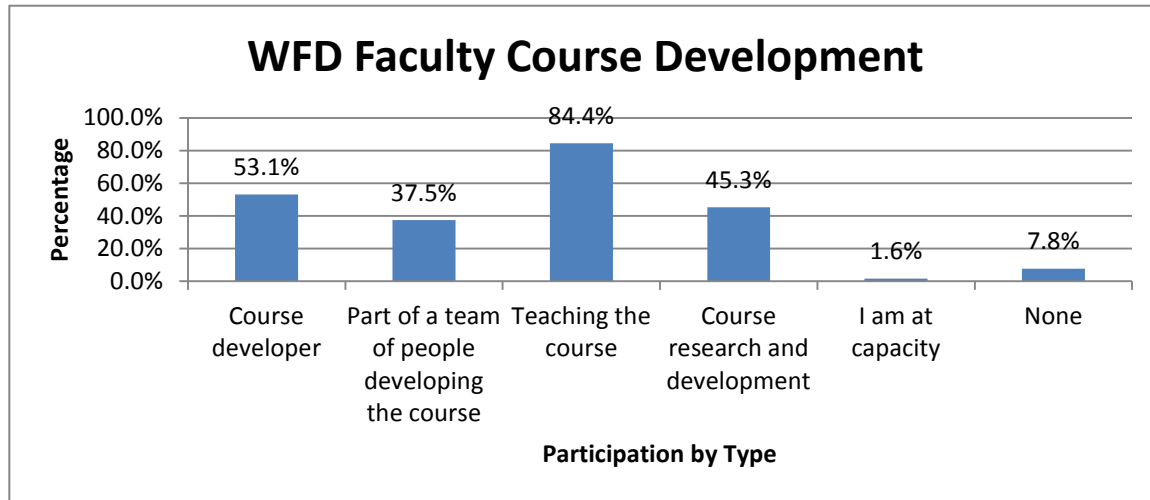


Figure 6: WFD participation in course development.

Figure 6 identifies the items respondents had participated in concerning course development. Overall, 53.1 percent of the respondents indicated that they created the WFD courses while 84.4 percent of the respondents indicated they were involved in teaching WFD courses they were a part of creating. While 45.3 percent of the respondents indicated that they performed the research necessary to create the course, only 37.5 percent of the respondents indicated that they were a part of a team that developed WFD courses. Interestingly, 7.8 percent of the respondents indicated that they did not participate in course development in any capacity.

Questionnaire item ten asked respondents to indicate on a scale of one (satisfied) to five (not satisfied at all), their level of satisfaction in the following faculty activities. Considering the faculty’s satisfaction concerning their participation in instruction, 46.88 percent of the respondents indicated that they were satisfied while 40.63 percent of the WFD faculty indicated they were satisfied with their level of participation in academic/technical research. Only 37.5 percent of the WFD faculty indicated they were satisfied with their level of participation in course development. Again, only 35.93 percent of the WFD faculty indicated that they were somewhat satisfied with their participation in program development. Only 35.94 percent of the WFD faculty indicated they were satisfied with their level of involvement in student

advising while 37.5 percent of the WFD faculty indicated they were somewhat satisfied with their level of participation in community service. Participation in faculty governance only resulted in 37.5 percent of the WFD faculty stating they were somewhat satisfied with their level of participation in faculty governance.

4.7.2.3 WFD faculty recruitment and selection Recruitment and selection of WFD faculty is an important activity undertaken by WFD professionals within community colleges. This section of the faculty questionnaire addresses major research question 2 (a) and (b) regarding faculty recruitment and selection. However, little evidence as to the importance of hiring policies, the principles, and the activities related to WFD recruitment and selection was found in the academic literature supporting college and university faculty recruitment and selection. This portion of the WFD faculty questionnaire addresses this lack of information by asking WFD faculty to respond to questions concerning how they were recruited to the community college, who hired them, what specific human resource hiring activities were completed, were background checks completed and transcripts requested, and lastly, how important were certain benefits of employment to the WFD faculty in the decision to join the division, for example, salary and opportunities.

WFD faculty are recruited to the community college through a variety of methods. WFD faculty were able to select from the following selections: the newspaper, online listings, job fairs, employers, college human resources departments, and other. Interestingly, the majority of WFD faculty chose the other category. Thirty-nine out of the 64 respondents chose other. Of the 39 WFD faculty choosing other, 64 percent indicated that word of mouth led them to the community college. WFD faculty were able to indicate qualitatively who recommended them to apply to the community college. For example, WFD faculty indicated the following phrases regarding how they were attracted to WFD: “recommended by another faculty member,” “supervisor encouraged me to develop a course,” “notification of college employee,” “colleague,” and “networking.”

WFD faculty indicated that a variety of WFD administrators were involved in the hiring process. WFD faculty indicated that individuals identified as holding the coordinator position within the division was involved in 46.9 percent of the hiring. This is important to indicate because of the daily interactions that take place between the program coordinator and the faculty member regarding class creation, scheduling, and student advisement. The vice president is the second most selected hiring administrator at 28.1 percent. WFD faculty were also permitted to respond to the open response line within this question and indicated that other people, for example, directors, managers, other faculty, and search committees, were involved in their hiring.

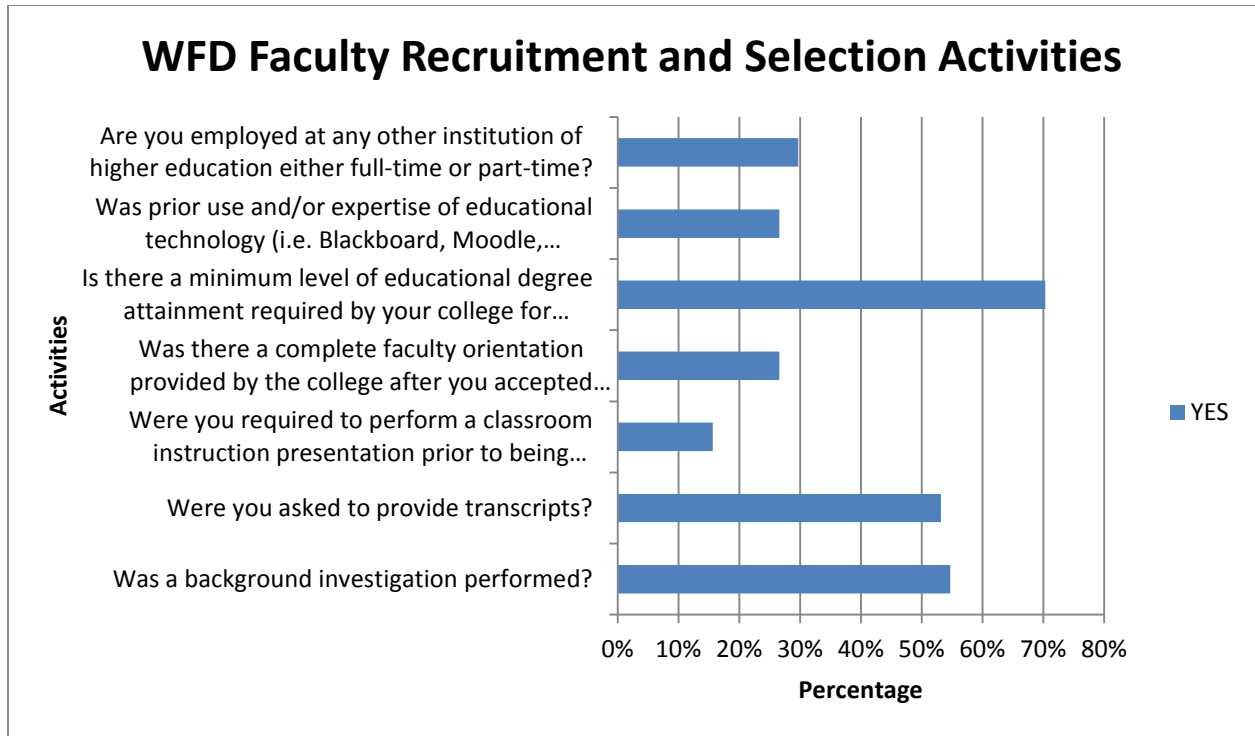


Figure 7: WFD faculty recruitment and selection activities.

A variety of methods are used by community colleges when hiring WFD faculty. Figure 7 shows the responses of the WFD faculty concerning which types of recruitment activities occurred during their initial interactions with the college. Regarding background checks, 54.69 percent of the WFD faculty indicated that, yes, a background check was performed while 46.88 percent indicated they were asked to provide transcripts. Sadly, 84.33 percent indicated they were not required to perform a classroom instruction presentation prior to employment while 73.44 percent indicated they were required to complete a faculty orientation by the college after they were offered the job. Since classroom teaching and management will be necessary for the WFD faculty to provide, incorporating a mock classroom into the WFD faculty interview process will provide insight into whether or not the prospective WFD faculty is capable of performing in the classroom. Interestingly, 70.31 percent indicated there was no minimum level of degree attainment required for employment in this position. However, 73.44 percent indicated they were expected to be proficient in the use of educational software. This question reveals that there is no one method by which WFD hiring administrators recruit and select WFD faculty. Interviewees indicated similar responses as to the requirements of recruiting and selecting WFD faculty. All interviewees indicated that they would like to have a complete policy and process for WFD recruitment

and selection, but all commented that the mission of the division, responsiveness and flexibility, required that they hire WFD professionals quickly to address division and business and industry needs.

Importantly, as the questionnaire results indicate and as gleaned through the interviewee comments, a system that addresses policies regarding WFD faculty recruitment and selection should be in place to review potential WFD faculty backgrounds, transcripts, and classroom instruction techniques quickly and efficiently. Interviewees indicate, however, that WFD faculty hired that cannot perform in the classroom are usually not asked to return for additional courses. This occurs rather quickly. Interviewees indicated that within hours of a first class, business and industry personnel will report back to the division WFD faculty that do meet company standards for instruction.

A number of factors must be examined when determining whether or not to agree to work with a community college WFD. Figure 8 reveals respondent's statements regarding important factors they considered during the recruitment and selection stages of their employment within their college. Expectedly, 53.13 percent of the WFD faculty indicated that job satisfaction was essential to their selection to teach within WFD while 37.5 percent of WFD faculty indicated that more flexible schedules were essential when they considered employment within the college. Interestingly, 35.94 percent indicated a higher salary was very important when considering employment in the division while 46.88 percent indicated that increased professional development opportunities were very important when the faculty were considering employment within the community college. Additionally, 35.94 percent of the WFD faculty indicated that movement from part-time to full-time was not important when considering full-time employment while 42.19 percent of WFD faculty respondents indicated that being included in decision-making is very important. Corresponding to question four, demographics concerning part-time vs. full-time, 29.69 percent of the WFD faculty indicated that the opportunity to assume full-time employment was not important as a reason for employment within WFD. Only 37.5 percent of the WFD faculty indicated that increased networking with other WFD faculty within WFD was an important factor when considering their employment with WFD. WFD faculty indicated throughout this section that there were many reasons they decided to enter employment with their respective colleges, one of those reasons included access to professional development, or as it turns out, the chance to remain current in their fields through instruction and partnerships with business and industry. The following section questioned WFD faculty regarding professional development expectations and opportunities during their employment within the community college.

WFD Faculty Reasons for Working in Community College Workforce

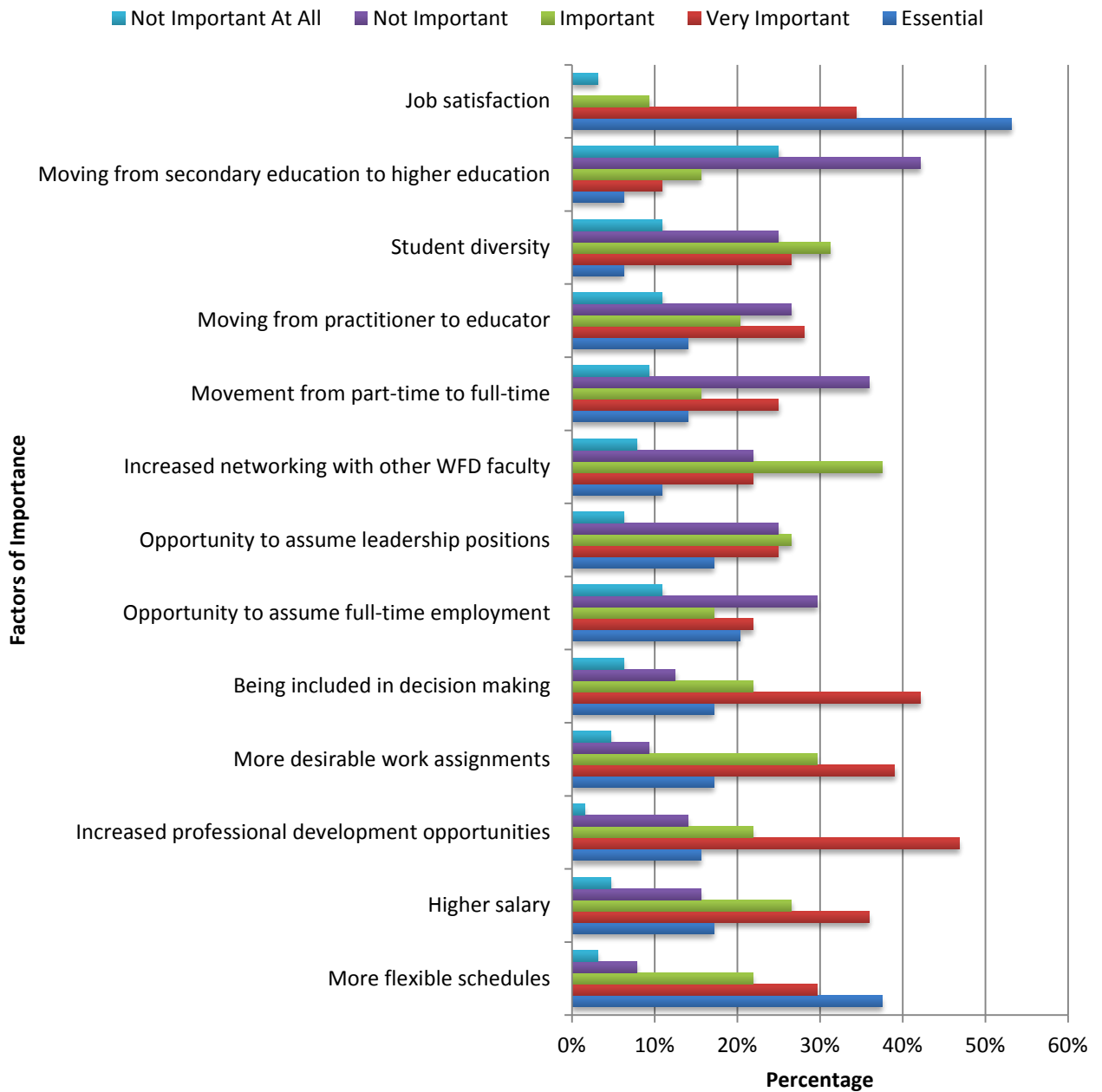


Figure 8: Reasons why WFD faculty chose employment in community college.

4.7.2.4 WFD faculty professional development Professional development is an essential task among community college and university faculty members due to the importance of staying current in one's field. This activity provides students with the most up-to-date information required for informative classes. This section of the questionnaire addressed the major research question part 3 (a), professional development activities and expectations. In correlation to the interview guide concerning professional development, the following questionnaire items ask WFD faculty respondents: 1.) to rank the importance of their own teaching effectiveness, professional field work experience, level of educational technology expertise, course creation, student advisement, and interpersonal skills; 2.) to rank how important the following methods of staying current in their field is: professional organization memberships, academic and technical conferences, reading academic /technical journals, writing journals articles, and working in the field full or part time; 3.) to identify what types of professional development they have participated in; 4.) to indicate how important the following professional development activities are: more knowledge in their specific field, remaining current in their specific field, developing efficient classroom management techniques, educational technologies, and student advisement; and lastly, 5.) to indicate the importance of the following faculty rewards: recognition, leaves of absence, new, bigger offices, reduction in teaching work load, appointment to college committees, smart technology classrooms, and travel benefits.

WFD faculty indicated, on a scale of one (essential) to five (not important at all), the importance of certain types of faculty knowledge, skills, and abilities needed perform well in their college. Importantly, 75 percent of respondents indicated that teaching effectiveness is essential to being a WFD faculty while 53.13 percent of the WFD faculty indicated that professional fieldwork experience is essential to faculty knowledge, skills, and abilities. Only 51.56 percent of the respondents indicated that communication skills and 48.44 percent of the respondents indicated that interpersonal skills are essential elements for a WFD faculty member. Overall, 53.13 percent of the respondents indicated that course creation is very important to WFD faculty knowledge, skills, and abilities. However, only 40.63 percent of respondents indicated that having knowledge of educational technology is very important to WFD faculty knowledge skills and abilities while 39.06 percent of respondents indicated obtaining an advanced educational degree is very important to faculty knowledge, skills, and abilities. Additionally, 42.19 percent of the respondents indicated that program creation is very important while 39.06 percent of the respondents indicated that written publications are important. Lastly, 48.44 percent of the respondents indicated that service activities are important knowledge, skills, and abilities in order to perform as a WFD faculty.

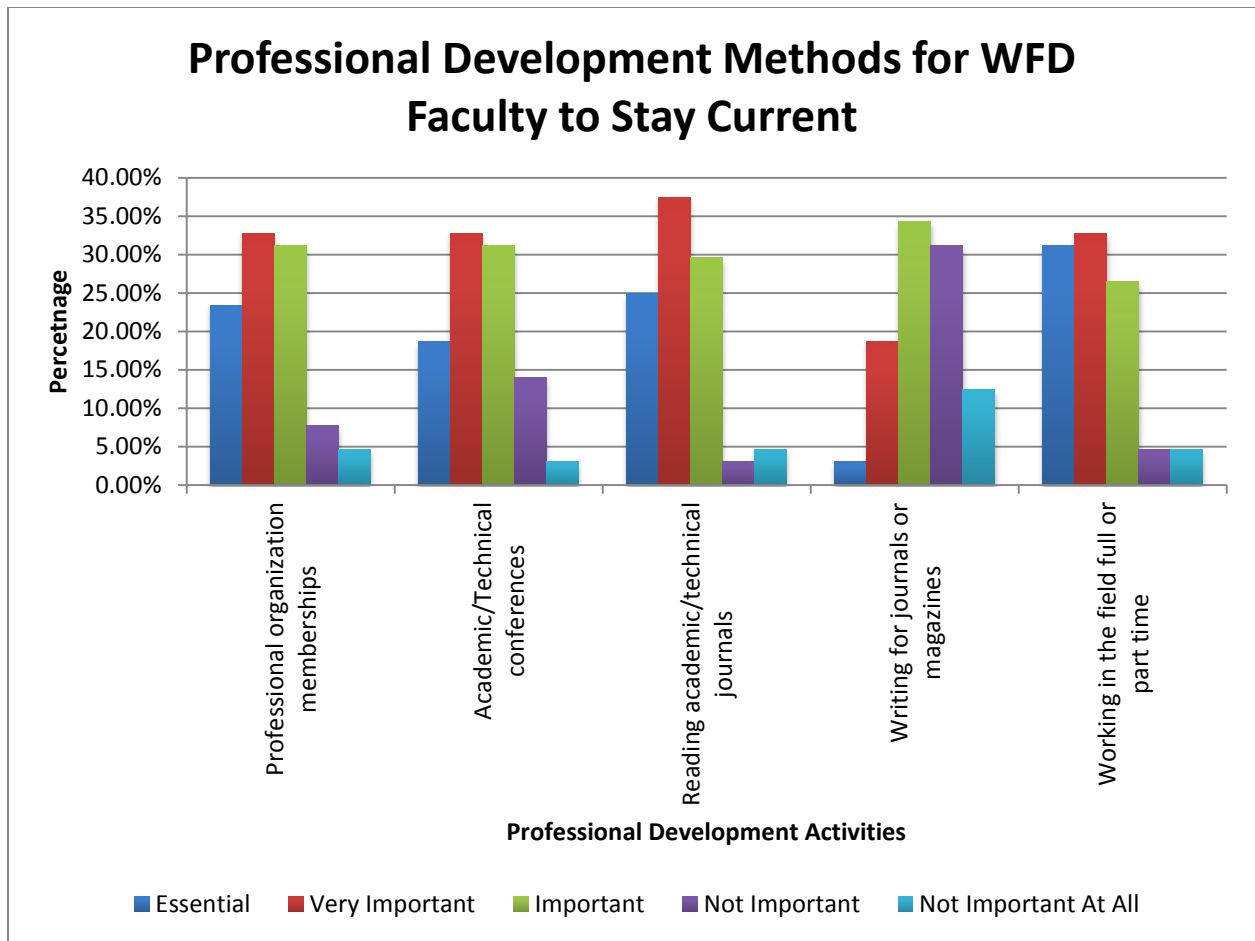


Figure 9: The level of importance of professional development methods as indicated by WFD faculty.

Figure 9 focuses on the importance of professional development to WFD faculty. Respondents were asked to rate items on a scale of one (essential) to five (not important at all), regarding the importance of the following methods for staying current in their discipline are to their WFD faculty career. As shown above, 32.81 percent of the respondents indicated that memberships in professional organization are very important to professional development while 32.81 percent of the respondents indicated attending academic/technical conferences are very important to professional development. Only 37.5 percent of the respondents indicated that reading academic/technical journals is very important to professional development while 32.81 percent of the respondents indicated that working in the field full or part time is very important. However, 34.38 percent of the respondents indicated that writing for journals or magazines is important for professional development.

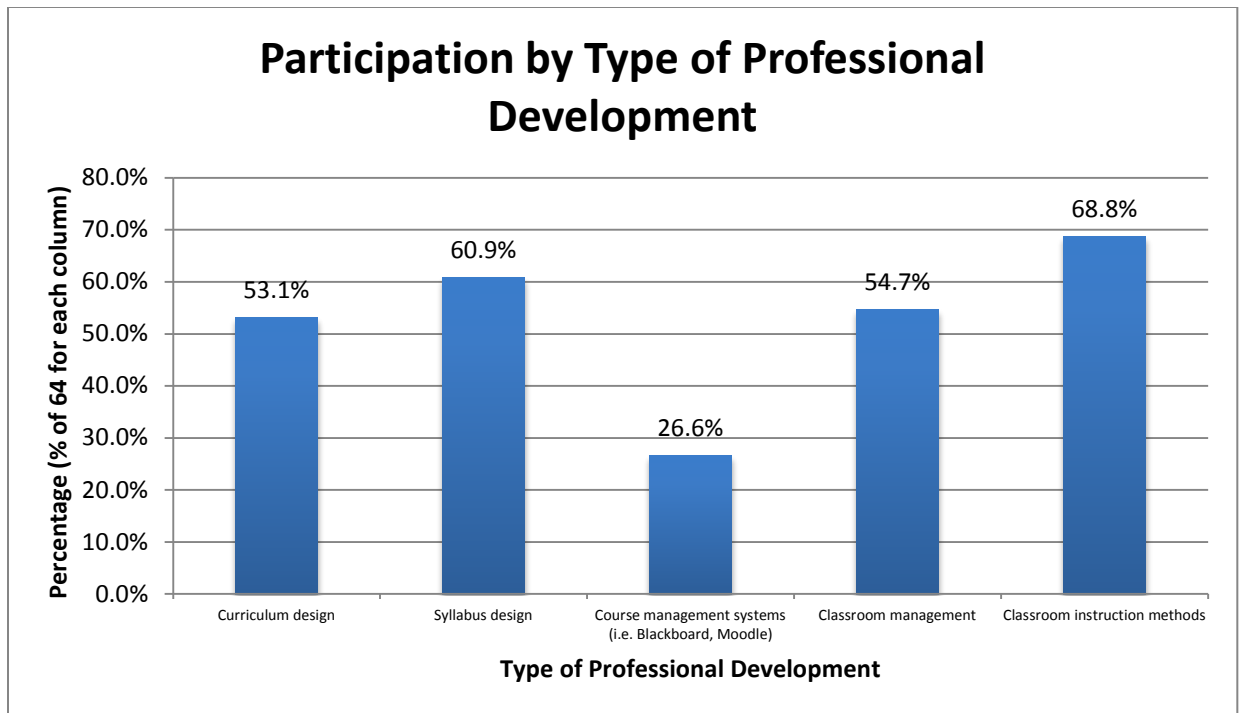


Figure 10: WFD interest in a variety of professional development activities.

Professional development activities are important in order to maintain a healthy faculty. Figure 10 shows how WFD faculty responded to their interest and participation in different types of professional development activities within WFD and the college. Only 68.8 percent of the respondents have participated in classroom instructional methods professional development and 60.9 percent of respondents indicated that syllabus design professional development was helpful. Additionally, 54.7 percent indicated they have participated in classroom management professional development while 53.1 percent of the respondents indicated they have participated in curriculum design. Although, a majority of the respondents indicated that they were required to demonstrate knowledge of educational technology when they applied for work with the college, only 26.6 percent indicated they have had professional development in educational technology course management systems.

Additionally, WFD faculty were asked to indicate their preference of professional development and how important these items are to WFD methods of instruction. Leading the way, 68.75 percent of respondents indicated that remaining current in their field was essential to continued success in instruction while 62.5 percent of the respondents indicated that obtaining more knowledge in their specific discipline is essential to success as instructors. Only 42.19 percent indicated that their knowledge of educational technologies was very important to their success in WFD education.

The final item on the questionnaire asked respondents to indicate their preference for and rank the importance of the faculty rewards to their work within WFD. Interestingly, 32.81 percent of the respondents indicated that recognition was very important to them as WFD faculty while 39.06 percent of the respondents stated that leaves of absence are important. However, this question revealed that WFD faculty are not completely interested in or affected by rewards for being faculty. For instance, 50 percent indicated that a reduction in workload is not important to them. This may arise from the fact that they are already part-time instructors and they only take on the amount of work they can handle. Only 35.94 percent of the faculty stated they that found appointment to various college committees to be not important to their work in WFD. This again may arise from the fact that they are part-time and not on campus for extended periods of time. For example, 32.15 percent indicated that travel was an important reward for WFD faculty while 53.13 percent of the respondents indicated that a newer, bigger office is not important to their work within the WFD.

4.7.3 WFD faculty questionnaire summary

This questionnaire indicated the expectations and perceptions WFD faculty have regarding employment within the community college workforce development division. Three major questionnaire sections were presented, including respondent survey demographics: WFD faculty survey respondent demographics, WFD faculty roles and responsibilities, WFD faculty recruitment and selection, and WFD faculty professional development. A return rate of 33.8 percent of the requested questionnaires (64/190) provided an adequate snap shot of WFD faculty in one geographical region. WFD from five community colleges participated in the questionnaire. Nearly 40 percent of the respondents have obtained advanced level university degrees while 70 percent of the respondents indicated that instruction is essential to WFD faculty activities. Regarding recruitment and selection, word of mouth was indicated as a major source of recruitment to the community college. Overall, the questionnaire revealed an inefficient WFD faculty recruitment and selection system. Finally, regarding professional development, 75 percent of the WFD faculty indicated teaching effectiveness is important to being a WFD faculty, yet professional development is rarely offered within WFD.

4.8 SUMMARY OF CHAPTER

Two methods of research were employed to gather data in order to perform a study exploring the major activities, recruitment and selection, and professional development of WFD faculty within the community college. A grounded theory qualitative research method was used to describe the qualitative data gathered through WFD leader interviews. From this data, emergent themes were identified and described throughout the chapter after reading and rereading the interview transcripts many times. A questionnaire was developed and delivered to WFD faculty as a means of gathering direct input into their expectations and activities within WFD. Three question types were used to collect data within the WFD faculty questionnaire. First, using a Likert scale, several questions asked WFD faculty to indicate their expectations and personal preference to the questionnaire items by selecting, on a scale of one to five, the importance of each item to their activities within WFD. Second, the questionnaire asked WFD faculty to indicate their preference to WFD activities by selecting yes or no. Third, WFD faculty answered multiple choice questions. This data was represented in the results section applying frequencies to indicate the most often selected response. Within each research section, the major topics were analyzed and reported in order to answer the major research question.

5.0 CHAPTER FIVE

5.1 CONCLUSIONS AND RECOMMENDATIONS

This chapter contains several sections. The first section provides an overview of the study, the WFD faculty profile, and reflections on what this study means to the future of WFD. In the overview, both the interview guide questions and the faculty questionnaire will be summarized and related directly to the major research question followed by a summary of the WFD faculty profile. Section two provides the limitations found throughout analysis of the study and problems encountered while developing this study. Section three provides a summary of conclusions drawn from the study. The last section offers suggestions for further study.

5.2 OVERVIEW

This descriptive study built a profile of community college WFD faculty. In order to build this study, the major research question was developed following an extensive literature review regarding the community college, workforce development, and collegiate faculty. The results of the literature review revealed a paucity of literature found concerning WFD faculty. The major research question was built as a method to describe expectations of WFD faculty within the community college. This process was accomplished through the development of a WFD faculty profile. The faculty profile portrays three outcomes related to the major research question. One outcome of this study was the determination of activities that are expected of WFD faculty concerning their roles and responsibilities. A second outcome of this study addressed the recruitment and selection process of WFD faculty. The final outcome of this study portrayed actual and expected professional development activities of WFD faculty. A major outcome of this study was that WFD faculty impact the economic development of a community through their role as a liaison between the college and business and industry.

In relation to the study outcomes, several results of the study illustrate the important activities, including community and economic development activities, WFD faculty participate in at the community

college. For one, WFD faculty approach the community college to offer courses of study within WFD. Their strength is their intimate knowledge of their industry or field and their ability and desire to share it with others. Additionally, another major result of this study reveals a lack of resources available to properly develop the WFD faculty. There was differing expectations as to the role of professional development activities for WFD faculty between the interviewees and the faculty. All interviewees indicated that professional development is unlikely to occur for WFD faculty beyond community college orientations. Although WFD faculty enter the community college as highly skilled in their fields, they acknowledged the need for further training in order to maintain their skill set and grow as a community college faculty member.

The results of this study indicated that community representation is a major activity of WFD faculty. WFD faculty must fit the community college, their dealings with business and industry, and their interactions with the adult learner. All of the interviewees placed an emphasis on the fact that the WFD faculty represent the community college everywhere - through interactions with the students, business and industry, and all other stakeholders of the community college. Many times they represent the front line in the communication of the community college mission and values with non-college personnel. They are on campus and off campus providing college instruction and services. Therefore their roles and responsibilities are great, and most often are outlined in their contract with the community college as a WFD faculty. The interviewees indicated that WFD faculty serve all of the above functions related to service within WFD and the community college with an interest in superior customer service. Ultimately, they are the first and last person a student or customer interacts with at the community college or during offsite training activities. They are the subject matter experts, and they are hired with the expectation that they are prepared for sharing their industry acquired knowledge with the students they teach.

Economically, interviewees indicated that a major aspect of WFD faculty duties in this regard are helping the company with developing their strong bottom line through educating their personnel in the current applications of their field. WFD faculty are expected to develop a strong application between what they are presenting, the field in which they are training, and the immediate application of this knowledge, skill, and ability into the company's bottom line.

Lastly, a major limitation presented itself as the questionnaire portion of this study got underway: the WFD divisions participating in this study do not keep master lists of potential, active, or inactive WFD faculty. The WFD leader's office does not maintain this list. Keeping a complete contact list of current and past WFD faculty helps with the selection of WFD faculty for newly created courses, and most importantly, as a method to remain connected to the WFD faculty in order to keep them up-to-date on WFD division activities. A list of this type serves as a major communication channel between the community college administration and WFD faculty. The departments within the division maintain their

own master lists of their WFD faculty. A major outcome of this study was the building of a master list within the vice president's office for further use.

5.3 WFD FACULTY PROFILE

The term workforce development faculty represents a variety of instructors working within the community college in a variety of positions. It is hard to make overwhelming generalizations within this workforce due to the transient nature of the WFD faculty. Table 3 summarizes the findings of this study. However, Table 3 can only represent a general view of the WFD faculty. Workforce development faculty serve as key partners and members of the community college and workforce development division and provide direct, industry-related, instruction and training in a variety of technical trades within the community college while serving the community college, general community, and business and industry as subject matter experts and evaluators of needs for business and industry. Throughout the study it became evident that WFD faculty questionnaire respondents called themselves many different titles. Instructor, workforce development instructor, part-time faculty, adjunct faculty, community education instructors, and many other titles were used to identify the WFD faculty. The transient nature of this workforce and the uncertainty of part-time employment control this workforce.

This study did attempt to put a box around this workforce, but even within a specific geographic region of a state, the variety of activities, backgrounds, and methods of remaining current in their field varied much from one respondent to the next. The tasks WFD faculty participated in ranged from teaching an existing class in the college to providing educational research in order to create new programs and curriculum to support newly developed programs. WFD faculty were found to be a part of strategic planning processes within the division, consultants to outside companies, and owners and operators of their own businesses. Overall, all WFD faculty expectations within this study revolved around their ability to partner with business and industry, provide an assessment of needs for these partnerships, represent the college outside of campus as a point of contact and member of the college community, teach both open enrollment and customized courses, and serve as career consultants to existing and graduating students. Among the many activities WFD faculty participate in, the breadth and variety of tasks not listed would not fit within Table 3.

The extent and expectations of WFD faculty education and work background is currently going through somewhat of a debate within the community college. The problem arises when community college administration places restrictions on hiring WFD faculty based upon educational credentials. The

problem is that many qualified WFD faculty are not college educated. Hiring policies and procedures within community colleges regulate the potential hiring of WFD faculty, and not having a college degree prevents WFD administrators from hiring potentially great WFD faculty. There are many individuals teaching within the community college without a college education as indicated in the questionnaire results, but this type of hiring occurs on an individual basis within the department and relies heavily upon the candidate's work experience and the administrator's rank within the community college.

As evident in the results section, the WFD faculty that responded to this study represent a variety of educational backgrounds. All of this is important to the community college, but hiring managers within WFD rely upon the potential WFD faculty's work experience most. Generally, most WFD faculty that responded to this study and the comments made by the WFD leaders placed work experience as paramount to the success of the department. Overall, WFD faculty are either currently employed full- or part-time within their respective field, or are recently retired from the field. In both instances, they must be subject matter experts, and this fact is hard to cover up when applying for WFD faculty positions. Usually, WFD administrators have much experience hiring technical faculty and know what to look for in a qualified candidate. Therefore, work experience trumps educational experience when it comes to WFD faculty. The WFD faculty must be hands-on educators with a direct contact to the industry. In addition to knowing how to use the equipment and the theoretical background of the trade, they must be respected within the industry. Industry professionals that hire WFD divisions for educational purposes require subject matter experts with experience and knowledge of the industry. The WFD faculty must know what has been done and what is next for the industry. They must remain connected to the industry whether they are still employed or recently retired in order to remain informed faculty. WFD divisions and the community college rely on WFD faculty expertise to bolster community college revenue.

WFD faculty are expected to be subject matter experts and to relay their knowledge to community college students and business and industry personnel. They must have a first-hand knowledge of the machines, tools, theories, and practical research that is relevant to the education and training necessary for employment in the appropriate industry. WFD faculty must be able to participate in curriculum development within WFD. WFD leaders and administrators rely upon WFD faculty expertise to produce programs and curriculum that is relevant and responds to the needs of the business and industry community and provide an efficient method for educating and training individuals quickly and effectively. In order to provide curriculum development, WFD faculty are expected to assess the needs of the business and industry community within the region the community college operates. This informal assessment includes applying appropriate techniques to properly assess a company's strengths and weaknesses related to the field and to then develop a training program that addresses the gaps identified during the course of the needs analysis. WFD faculty are expected to understand community college and

WFD administration and management policies related to the budget, human resources, strategic planning, student advisement, career counseling, and program and course development at a level sufficient enough to know where to start when concerns arise regarding one of the areas mentioned. WFD faculty are usually the first and last person a potential company or student interacts with at the community college. WFD represent the community college both on campus and off, and WFD leaders expect them to operate accordingly. Customer service is paramount to the success of the division. From the first point of contact to the final class a WFD faculty operates, customer satisfaction is key to the survival and success of the community college and WFD. WFD faculty must understand how to address the needs of students, business and industry, and the general community through an evaluation of customer needs.

5.4 REFLECTIONS

Community college workforce development divisions offer a variety of options within a community for education, training, and community and economic development. In one sense, WFD is the educational heart of the community within which it operates. Even within a large community, such as the City of Pittsburgh, WFD serves the interests of the people and the companies that call those locations home through community outreach and involvement. WFD serves as the meeting place in a community for discussion concerning emerging technology and industry which results in the development of a program that identifies potential employees. WFD brings together students, community, business and industry to accomplish goals to improve a community or the lives of individuals within the community. WFD products are the individuals and the companies that utilize WFD expertise and experience. The responsiveness of WFD not only allows it to answer current issues in the community, but to also look ahead to help determine the growth and needs of a community into the immediate future. Through WFD innovation and discussion with key community leaders, residents, companies, local politicians, and companies that are planning to locate within a community college's service area can find employment and potential employees within the community.

Understanding the contributions of WFD faculty to the community and the community college is necessary for understanding the role of WFD in the community. Although WFD operates a number of existing and newly created programs in the community college for the community and companies, WFD faculty provide the instructional and curricular development activities found within WFD. What this study revealed is that WFD faculty are largely misunderstood by many inside and outside of the community college except for the individuals directly involved in hiring and placing WFD faculty within the division

and the students that WFD faculty serve. Outside of the director's or coordinator's role in WFD faculty participation in WFD, other personnel within WFD and the college as a whole are largely unaware of WFD faculty contributions to college.

Overall this study adds to what is known about community college WFD faculty, which at this point is very little, by offering a work profile for WFD faculty which includes: (1) a sample of reported job titles, (2) work history and educational background, (3) tasks (roles and responsibilities), (4) knowledge, and (5) skills. This study revealed that outside of the basic instruction that WFD provide for the division, their other contributions are largely unknown outside of WFD. Within WFD, WFD faculty are highly regarded subject matter experts and serve as the backbone of the division. WFD faculty affect the bottom-line of the division and the college. However, in order to effectively utilize their expertise and to identify additional WFD faculty that will continue to move the division forward, WFD will need to consider better approaches to explaining WFD faculty contributions, recruitment and selection activities, and professional development activities related to the community college and the public at large.

The WFD faculty profile provides a starting point for the creation of a knowledge base for WFD personnel, community college administrators, and other community college faculty to review when preparing to interact with WFD faculty. Upon the completion of this study and the WFD faculty profile, it became apparent that the work profile that was created can be specified to address WFD faculty found across WFD program areas including: (1) police, (2) EMT, (3) health care, (4) manufacturing, (5) energy, (6) information technology, and more. WFD offers a wide array of programs and classes. There is no boundary that WFD can reach when it comes to considering new or improved programs. If a program earns the division revenue, most likely it will remain an open program in the division.

The work profile that exists in this study addressed the overall scope of WFD faculty activities. Using the profile, WFD administrators can create specific WFD faculty profiles for each of the specialties that are housed within the division. This becomes useful when planning to offer more sections of a program, which entails finding more WFD faculty to provide the instruction. Additionally, when planning to begin new programs in WFD, the development of a working job profile to assist in the identification of qualified WFD faculty will not only speed up the identification process, but will help to select the appropriate individuals with the correct education and workplace credentials.

Table 3: Non-credit workforce development faculty in Western Pennsylvania

Workforce development faculty serve as key partners and members of the community college and workforce development division and provide direct, industry-related, instruction and training in a variety of technical trades within the community college while serving the community college, general community, and business and industry as subject matter experts and evaluators of needs for business and industry.

Sample of reported job titles:

instructor, adjunct professor, part-time faculty, community education instructor, workforce development instructor/faculty

Work experience and educational background

- Regional and/or national credentials – certification process through which a regionally or nationally recognized institution awards credentials identifying an instructor as capable of conveying specialized, technical information to others
- Industry experience – skilled in their craft through direct work experience; able to teach to adult learners within a technical field
- Education – expected to hold at least a bachelor’s degree, however, industry experience and credentials often times serves in place of the degree attainment

Tasks (roles and responsibilities)

- Provide instruction within the community college in a variety of technical fields
- Develop new and revised open enrollment curriculum that addresses the needs of the community college
- Partner with business and industry to develop customized education and training
- Introduce the community college to new and revised technical education and training
- Respond to business and industry needs within a community
- Represent the community college within the community and/or region as a point of contact for open enrollment and customized courses
- Serve as a subject matter expert capable of designing education and training programs that are relevant to the needs of the general community and the business and industry community
- Provide an education and training assessment of needs for business and industry companies that interact with the community college
- Serve as a conduit between community college students and business and industry on matters of employment opportunities

Knowledge

- Subject matter content – knowledge of machines, tools, theories, and practical research that are relevant to the education and training necessary for entrance into a specific industry
- Curriculum development – work with the college to update or develop new courses and programs that address the immediate needs of the general community and business and industry within the region
- Evaluator – apply appropriate techniques to properly address a company’s strengths and weaknesses related to the field and develop a training program that will address gaps found during the course of the needs analysis
- Administration and management – knowledge of higher education management principles related to budget, human resources, strategic planning, student advisement, career counseling, and program and course development
- Education and training – provide effective classroom management techniques directly related to instruction, student development, and research necessary to remain a competent, up-to-date instructor and produce knowledgeable students
- Personnel and human resources management – knowledge of the policies within the college that direct personnel conduct and procedures
- Customer service – address the needs of the students, business and industry, and the general community through an evaluation of customer satisfaction

Skills

- Critical thinking – using the experience gained as a subject matter expert within the field one teaches to improve the college, division, program, and courses to meet industry standards
- Instructing – teaching the students how to work within a selected industry
- Advising – counseling students toward a career within the selected industry
- Researching – remaining up-to-date within one’s field through professional development activities such as performing literature reviews, conference attendances, and remaining employed or consulting within one’s field
- Speaking – presenting one’s subject matter effectively
- Partnering – serve as a liaison between the student, the college, the division, business and industry, and the general community
- Problem solving – develop customized curriculum that addresses the need of business and industry
- Listening – providing a platform for students and business and industry personnel to experiment with ideas while formulating activities to address needs

In relation to the natural gas industry emerging as a new industry in Western Pennsylvania mentioned as part of the conceptual framework, using the WFD profile developed in this study will help to coordinate the appropriate WFD faculty for natural gas education and training throughout the region. Since this industry is just now growing, and there are few instructors available, the Marcellus ShaleNET grant administered by Westmoreland County Community College will serve as a starting point for organizing a system-wide approach to identifying and tracking WFD faculty participating in career counseling and education and training activities throughout the region for the natural gas field. Marcellus ShaleNET will be providing funding and direction for the five Western Pennsylvania community colleges interested in operating natural gas related education and training between December 2011 and July 2013. As part of its federal reporting requirements and as a method of building a competent cadre of natural gas programs for the region, Marcellus ShaleNET will be tracking program outcomes related to the number of students entering careers, receiving education and training, entering employment, as well as reporting the number of companies and educational institutions utilizing Marcellus ShaleNET resources. In addition to these reporting measures, Marcellus ShaleNET administrators and evaluators are putting in place a series of questionnaires and evaluative techniques that will identify appropriate instructors and monitor natural gas faculty, educational administrators, students, and company executives as a method of reporting Marcellus ShaleNET activities and outcomes. Taken together, both the natural gas WFD faculty profile and subsequent evaluation of performance based upon administrator, student, and company executive reviews, Marcellus ShaleNET will serve as an example of how to properly develop, applying a thorough review of faculty roles and responsibilities, credentials, and education and training background, a new WFD faculty in an emerging industry with the possibility of reenergizing a region. Community college workforce development divisions in Western Pennsylvania stand to serve as a national model of career awareness, education, training, and retention program for the natural gas industry.

As this study progressed, it became apparent that the workforce development divisions that participated in this study stand alone at the community colleges. If an educational program is determined to negatively affect WFD funding, it is simply not offered. Therefore, WFD leaders are uniquely positioned to eliminate programs that are not effective and costly. WFD leaders and staff are expected to hire and oversee WFD personnel, run existing and newly created programs, serve their students, partner with outside companies and government agencies, and earn revenue for the college. A notable missing administrative element emerged in this study concerning WFD when reviewing the responsibilities of the division as a whole: there is little support staff to handle student registrations, counseling, career awareness, and other activities related to student placement and assistance and even less during evening hours at the college or at off-campus WFD education and training sites. There are few wrap-around services available to WFD students outside of the main community college administrative services.

However, many WFD programs and classes are run in the evening when the community college and WFD administrative personnel are not at work. Again, the WFD faculty are expected to serve not only as instructors but also as all of the above including: (1) instructor, (2) career coach, (3) mentor, (4) advisor, and more. It has been shown in this study that there is an almost haphazard approach to recruiting and selecting WFD faculty, and trying to determine whether or not a person is qualified for the job typically falls onto one administrator within the division. With a limited amount of information on a potential WFD faculty and his/her background when attempting to fill instructor positions, one can only speculate as to the potential WFD faculty's knowledge and skills concerning interactions with students outside of instruction. WFD professional development then becomes an important element to a successful WFD. Since WFD faculty are expected to serve as a comprehensive representative of the college to the student and the business community, professional development should be offered in order to assist the WFD faculty perform these duties effectively. Acclimating WFD faculty to these roles becomes essential to a successful WFD.

What this means to the future of WFD includes identifying the contributions of WFD faculty across the institution and in the community, and also reengineering the department administrative structure to include personnel with a focus on assisting the student with employment and life decisions. Although this is currently the WFD faculty's role and a limited number of WFD staff, a successful WFD that is focused on getting students jobs and developing a skill set to improve their lives separates WFD from other educational institutions. With the addition of specialized staff including job developers, career counselors, and in-house advisors, WFD becomes a complete stand-alone division of the college with the potential to become self-sustaining. The key element in this situation is the placement of students into jobs through any means necessary. WFD is beginning to take on the roll of job navigator for individuals and companies. Together, experienced WFD faculty, who bring the expertise to educate and train students in occupations that are relevant and timely to the college, and an expanded, educated professional WFD staff focused on improving the outcomes of its students improves the overall mission and purpose of WFD. A mission and purpose that includes helping place successful WFD students into successful careers.

5.5 SUMMARY: QUESTION ONE ROLES AND RESPONSIBILITIES

Overall, WFD faculty serve business and industry through the sharing of their industry expertise. WFD faculty, through these relationships and training opportunities, have the potential to impact the economic

development of a region or county because there is a strong application between what the faculty is presenting and training for the company and the potential for economic growth. WFD faculty impact a participating company's financial and human capital bottom line.

Because of the expectations of WFD faculty from the community college and the business and industry, the faculty are expected to arrive at the community college with the appropriate credentials and expertise. Business and industry have great expectations when it comes to hiring the community college and the faculty for instruction in the use of the latest product or training for their industry. Therefore, the instructor must be superior in their field when it comes to this training. WFD faculty are expected to provide the appropriate direction for companies interested in making a positive impact on their bottom line. The faculty must be able to translate today's training and education capacity into what the company will need tomorrow.

Interviewee's expectation of the WFD faculty ability to relate to the company and then assess their needs through these expectations consist of the following items:

1. Initiating contact with business and industry personnel
2. Expected to know the audience
3. Speak with key leaders
4. Decide and assess what the company needs
 - a. Understand existing practices and equipment, knowledge, skills, and abilities
5. Provide the latest research in the field and be able to present this knowledge
6. Develop the course based on these needs
7. Create programs and needs analysis
8. Teach the course
9. Serve as an advisor to the students - adult learners with pre-existing knowledge of the industry

5.5.1 Interview guide question one

What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty?

1. What are the most important activities in which WFD faculty participate in WFD programs?
2. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty?
3. How are WFD faculty involved in course creation, review, and approval?

5.5.2 Description of the question

This question was developed to determine the important activities that WFD faculty perform within the division. Both the interview guide and the faculty questionnaire address this question in order to fully describe expectations of WFD faculty. The roles and responsibilities of the WFD faculty are mostly unknown outside of the division. There exists little to no academic literature describing the functions of the WFD faculty. This question was developed to address this void in the literature as a method to describe the activities of the WFD faculty in the college and in the division. WFD leaders were asked to describe the various activities of the WFD faculty. This question was developed from the literature regarding the collegiate faculty or professor.

5.5.3 Relationship to questionnaire results

Determining the roles and responsibilities of the faculty was the major thrust of the questionnaire. Together with this interview guide question, the questionnaire items were created to elicit responses directly from the WFD faculty. The interview questions asked the interviewees to report on what they believed were the major expectations of the WFD faculty. The faculty questionnaire asked WFD faculty to respond directly to what they believed were their major activities within the division. Overall, the faculty indicated that instruction, course creation, service, and business and industry partnership building were important activities.

5.5.4 Relationship to major research question

The interview guide question regarding WFD faculty roles and responsibilities is directly related to the major research question. The results of this question suggest that WFD faculty serve the community college in four ways: service, instruction, research, and economic development. The major research question focuses on building a profile of the WFD faculty. This interview question presents the building blocks on which to start this profile. The results of the study suggest that WFD faculty provide similar services and duties as other collegiate faculty, but with the notion that they are effecting the bottom line of both the community college and the WFD division while directly affecting their business and industry partner. The results of this study suggest that WFD faculty are referred to as subject matter experts within the division and when the visits with business and industry are scheduled in the community. Make no mistake about it: the activities that were presented in this study regarding the WFD faculty revolve around

earning revenue for the community college and the division. WFD administrators are tasked with developing resources that ultimately feed the community college. WFD faculty are expected to perform all collegiate faculty functions including instruction, course creation, and student advising while building the division's revenue base.

5.6 SUMMARY: QUESTION TWO RECRUITMENT AND SELECTION

This question focused on the WFD leader's understanding of how WFD faculty are recruited and selected for employment within the division. The interviewees indicated that there are three ways in which WFD faculty are recruited:

- Self-identification
- Word of mouth
- Advertising through newspapers, college course catalogs and tabloids, i.e. "if you have a skill or practice that you believe would benefit the community, please contact our office if you would like to offer this as a class."

The community college actively recruits potential WFD faculty through a variety of methods. This is typically required when a company in the area is looking for the most advanced instruction on a topic, or a company is growing so large that the current WFD faculty workforce is unable to keep up with the field. This is happening in the Marcellus shale related industries in the Pennsylvania, Ohio, and West Virginia regions. The natural gas operations within Pennsylvania are growing so rapidly that the colleges are scrambling for credentialed instructors and trainers. In this region, there is no legacy of training in the field. Cost is another element causing concerns for community colleges regarding recruiting natural gas related faculty. These faculty are expensive and low in number. There is no legacy of natural gas education and training in PA to address the current amount of need and there are limited numbers of retired gas workers available to pull from to teach the workforce. Currently, there is a major thrust within the community college system to identify and recruit natural gas related subject matter experts for WFD instruction. This is but one of the difficulties WFD faces when trying to keep pace with the growth of the workforce and the need for highly trained individuals in the field.

WFD faculty experience and expertise drive the bottom line when recruiting WFD faculty. Overall, the recruitment and selection processes for WFD faculty mirror the objectives and mission of the WFD division. They are both responsive and flexible by nature. They are properly credentialed and bring with them the appropriate experience required for instructional proficiency. They fit with the industry.

They are able to move fast to bring a company up to speed. They are able to learn what is needed and make appropriate training schedules to meet the requirements of an industry.

WFD faculty are recruited and selected within WFD through a variety of activities. WFD leaders emphasized the importance of the faculty being credentialed and expert in the field within which they teach. Typically, human resources departments oversee the recruiting and selecting of most personnel on campus, including administrators, staff, and faculty. Human resources professionals provide an outline of the process, providing official policy and documentation, and when the individual has been selected by the hiring committee, human resources puts the final stamp of approval on the process. A committee is usually convened of vice presidents, deans, directors, and other faculty. However, this study revealed that faculty recruitment and selection for WFD is mostly done directly through the hiring department.

The results of this study, indicated throughout the course of the interviews, revealed that WFD faculty hiring practices mirror that of the mission and purpose of the department. WFD is responsive and flexible and must keep pace with modern industrial technology and information. All five interviewees suggested that the hiring process is driven by the current needs of the business and industry community in the county or region. WFD faculty are hired through a variety of processes, as listed above, but most commonly they are hired as they are needed in WFD. If there is a need to run a class, they are hired. The results of the questionnaire revealed that they are most commonly part-time instructors and that they remain flexible and responsive due to their continued connection with industry. Typically, these individuals are employed full-time in the industry they teach for within the college or they are retired from the industry and they see the opportunity to teach as a way of giving back to the community. Once officially hired by WFD, these part-timers typically remain on the books as WFD faculty. Since they are paid as part-time employees or through expense vouchers for work they performed, their continued presence in the system does not affect payroll. Interviewees indicated that they might not teach for long lengths of time, but remain active in the system for future teaching engagements.

The interviewees indicated that college administrators, vice presidents and deans are given the flexibility to hire WFD faculty as needed. This flexibility is in direct contrast to the hiring of other types of positions. Because WFD is mission driven to be flexible and responsive, WFD faculty are expected to be flexible and responsive. They are expected to work at short notice because they have flexible teaching schedules. They are responsive to WFD needs and their partnerships with business and industry. It was common throughout the study for the interviewees to state that the faculty are able to drop everything at once and change direction immediately if it meant serving the community and/or the company involved in training. New technologies, new certification requirements, and new hires within a company exacerbate the need for up-to-date instruction. WFD faculty are expected to accommodate these needs and are compensated appropriately for their efforts.

Lastly, vice presidents and directors who hire individuals expect a variety of common characteristics found throughout the WFD faculty workforce:

- Appropriate credentials
- Workplace experience
- New materials or credentials necessary for a new field
- Responsiveness and flexibility

5.6.1 Interview guide question two

How are WFD faculty recruited and selected for the community college?

1. What credentials and experience are important when considering a potential WFD faculty candidate?
2. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the community college?
3. What are the recruitment and selection processes and how do the WFD leaders and the WFD faculty perceive these process?

5.6.2 Description of the question

This question arose out of the necessity to understand how WFD recruits and selects its faculty workforce. The importance of hiring practices is paramount for a successful college and/or business. Again, there was little to no academic literature regarding the recruitment and selection of WFD faculty. Therefore, this question formed as a result of this lack of information. The major literature reviewed to inform this question was drawn from literature pertaining to academic faculty recruitment and selection and general human resources literature pertaining to hiring practices. Using this information as a general guide, this question emerged with three subsections and relates directly to the major research question. Credentials are important because WFD faculty instruct students toward earning a credential. However, what are the requirements of this faculty within WFD? Academic literature does not describe the backgrounds of the WFD faculty as other collegiate faculty are described. We know that in order to become a full-time faculty member in a prestigious research university one must have earned an advanced degree, typically a Ph.D. Peer-reviewed literature does not present a case study of the WFD faculty requirements in terms of credentials. This question was created to determine what interviewees believe are the most important credentials required of their faculty.

Additionally, academic literature does not offer a description of how to recruit and select WFD faculty. Unlike the recruitment and selection of university faculty which is described as a process involving the creation of a selection committee constituted of other faculty, deans, and students, the process for selecting a WFD faculty is basically unwritten in the academic literature. This portion of the question was developed to address this void in the literature. Together with determining what credentials are important when hiring faculty, understanding the entire recruitment and selection process was the aim of this question.

5.6.3 Relationship to questionnaire results

The results of this question present an understanding of who the WFD faculty are and where they come from. Both the interview guide responses and the WFD faculty questionnaire responses indicate that recruitment and selection processes within the colleges are mostly informal and targeted. Targeted means that either the vice president or his/her subordinates hand select individuals for instruction within the division and WFD faculty responded that they either approach the college unsolicited or through word of mouth by other, current faculty members. The emphasis of the questionnaire items related to this question were developed to create a robust understanding of how the faculty were recruited and what they indicated were the most important elements of their appointment in the college. WFD faculty indicated whether or not they were asked to supply academic transcripts, background checks, live interview presentations and other items. The questionnaire items relating to recruitment and selection were developed to solicit WFD satisfaction with the recruitment and selection process in which they participated and to determine whether or not the process was formal or informal.

5.6.4 Relation to major research question

In relation to the major research question, this portion of the interview guide aimed to build a profile of how the WFD faculty are recruited and selected to the community college. As with other portions of the interview guide, the importance of this question lies in the fact that there is little to no academic information available describing this process. In order to build a profile of WFD faculty, recruitment and selection was added as a major theme to be explored as part of this study. Interview question two sought to describe how WFD faculty were recruited and selected to the community college. Three findings resulted from this study question: WFD faculty self-select the community college for employment; they bring their expertise to the community college through self-referral or through word-of-mouth; and they

are required to be responsive and flexible in order to meet the needs of the division and the industries they will interact with.

5.7 SUMMARY: QUESTION THREE PROFESSIONAL DEVELOPMENT

The interviewee's indicated that their colleges did not have in place a policy to offer professional development for their faculty. Once again, the interviewee's expectations were that these faculty come to the college already owning the appropriate credentials and are up to date through their constant exposure to the field. They are expected to be highly trained and skilled in their craft. They are also put through a simulated classroom demonstration during the hiring process to indicate to the college hiring personnel whether or not they can teach. Interviewees indicated that they look for teaching experience first, but commented that WFD faculty often learn the institutional culture and how to teach through their interactions with their teaching colleagues and counterparts within the community college. The interviewees indicated that unless the professional development offered to the faculty is directly related to their field, WFD faculty would not be interested. Interviewees indicated several times throughout the interviews, that if WFD faculty were to sit through common community college professional development sessions they would be bored to tears.

The above information puts WFD faculty professional development into perspective. They are cheap to employ, they come to the college without active recruitment, they earn the college revenue through contracts and open enrollment classes, they are often times the best in their field at what they do, they update their knowledge and skills regularly, and they are a highly valued asset within the college.

5.7.1 Interview guide question three

What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty?

1. To what extent are WFD faculty satisfied with the professional development efforts offered by their community college?

5.7.2 Description of the question

The last portion of the major research question aimed to show how WFD faculty are developed within the community college or WFD. Once again, there was little to no academic literature regarding the importance of professional development for the WFD faculty. This question emerged through discussion with academic faculty and community college administrators regarding professional development for WFD faculty. In preparation for this study, community college WFD administrators were asked several times over the course of a few years what they provide in terms of professional development for WFD faculty. For the most part, the responses always indicated that there was very little in regards to professional development offered to WFD faculty. From these responses, this question was developed to elicit clear expectations of the interviewees regarding WFD faculty professional development. Academic literature pertaining to the use of professional development was applied to the creation of this question, but once again, it was drawn from literature regarding the professional development of academic faculty.

5.7.3 Relationship to questionnaire results

Professional development emerged as a major research question because there is little known about practices of WFD faculty development. The interviewees described critical professional development activities in which WFD faculty participate. The results of this question revealed that the interviewees expect WFD faculty to enter the college fully prepared to teach courses, own the appropriate credentials, continue to work in their field of expertise, have a passion to continue to seek out professional development activities, and provide industry exposure to their students. In relation to the interview guide questions concerning professional development, the following questionnaire items were developed to ask WFD faculty respondents: 1.) to rank the importance of teaching effectiveness, professional field work experience, level of educational technology expertise, course creation, student advisement, and interpersonal skills; 2.) to rank how important the following methods of staying current in their field is: professional organization memberships, academic and technical conferences, reading academic /technical journals, writing journals articles, and working in the field full or part time; 3.) to identify what types of professional development they have participated in; 4.) to indicate how important the following professional development activities are: more knowledge in their specific field, remaining current in their specific field, developing efficient classroom management techniques, educational technologies, and student advisement; and lastly, 5.) to indicate the importance of the following faculty rewards: recognition, leaves of absence, new, bigger offices, reduction in teaching work load, appointment to

college committees, smart technology classrooms, and travel benefits. Together, the interview guide and the questionnaire items describing WFD faculty targeted the needs and expectations of WFD faculty in regards to professional development.

5.7.4 Relation to major research question

Professional development was selected as a major sub-question because of its importance to WFD faculty and faculty in all sectors of higher education. Professional development is a critical element of a community college or division's success. A properly educated faculty workforce provides superior instruction and services to the community and its residents. The results of this study illustrate the expectations of WFD faculty through examining several aspects of their background, including their professional development. The results indicated that although WFD faculty have experience in their field, professional development remains important as a method to remain sharp, up-to-date, and knowledgeable of industry specifications and also to assist the WFD faculty to learn community college culture.

5.8 SUMMARY OF QUESTIONNAIRE RESULTS

This questionnaire illustrated the expectations and perceptions of WFD faculty regarding employment within the community college workforce development division. Four major questionnaire sections were presented: WFD faculty survey respondent demographics, WFD faculty roles and responsibilities, WFD faculty recruitment and selection, and WFD faculty professional development. Overall, 33.8 percent of the requested questionnaires (64/190) were returned. In summary, five community college workforce development divisions and faculty participated in the questionnaire. Demographically, nearly 40 percent of the respondents indicated they obtained advanced level university degrees. Importantly, 70 percent of the respondents indicated that instruction is essential to WFD faculty activities. Regarding recruitment and selection, word of mouth was indicated as a major source of recruitment to the college. Overall, the questionnaire revealed an inefficient WFD faculty recruitment and selection system. Finally, regarding professional development, 75 percent of the WFD faculty indicated teaching effectiveness is important to being a WFD faculty, yet professional development is rarely offered within WFD.

5.8.1 Conclusions from the questionnaire results

A major limitation present in this portion of the study was developing a proper contact list. Results of this questionnaire study show that there is a need amongst the colleges to develop a proper WFD faculty roster. Throughout this study, the researcher worked with each of the vice presidents and their staff to help organize their WFD faculty lists. Part of the problem faced during this process was trying to determine active versus inactive WFD faculty members and active or inactive emails and contacts for the individuals. For the most part, the WFD divisions in this study did not keep official faculty lists as a whole. Directors, deans, and other faculty members keep WFD faculty lists for use at their discretion. They are not required to create a master community college or division faculty list. Such a list would help with organization and assessments of available WFD faculty.

5.8.2 Questionnaire results related to the major research question

The questionnaire items mirrored the interview guide questions. The questionnaire had four subparts: participant demographics, roles and responsibilities, recruitment and selection, and professional development. Each sub-part of the questionnaire directly relates to the major research question. The subparts attempt to build a profile of WFD faculty through the exploration of their expectations within the division. Once again, there is little to no academic literature regarding WFD faculty to draw inferences. The importance of the questionnaire was to solicit information directly from WFD faculty regarding their activities, backgrounds, recruitment and selection, and professional development.

5.9 RECOMMENDATIONS FOR FURTHER STUDY

This study was developed as a pilot study to inform the reader, through the development of a WFD faculty profile, of the importance of workforce development faculty within the community college. As this study progressed, the information that shaped this study revealed important information regarding the WFD faculty, but in limited fashion. The next step for this study would be to take it to a regional or national community college agency for increased WFD leader and faculty participation. One possible step would be to replicate this study across the 1,100 community colleges nationwide through a partnership with the American Association of Community Colleges. Also, in preparation for taking this pilot study into a larger population, important elements would be added into the survey that address further

demographics, and teaching backgrounds that were determined in this study to be limitations. In order to initiate such a study, the researcher will have to devote an adequate amount of time to define the faculty population within each community college and assist the community colleges in the preparation of an appropriate faculty contact list.

Another element that would add to the current study would be to include face-to-face interviews with other community college administrators and/or faculty. For example, adding face-to-face interviews with the community college provost or senior academic vice president would assist in further determining their expectations of WFD faculty. The chief academic officer expectations of WFD faculty might alter or add to the understanding of who the WFD faculty are and how they are perceived throughout the community college. Lastly, a study focusing on the efforts of WFD directors involved in the hiring and coordination of WFD faculty instruction and programming will add to the literature concerning WFD faculty roles and responsibilities. Results of this study indicate that WFD directors are intimately involved with all aspects of WFD faculty roles and responsibilities.

An organizational development suggestion that resulted from this study is the development of a model of recruitment and selection of WFD faculty for the region specified in this study. This study presented findings that result in a better understanding of WFD faculty. The profile that was created as a result of this study indicated that a recruitment and selection model would assist in identification of and promotion of credentialed and competent WFD faculty. A recruitment and selection model would eliminate the question leading into this dissertation of where do WFD faculty come from and how are they credentialed.

As mentioned above concerning Marcellus ShaleNET, elements of this study will be utilized to identify appropriate individuals for the emerging natural gas industry in Western Pennsylvania. In addition to identifying appropriate natural gas faculty, this study will serve as a template for building a natural gas faculty that will serve as a profile to be used throughout a four-state region beginning natural gas education and training. As Marcellus ShaleNET reaches out to the four-state region, New York, Ohio, Pennsylvania, and West Virginia, the natural gas faculty profile and subsequent evaluative reviews of the faculty will add value to the structure and function of community college workforce development divisions in regards to instruction, partnerships, research, and economic development.

Lastly, as a result of this study, the importance of professional development continues to be a subject of research. It was suggested throughout the interviews that developing a series of WFD faculty professional development seminars for the region would help to address the gaps present in professional development. Further research would help to identify areas of professional development that would result in an informed and educated WFD faculty workforce. Although, it was shown in this study that WFD faculty typically enter the community college qualified to deliver a course and continue their own

professional development, a yearly or biannual seminar or technical training session specifically tailored for the WFD faculty audience and instructed by other community college WFD faculty would provide an environment rich with discourse and ideas to improve the technical workforce and region while bringing together WFD faculty from across a region into one location. Networking between WFD faculty from different community colleges would be a major result of this endeavor.

5.10 LIMITATIONS AND PROBLEMS ENCOUNTERED THROUGHOUT THE DEVELOPMENT OF THIS STUDY

The development of a master WFD faculty participant list for each community college presented an initial limitation to the study. It was at this point that the vice presidents who served as the interviewees asked their subordinates to gather potential faculty to include into this study. All of the community colleges involved in this study presented the same issue. They did not keep a master list of WFD faculty serving the division. WFD administrators do not regularly contact their WFD faculty. This presented initial challenges to the study in many forms. Because there were no master lists, it was revealed that the deans, directors, and other faculty maintained their own faculty lists for use when they needed a faculty member for a class. Although the lists were ultimately created and shared for this study, a process was developed as an additional step for creating a questionnaire list used for this study. The researcher worked with all of the colleges to create a master list to be housed in the vice president's office. From that point forward, the official WFD faculty list was maintained by an individual in the vice presidents office for distribution to WFD faculty to complete the questionnaire for this study.

5.10.1 Demographic limitations

Several limitations were addressed as this study progressed:

- As this study progressed, it was unclear what types of classes were taught by male or female WFD faculty.
- A questionnaire item addressed whether or not WFD faculty taught a credit course for the community college. It would have been beneficial to know the title and subject of the credit course and why the faculty member taught the course.
- A questionnaire item asked WFD faculty respondents to identify their degree level attained but did not ask the WFD faculty member to identify specifically the degree field. It would have been

helpful to correlate the type of degree they hold with the courses they teach. Another limitation of this study presented itself with the analysis of this question. Depending on the specific field of study, many disciplines do not require advanced degrees. As is often the case in WFD at the community college, a BS degree in engineering is more than adequate to teach in the WFD engineering technologies labs. Another limitation of this survey depends on the community college policies regarding degree attainment for teaching certain classes within WFD. In relation, interviewees addressed this concern stating that degree attainment of the faculty depends on the type of course they are teaching, credit, noncredit, or contractual. Community colleges have different policies regarding this area. Depending on the policies found within a community college, the selection of “some college” stood out as an interesting component of this questionnaire item. However, this questionnaire item indicated that WFD divisions attract individuals with advanced degrees and nearly 40 percent of the respondents reported having an advanced degree. Interestingly, 12.5% of the respondents only had “some college”, indicating that WFD does hire individuals who may be technically superior, but did not finish college.

5.11 CONCLUSIONS

The purpose of this study was to build a profile of WFD faculty within a defined geographical region of the United States. Through the examination of the major research question, three major areas of emphasis emerged as important to building this profile and understanding WFD faculty. First, an exploration of WFD faculty roles and responsibilities occurred. Second, the recruitment and selection processes of WFD faculty were explored. Third, WFD faculty professional development activities were explored. Two research methods were developed to assist in creating a WFD profile. First, face-to-face interviews were conducted with senior workforce development division leadership in order to understand expectations of the WFD in the above areas. Senior leadership described the important activities, hiring practices, and professional development opportunities available to the WFD faculty. The second research method developed for this study was a WFD faculty questionnaire. The questionnaire items mirrored the interview guide questions. Additionally, a dimension was added to determine the demographics of the people responding to the questionnaire. The results of the study indicate that there is need to continue to build a profile for WFD faculty within the community college through further research and partnerships. Since WFD has grown into a comprehensive division with program offerings ranging from welding to leadership, the profile developed as part of this study can be expanded to describe the specific WFD

faculty found within the variety of programs. Understanding the contributions and credentials required of a successful WFD faculty will assist WFD streamline the identification of potential new faculty to instruct courses for current programs and to identify new courses and programs to help grow the division.

APPENDIX A

WORKFORCE DEVELOPMENT LEADER INTERVIEW GUIDE COMMUNITY COLLEGE WORKFORCE DEVELOPMENT FACULTY

Dissertation Research

School of Education

University of Pittsburgh

Purpose of community college workforce development leader interview

The intention of this interview guide is to assist in the collection of data concerning the roles and responsibilities of community college workforce development (WFD) faculty.

Objectives

- Conduct 30-45 minute interviews with each of the five community college workforce development vice presidents (leaders) in order to collect their responses concerning the profile of WFD faculty at their college
- The interviews will be recorded and transcribed for further analysis

Interview Guide

1. What is the current profile of WFD faculty in five community colleges in Western Pennsylvania considering their: (1) roles and responsibilities, (2) recruitment and selection, and (3) professional development as perceived by WFD leaders and the WFD faculty?
 1. What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty?
 - a. What are the most important activities in which WFD faculty participate in WFD programs?
 - b. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty?
 - c. How are WFD faculty involved in course creation, review, and approval?
 2. How are WFD faculty recruited and selected for the college?
 - a. What credentials and experience are important when considering a potential WFD faculty candidate?

- b. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the college?
 - c. What are the recruitment and selection processes and how do the WFD leaders and the WFD faculty perceive these processes?
- 3. What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty?
 - a. To what extent are WFD faculty satisfied with the professional development efforts offered by their college?

APPENDIX B

FACULTY QUESTIONNAIRE IN COMMUNITY COLLEGE WORKFORCE DEVELOPMENT FACULTY

Dissertation Research
School of Education
University of Pittsburgh

Purpose

The intention of this questionnaire is to assist in the collection of data regarding the roles and responsibilities of workforce development (WFD) faculty with attention focused on recruitment and selection, performance evaluation, and professional development. All questions below correspond with and are placed under the appropriate subtitles addressing the main research questions found in the overview and the leader interview.

Objectives

- Distribute this questionnaire to 75-100 workforce development faculty within five community colleges in Western Pennsylvania
- Quantify results using descriptive statistics and statistical analysis software to determine the trends identified in the data

Questionnaire

Participant Demographics

1. What is your current title within the college? _____
2. What is your age? _____
3. What is your gender? Male or Female
4. Are you employed by the college full- or part-time?

5. Please list all employment other than community college faculty?

6. Have you taught credit courses at the college?
 - a. Yes
 - b. No

7. Please mark with an X in the appropriate box, your highest educational degree attainment:

Educational Level	Mark with an X
a. GED	
b. High School Diploma	
c. Some college	
d. Associate in Arts	
e. Associate in Applied Science	
f. Bachelors of Science	
g. Bachelor of Arts	
h. Master of Arts	
i. Master of Science	
j. Doctorate	

Roles and Responsibilities

8. On a scale of one (essential) to five (not important at all) please mark, by placing an X in the corresponding box, the level of importance for workforce development faculty considering the following activities at the college:

Activities	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. Instruction					
b. Course creation					
c. Program development					
d. Research and development					
e. Fundraising					
f. Business and industry partnerships					
g. Consulting for community groups in your area of expertise, i.e. City planning, chamber of commerce					
h. Member of a planning committee or project task force					
i. Officer in the faculty senate					
j. Conduct/Lead Professional development					
k. Participating in student services, i.e. advising, student group leader					
l. Conduct/Lead the creation of new					

college or division policies, i.e. student behavior, syllabus review					
Other activities:					

9. In what capacity have you participated in course development? (Select all that apply)
- Course developer
 - Part of a team of people developing the course
 - Teaching the course
 - Course research and development
 - I am at capacity
 - None
10. On a scale of one (satisfied) to five (not satisfied at all), please mark, by placing an X in the corresponding box, your level of satisfaction in the following faculty activities that you participate in or know about:

Activities	1-Very satisfied	2-Satisfied	3 – Somewhat satisfied	4-Not satisfied	5-Not satisfied at all
a. Academic/technical research					
b. Instruction					
c. Course development					
d. Program development					
e. Student advising					
f. Community Service					
g. Faculty Governance					

Recruitment and Selection

11. How did you become aware of employment at your college? (Select all that apply)
- Newspaper
 - Online
 - Job fair
 - Employer
 - College human resources department posting
 - Other

-
12. Who hired you for this position?

- Vice president
 - Dean
 - Coordinator
 - Faculty member
 - Other
-

13. <u>Check the appropriate box</u>	Yes/No Questions	Yes	No
a.	Was a background investigation performed?		
b.	Were you asked to provide transcripts?		
c.	Were you required to perform a classroom instruction presentation prior to being offered employment?		
d.	Was there a complete faculty orientation provided by the college after you accepted your position?		
e.	Is there a minimum level of educational degree attainment required by your college for employment as an instructor in your position?		
f.	Was prior use and/or expertise of educational technology (i.e. Blackboard, Moodle, Courseweb, etc.) a requirement listed in your job description?		
g.	Are you employed at any other institution of higher education either full-time or part-time?		

14. On a scale of one (essential) to five (not important at all) please mark, by placing an **X** in the corresponding box, how important the following factors were for you when you were considering employment within your college:

Attributes	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. More flexible schedules					
b. Higher salary					
c. Increased professional development opportunities					
d. More desirable work assignments					
e. Being included in decision making					
f. Opportunity to assume full-time employment					
g. Opportunity to assume leadership positions					
h. Increased networking with other WFD faculty					
i. Movement from part-time to full-					

time					
j. Moving from practitioner to educator					
k. Student diversity					
l. Moving from secondary education to higher education					
m. Job satisfaction					

Professional Development

15. On a scale of one (essential) to five (not important at all), please mark, by placing an X in the corresponding box, the importance of the following faculty knowledge, skills, and abilities in your college:

Activities	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. Teaching effectiveness					
b. Professional field work experience					
c. Level of educational technology expertise					
d. Advanced educational degree attainment					
e. Course creation					
f. Program creation					
g. Written Publications					
h. Participating in interdisciplinary work					
i. Student advisement					
j. Service activities					
k. Communication skills					
l. Interpersonal skills					
m. Other					

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16. On a scale of one (essential) to five (not important at all) please mark, by placing an **X** in the corresponding box, how important the following methods of staying current in the discipline that you teach are to your career:

Professional Development	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. Professional organization memberships					
b. Academic/Technical conferences					
c. Reading academic/technical journals					
d. Writing for journals or magazines					
e. Working in the field full or part time					
f. Other:					

17. In what types of professional development have you participated? (Select all that apply)

- a. Curriculum design
 - b. Syllabus design
 - c. Course management systems (i.e. Blackboard, Moodle)
 - d. Classroom management
 - e. Classroom instruction methods
 - f. Other
-

18. On a scale of one (essential) to five (not important at all) please mark, by placing an **X** in the corresponding box, how important the areas of professional development below are to you:

Activities	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. More knowledge in your specific discipline					
b. Remaining current in your specific					

discipline					
c. Developing efficient teaching and classroom management competencies					
d. Education technology competencies					
e. Student advisement					
f. Syllabus/course design					
g. Other:					

19. On a scale of one (essential) to five (not important at all) please mark, by placing an **X** in the corresponding box, how important you believe the following rewards for faculty professional development are within the profession?

Activities	1- Essential	2-Very important	3 - Important	4-Not important	5-Not important at all
a. Recognition					
b. Leaves of absence (Sabbaticals)					
c. Newer, bigger office					
d. Reduction in teaching work load					
e. Appointment to various college committees, i.e. planning, governance					
f. Smart/technology classrooms					
g. Travel benefits (Conferences or workshops)					
h. Other:					

APPENDIX C

COMMUNITY COLLEGE INSTITUTIONAL RESEARCH PERMISSION FORM

Westmoreland County Community College
145 Pavilion Lane
Youngwood, PA 15697

Date

University of Pittsburgh Institutional Review Board
Hieber Building
3500 Fifth Ave.
Pittsburgh, PA 15213

Please note that Mr. Byron C. Kohut, University of Pittsburgh Doctoral Student, has the permission of the Westmoreland County Community College to conduct research at our college for his study, “Recruiting, Selecting, and Developing Community College Workforce Development Faculty – An Effort in Retention.”

Mr. Kohut will contact workforce development faculty to *recruit* them through email contacts provided by the Vice President of Workforce Development’s office staff. His plan is to distribute a link through college email to an online survey service to conduct the data collection. Mr. Kohut will contact all of the originally requested faculty, regardless of status of the survey completion, a total of three times to participate in the survey to insure all faculty have had the opportunity to respond.

Mr. Kohut has agreed to provide to my office a copy of the University of Pittsburgh IRB-approved, stamped consent document before he recruits participants on campus, and will also provide a copy of any aggregate results.

If there are any questions, please contact my office.

Signed

Patrick E. Gerity, Vice President of Continuing Education, Workforce, and Community Development

APPENDIX D

CONSENT TO ACT AS A PARTICIPANT IN A RESEARCH STUDY

TITLE: Community College Workforce Development: Faculty Roles, Responsibilities, and Contributions
Interview

PRINCIPAL INVESTIGATOR: Byron C. Kohut, Graduate Student
5915 Posvar Hall, Pittsburgh, PA 15213;
Phone: 412.335.5624 e-mail: bck12@pitt.edu

FACULTY MENTOR: John Yeager, Ed.D., Associate Professor; 5909
Posvar Hall, Pittsburgh, PA 15213; Phone: 412-648-
2041; e-mail: jlyeager@pitt.edu

The purpose of this study is to explore the perceptions of both the workforce development division (WFD) instructors, who will be referred to as workforce development faculty throughout the remainder of the study, and their administrative leaders regarding the status, the contributions, the background, and professional development of WFD faculty in the community college. For that reason, we will be interviewing WFD leaders, i.e. vice presidents and directors, from a number of community colleges throughout the United States and ask them to complete a 30-45 minute interview. If you are willing to participate, our questionnaire will ask about academic background (e.g. educational attainment, position title, number of employees in the department), as well as facts and policies concerning the faculty employed in workforce development division in the community college. There are no foreseeable risks associated with this project, nor are there any direct benefits to you. This is an entirely anonymous questionnaire, and so your responses will not be identifiable in any way.

All responses are confidential, and results will be kept under lock and key.

Your participation is voluntary, and you may withdraw from this project at any time.

If you have questions about this research study, you may contact the investigators listed at the beginning of this consent form. If you have questions about your rights as a research subject, please contact the Human Subjects Protection Advocate at the University of Pittsburgh IRB Office, 1.866.212.2668.

APPENDIX E

CONSENT TO ACT AS A PARTICIPANT IN A RESEARCH STUDY

TITLE: Community College Workforce Development: Faculty Roles, Responsibilities, and Contributions
Online web-based questionnaire

PRINCIPAL INVESTIGATOR: Byron C. Kohut, Graduate Student
5915 Posvar Hall, Pittsburgh, PA 15213;
Phone: 412.335.5624 e-mail: bck12@pitt.edu

Dear Workforce Development Professional Faculty,

We are contacting you in regards to a survey we are conducting through an online format, see link to survey in email, at the University of Pittsburgh, School of Education regarding community college workforce development faculty. Your participation in this study will help to detail a profile regarding the status, the contributions, the background, and professional development of WFD faculty in the community college. A review of academic literature regarding higher education faculty in the United States indicates a major void in this area; there is little information concerning faculty employed within the WFD of community colleges. The problem presented in this study is to identify who the WFD faculty are and how they impact the workforce development division and the community college as a whole. One step toward a solution is to develop a WFD faculty profile.

We will be surveying workforce development faculty from a number of community colleges throughout the United States and ask them to complete a brief (approximately 20-25 minute) questionnaire. If you are willing to participate, our questionnaire will ask about academic background (e.g. educational attainment, position title, number of employees in the department), as well as facts and policies concerning the professoriate in workforce development division within the community college. There are no foreseeable risks associated with this project, nor are there any direct benefits to you. This is an entirely anonymous questionnaire, and so your responses will not be identifiable in any way.

All responses are confidential, and results will be kept under lock and key.

Your participation is voluntary, and you may withdraw from this project at any time.

If you have questions about this research study, you may contact:

Byron Kohut at 412.335.5624

If you have questions about your rights as a research participant, please contact the Human Subjects Protection Advocate at the University of Pittsburgh IRB Office, 1.866.212.2668.

Your participation in the online web-based questionnaire indicates your consent to participate.

APPENDIX F

RESEARCH DESIGN CORRELATING QUESTIONS WITH DATA SOURCES

Research Design Correlating Questions with Data Sources	
<i>Research Questions</i>	<i>Data Sources</i>
What is the current profile of WFD faculty in five community colleges in Western Pennsylvania considering their: (1) roles and responsibilities, (2) recruitment and selection, and (3) professional development?	Interviews, questionnaires, historical documents, literature, and community college policies
<ol style="list-style-type: none"> 1. What are the perceived roles and responsibilities of the WFD faculty in the community college as viewed by both WFD leaders and WFD faculty? <ol style="list-style-type: none"> a. What are the most important activities in which WFD faculty participate with WFD? b. What level of agreement exists concerning the most important activities in which WFD faculty participate in WFD programs between WFD leaders and the WFD faculty? c. How are WFD faculty involved in course creation, review, and approval? 	Interview and questionnaire
<ol style="list-style-type: none"> 2. How are WFD faculty recruited and selected for the college? <ol style="list-style-type: none"> a. What credentials and experience are important when considering a potential WFD faculty candidate? b. To what extent do the recruitment and selection procedures that are in place within the division ensure a good fit between the WFD faculty and the college? c. What are the recruitment and selection processes and how do the WFD leaders and the WFD faculty perceive these processes? 	Interview and questionnaire
<ol style="list-style-type: none"> 3. What areas of professional development are critical to the development of WFD faculty as perceived by both the WFD leaders and WFD faculty? 	Interview and questionnaire

a. To what extent are WFD faculty satisfied with the professional development efforts offered by their college?	
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