

AN ABSTRACT OF THE DISSERTATION OF

Sandra A. Fowler-Hill for the degree of Doctor of Education presented on April 24, 2001. Title: Full-time Faculty Recruitment and Selection Strategies Practiced by Learning-centered Community Colleges.

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The purpose of this study was to identify and describe full-time faculty recruitment and hiring strategies at community colleges committed to a learning-centered philosophy. O'Banion's (1997) *six principles of a learning-centered college* provided the frame of reference for the study. The hiring practices for full-time faculty used by seventeen community colleges were investigated using multiple research methods: survey, in-depth interviews and document analysis.

Research suggests that the traditional approaches used to recruit and select faculty based primarily on credentials will not meet multiple challenges in the future. New methods will be needed to fill the huge shortage of expected faculty vacancies while dealing with changing enrollment trends, the demand for new and emerging technological skills, the decline in the quality of faculty life, diversification, and changing faculty roles. Responding to these needs, learning-

centered colleges appear to be leading change in hiring practices at community colleges.

The planning, recruitment, selection and assessment processes that learning colleges use for hiring full-time faculty were identified as a framework for data analysis. Several conclusions were derived about the planning process: the importance of big picture planning; honoring the history of the institution and the current faculty; an interconnected process; using learning-centered language; commitment of resources; and the changing role of human resources. Conclusions derived about the recruitment process included: the need to have clear expectations; the location of the college; the changing role of faculty; and the changing role of part-time faculty. Conclusions in regard to the selection process focused on developing a clear and inclusive approach that looks for evidence of learning-centered practices. Conclusions in regard to assessment of the hiring process emphasized accountability, integrity and the changing role of the chief instructional officer from administrator to facilitator. Document analysis provided the basis for composites of a mission statement, faculty position description, advertisement, and interview questions.

Community college faculty in future learning-centered colleges will be expected to focus on learners, collaborate, build teams, communicate across disciplines, and apply technology in the classroom. A hiring process that recruits and selects the new generation of faculty will add long-term value to that college.

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**Full-time Faculty Recruitment and Selection Strategies Practiced by
Learning-centered Community Colleges**

by
Sandra A. Fowler-Hill

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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.


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Sandra A. Fowler-Hill, Author

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER 1. INTRODUCTION.....	1
Statement of the Problem	4
Background of the Problem.....	6
Hiring and Enrollment Trends.....	7
Demand for New and Emerging Technological Skills.....	10
Decline in the Quality of Faculty Life.....	11
Diversification.....	13
Changing Faculty Role.....	13
Purpose of the Study	17
Research Questions.....	17
Significance of the Study.....	19
Definition of Terms.....	19
Summary.....	21
CHAPTER 2. LITERATURE REVIEW.....	23
Introduction.....	23
Future Trends in Community Colleges.....	23
Changes in the Community College.....	25
Impact of New Technology on Teaching and Learning.....	29
The Role of the Faculty in the Learning College.....	31
Recruitment and Selection Strategies.....	41
The Planning Process.....	42
The Recruitment Process.....	43
The Selection Process.....	50
Summary of Literature Review.....	57
CHAPTER 3. METHODOLOGY.....	59

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Introduction.....	59
Research Design.....	59
Selection of Subjects.....	60
Methodology.....	62
Limitations.....	67
Data Analysis.....	68
Trustworthiness.....	69
Researcher as Instrument.....	70
Summary.....	70
CHAPTER 4. RESEARCH FINDINGS.....	72
Introduction.....	72
Survey Analysis.....	74
Survey Results: The Planning Process.....	75
Survey Results: The Recruitment Process.....	76
Survey Results: The Selection Process.....	81
Survey Results: Assessment of the Hiring Process.....	84
Survey Results: Demographics.....	88
Interview Analysis.....	91
Interview Results: Planning.....	93
Interview Results: Recruitment.....	98
Interview Results: Selection.....	102
Interview Results: The Assessment Process.....	105
Document Analysis.....	109
Document Results: The Planning Process.....	110
Document Results: The Faculty Hiring Procedure.....	111
Document Results: The Recruitment Process.....	116

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Document Results: The Selection Process.....	121
Summary of Findings.....	129
CHAPTER 5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	134
Introduction.....	134
Conclusions Related to the Research Questions.....	135
Conclusions Related to the Learning Principles.....	146
Recommendations.....	152
Proposed Model for a Faculty Hiring Process for a Learning-centered College.....	152
Future Hiring Actions by Learning-centered Community Colleges.....	155
Future Research.....	156
Summary.....	157
BIBLIOGRAPHY	159
APPENDICES	170

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
2.1. Selection Tasks	42
4.1. Composite Advertisement for Full-time Faculty Position.....	120
5.1. Proposed Model for Faculty Hiring Cycle in Learning-centered Colleges	154

LIST OF TABLES

<u>Table</u>		<u>Page</u>
4.1.	Methods Used to Address Research Questions	73
4.2.	Part 1. Responses to Statements Relating to Planning Full-time Faculty Hiring	76
4.3.	2d. Ranking of Incentives Used to Recruit Faculty	79
4.4.	2e. Ranking of Reasons Unable to Faculty Positions	80
4.5.	Part 3. Importance of Evidence in Selection Process of Full-time Faculty	83
4.6.	Part 4. Responses to Principles of a Learning-Centered College	85
4.7.	Part 5. Demographic Characteristics of Sample Colleges	88
4.8.	Composite Procedures for Hiring Full-time Faculty	113
4.9.	Frequency of Questions Used in Faculty Interviews	122
4.10.	Sample Rating Sheet For Full-time Faculty Interview	128

LIST OF APPENDICES

<u>Appendix</u>	<u>Page</u>
A. College Participation in Study	171
B. Invitation to Participate in the Study	172
C. Letter of Introduction to the Study	173
D. Informed Consent Document	174
E. Survey of Current Perceptions of Full-time Faculty Hiring Practices at Learning-Centered Community Colleges	175
F. Follow-up Letter Requesting Additional Documents	183
G. Reminder Postcard	184
H. Reminder Email	185
I. Email to Arrange Interview	186
J. Email Confirmation of Interview	187
K. Guiding Questions	188
L. Email Requesting Member Check	189

LIST OF CHARTS

<u>Chart</u>	<u>Page</u>
4.1. 2a. Recruitment Practices Used to Recruit Full-time Faculty	77
4.2. Practices Used to Recruit Full-time Faculty at Conferences	78
4.3. Methods to Determine Factors in the Withdrawal or Declination of Qualified Applicants	81

LIST OF MODELS

<u>Model</u>	<u>Page</u>
1. Composite Procedures for Hiring Full-time Faculty (Table 4.8).....	113
2. Composite Full-time Faculty Position Description.....	116
3. Composite Advertisement for Full-time Faculty Position (Figure 4.4) .	120
4. Composite Questions used in Faculty Interviews	123
5. Sample Rating Sheet for Full-time Faculty Interview (Table 4.10).....	128
6. Proposed Model for Faculty Hiring Cycle in Learning-centered Colleges (Figure 5.1).....	154

(NOTE: Each “composite” or “sample” model presents a synthesized collection of the most representative items used by the seventeen colleges reviewed in this study.)

DEDICATION

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FULL-TIME FACULTY RECRUITMENT AND SELECTION STRATEGIES PRACTICED BY LEARNING-CENTERED COMMUNITY COLLEGES

CHAPTER 1. INTRODUCTION

Community Colleges are experiencing significant changes as the system moves into the next century. A shift from teaching to learning organizations has been in response to changes in the demographics of students, technology, and accountability. This has created a demand for new skills for faculty and administrators. In addition, there is a shortage of qualified community college instructors in new and emerging technologies in business, engineering, and computer science. Faculty retirements, budget cutbacks, an enrollment boom, and program changes are among the reasons identified by researchers as to why community colleges are expected to replace more than 50% of their full-time faculty within the next five years (Miller, 1996; O'Banion, 1994; and Reed, 1995).

Almost one-third of the American professoriate holds a position at one of the nation's 1,132 community colleges, teaching 44% of all students enrolled in postsecondary education, including 46% of all first-time freshmen (American Association of Community Colleges, 1999). Despite their importance in preparing students academically to complete a baccalaureate degree and vocationally to enter the labor force, community college faculty receive scant attention from postsecondary researchers, or worse, are simply dismissed as a separate, and by implication lesser, class of college professors. A national survey by The Carnegie Foundation for the Advancement of Teaching addressed these stereotypes. "Not

only do faculty at two-year institutions share many of the same values as their colleagues elsewhere, they also have taken the lead in areas identified as the future directions of reform efforts for all of postsecondary education” (Institute for Research in Education, 1998, p. 43). Attempting to discover new directions of reform, the Futures report, Building Communities: A Vision for a New Century, defined community “not only as a region to be served, but also as a climate to be created.” The teaching faculty to a great extent, will be expected to establish that climate. The report stated:

At the center of building community there is teaching. Teaching is the heartbeat of the educational enterprise and, when it is successful, energy is pumped into the community, continuously renewing and revitalizing the institution. Therefore, excellence in teaching is the means by which the vitality of a college is extended and a network of intellectual enrichment and cultural understanding is built... thus, building community through dedicated teaching is the vision and inspiration of this report. (American Association of Community and Junior Colleges, 1988, pp. 7-8)

If two-year colleges are to achieve their mission of educating students, they must find better ways of managing and developing the potential of all the people they hire. Old piece-meal, fragmented methods and structures of personnel administration cannot begin to cope with the realities and complexities of the future (Haag-Mutter & Jones, 1988). The American Council on Education echoes this idea in a 1990 report:

Many institutions are already experiencing difficulty in filling faculty positions, especially in such high-demand disciplines as engineering and accounting... a majority of institutions were having a harder time getting top candidates to accept their job offers... a majority of the administrators surveyed reported that it was taking

them longer to find qualified applicants for faculty positions. (Blum, 1990, p. A1)

The emergence of learning organizations has begun to develop as a new direction to meet these challenges. According to Senge, a learning organization depends upon five disciplines: systems thinking, personal mastery, mental models, building shared vision, and team learning. Community colleges and other organizations that have become learning organizations demand that employees be lifelong learners and collaborative team members. The role of the educational leader has been to create an environment where teachers can continually learn. Senge (1990) identified three steps in developing a learning organization. The first step is getting together those who are committed to doing things differently. Step two is to design an inclusive procedure that creates an ongoing visioning process. Thirdly, driven by a clear shared vision, leaders need to determine the characteristics that are valued in the institution. Community college leaders using this model need to identify faculty as participatory leaders.

O'Banion (1997) built on the basic philosophy that the student is central in all activities within the scope of the educational enterprise. He defined the basis of a learning college to encompass these six key principles:

1. The learning college creates substantive change in individual learners.
2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
3. The learning college creates and offers as many options for learning as possible.
4. The learning college assists learners to form and participate in collaborative learning activities.

5. The learning college defines roles of learning facilitators by the needs of the learners.
6. The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners. (O'Banion, 1997, p. 47)

The concepts emerging from the theories and practices of learning organizations have influenced the learning college. Senge (1990) described the learning organization as one in which:

people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. (p. 3)

STATEMENT OF THE PROBLEM

There appears to be a lack of information about hiring practices that focus on "learning." O'Banion (1999a) described a "Learning Revolution" that has emerged from the failures of previous reform efforts. He offered benchmark activities and questions related to the Learning Revolution as an inventory for use by colleges and universities committed to becoming more learning-centered institutions. The benchmarks included: (1) revising mission statements; (2) involving all stakeholders; (3) selecting faculty and staff; (4) training faculty and staff; (5) holding conversations about learning; (6) identifying and agreeing on learning outcomes; (7) assessing and documenting learning outcomes; (8) redefining faculty and staff roles; (9) providing more options; (10) creating opportunities for collaboration; (11) orienting students to new options and responsibilities; (12) applying information technology; (13) reallocating resources; and (14) creating a climate for learning. O'Banion (1998) urged colleges to

consider the selection of faculty and staff as a necessary step in the development of a learning-centered college:

For institutions committed to becoming more learning-centered, all new faculty, administrators, and support staff should be selected based on criteria reflecting the new emphasis on learning. Some colleges have developed a statement of values regarding their commitment to learning that extends the basic mission statement, and this document is an excellent source for establishing selection criteria. All new staff should be committed to the culture of placing learning first and should bring skills and competencies related to creating learning for students as their first priority or at least be willing to develop the appropriate skills and competencies through staff training programs. (p.5)

The traditional approaches community colleges have used to recruit and select faculty based primarily upon credentials will not meet the challenges of the future. Institutions will have to use new and different ways to fill the huge shortage of faculty vacancies. The learning college has been leading the change in the community college system. By describing hiring practices at these colleges, it allows us to understand some solutions to the problem.

One of the major leadership agendas for the twenty-first century community college will be dealing with this array of personnel issues. Blum reported that faculty staffing was among the top three challenges for administrators surveyed in 1990 (Blum, 1990). The effectiveness of screening and selection processes used by colleges for hiring staff and attaining the desired diversity of future employees in the institution was identified as a priority topic. In addition, efforts to replace retiring faculty and administrators, as well as meet the new demands in technology, are challenges that face community college leaders today. It is no longer sufficient

to be an expert only in one's discipline. Speaking on an American Association of Higher Education panel discussion, Elaine El-Khawas warned that tighter competition would greatly increase "raiding" among campuses. A campus will find it is no longer picking among many candidates. Instead it will compete with other campuses to attract and win over a very few applicants. A campus's tried-and-true sources of good, new faculty will no longer work well when there are too few candidates to go around. Increasing numbers of long-term faculty will defect, drawn by attractive offers from other institutions (Marchese, 1990).

In support and clarification of this statement of the problem, the following background information is presented to identify some of the specific changes in the community college including hiring and enrollment trends, the competition for high demand workers, the decline of the quality of faculty life, the need to diversify the workforce, and characteristics for successful faculty.

BACKGROUND OF THE PROBLEM

The problem is: How have community colleges that call themselves learning-centered changed their recruiting and hiring practices so that they get learning-centered faculty? If they are truly committed to this philosophy, then they must hire in a different way. Otherwise, they will not acquire a faculty that is consistent with their philosophy. This challenge is compounded by considering the following issues: hiring and enrollment trends; demand for new and emerging technological skills; the decline in the quality of faculty life; diversification of the workforce; and the characteristics college faculty in the new century must have to

be successful. This study is designed to show how learning-centered colleges are changing recruitment and hiring procedures so they hire faculty who will support this new philosophy and meet the challenges of the future.

Hiring and Enrollment Trends

The need for new faculty as a result of retirements, resignations, and increased enrollment in current and new programs has been a major challenge facing community colleges. Forecasters cited different reasons and numbers for the future supply and demand of faculty. However, they all agree that a shortage will occur. The projected need for increasing faculty is evident from the retirement of full-time community college instructors hired in the expansion period of the 1960s. This phenomenon is well documented by Baker, Roueche, & Gillett-Karam, 1990; Bowen & Schuster, 1986; Hawthorne, 1991; Higgins, Hawthorne, Cape, & Bell, 1994; Parsons, 1992; and Swank, 1996. Estimates of faculty retirements vary, but Baker, Higgins, and O'Banion suggest the retirement rate will be approximately 50% of full-time instructors within the next five years.

The problem of finding qualified faculty to fill new vacancies while also providing incentives for older faculty to retire once they can no longer make quality contributions was reported as one of the twelve issues facing community colleges in a national environmental scan. Lorenzo described an inhibiting paradox: while the needs of many retiring employees are short-term, the organizational strategies required to accommodate and capitalize on radical change are long-term. "Our

diverse audiences care more about how good we are today than how wonderful we were yesterday” (Lorenzo & Banach, 1992, p. 15).

Chatman and Jung (1992) projected that higher education will meet the challenge to revitalize due to the increase in retirement rates as it has met past challenges. American colleges and universities needed to hire about 500,000 faculty members in the next twenty-five years, thereby replacing the entire professoriat (Seidman, 1985). The greatest impact has been on state universities and community colleges. Those are the campuses that experienced the greatest expansion as higher education accommodated the baby boomers. “We think we’re looking at a third post-World War II generation of faculty,” Jack Schuster observed in an article in *The Chronicle of Higher Education* (Magner, 1996). The first generation was hired in the 1950s and 1960s as higher education expanded rapidly. The greatest period of growth occurred in community colleges in these decades. In response to the needs of the World War II veterans using the GI Bill who desired to continue their educational training at a collegiate setting, and the higher educational needs of the baby-boom offspring (Swank, 1996). The second generation included those hired in the 1970s and early 1980s, when the hiring rate slowed and colleges became more “market-oriented.” The demographic profile of the third generation is strikingly different. Combining data on gender, race, and citizenship, Schuster found that only 43% of the new faculty cohort in colleges and universities are native-born white males, compared to 59% of the senior cohort.

The supply of people to fill these positions depended partly on the “attractiveness of the academic profession – relative to other occupations – in the matters of compensation, working conditions, and status” (Bowen & Schuster, 1986, p. 168). Sources for filling the needs of colleges included graduate students, professionals from government or business, self-employed or unemployed who had professional training and experience, current academic employees, part-time academic employees, and immigrants who were professionally trained.

In the early 1990s, many colleges and universities faced unanticipated financial downsizing due to cuts in governmental support (Hiramoto, 1995). This forced many institutions to implement plans to offer early retirement packages to senior faculty and then not replace them. The demand for faculty in most disciplines has not yet reached the high levels because many retired faculty have not been replaced. Many of the community college faculty hired in the great expansion period of the 1950s and 1960s will be retired by 2001. As faculty leave they will take the culture they helped develop with them. In addition to their understanding of the community college mission and philosophy they helped develop over the past three decades will be gone. The future success of these institutions will be based upon the selection decisions that are made in the next decade.

Enrollment continues to increase at colleges and universities. Projections of college enrollment from 1994 to 2005 are estimated to increase approximately 8% and high school graduate projections are estimated to increase approximately 21%

(National Center for Educational Statistics, 1997b). On the average, from 1985 to 2009, “as many as 70,000 to 130,000 new full-time faculty might be appointed during each five-year period” (Bowen & Schuster, 1986, p. 197).

Demand for New and Emerging Technological Skills

Additional pressures from both the public and private sectors have created a major challenge to meet the demand for workers in the fields of engineering, computer science and business. These industries have grown considerably in the last two decades. In 1987 educational institutions employed approximately 52% of all science and engineering Ph.D’s while the private sector employed 32% (Hiramoto, 1995). The jobs that are the hardest to fill are the ones needed the most. Neil Raisman, President of Onondaga Community College shared his concerns in an interview: “Finding faculty to teach computer courses is especially difficult because business and industry and four-year universities pay better salaries than we do, and they’re also looking for qualified computer specialists” (Montell, 1999, p. 3). If institutions are not successful in hiring faculty who can educate and train a steady supply of future faculty and skilled workers in high-demand disciplines, the shortages in these areas may become worse.

Graduate programs in general have not satisfied the demands of the community college market. Engleberg (1993) pointed out that the community college professoriate has been overlooked or dismissed by some colleagues in four-year colleges and graduate institutions have been unresponsive. Community colleges will continue to emphasize instruction as the basis for hiring. Marchese

(1990) pointed out two fundamental strategies that any department or institution could pursue.

A college can choose actions to out-smart the competition, relying on wily recruiting, and competing harder in a too-small pool of applicants. Or a college can choose actions to help higher education collectively to increase the supply of qualified candidates for faculty positions. (p. 4)

Decline in the Quality of Faculty Life

Another challenge facing colleges according to Bowen and Schuster (1986), was the decline in the quality of professional life for faculty members in the last 20 years. This has dissuaded potential students from considering an academic life. The factors, which have added to the decline in professional life, included decrease in real income, shift in governance away from faculty to administration and external entities, infusion of part-time faculty that changed the definition of the profession and a stagnant labor market that curtailed career plans and opportunities.

The result has been not only a marked decline in the quality of faculty lives but a serious morale problem exacerbated by declining resources and increased calls for outcome accountability by the public (Bowen & Schuster, 1986; Hiramoto, 1995). The morale of the community college faculty is complicated by their place at the bottom of the higher education hierarchy (Seidman, 1985) and the challenge of teaching the academically underprepared student (Cohen & Brawer, 1996). A National Center for Education Statistics study in the fall of 1992 full-time instructional faculty were less satisfied with their workload than they had been in the fall of 1987. In addition, about one-half of the full-time instructional faculty in

the fall of 1992 stated, “the pressure to increase workload had risen in recent years” (National Center for Education Statistics, 1997). Brakeman supported this view:

Given the demographic forecasts, the erosion of salaries in the face of inflationary pressures, the new demands at most institutions to teach students not as well prepared as in earlier years, the quickening pace of life for teachers, the vanishing number of tenurable positions, the extension of the mandatory retirement age to seventy, and cutbacks in funding at national and state levels, it is surprising that any talented, ambitious, self-assured men and women would choose a career in higher education. (1983, p. 6)

Other issues that faculty have considered in regard to academic career decisions included future earnings potential, probability of tenure, salaries, and location. They were well aware that private sector salaries are generally higher than those offered by higher education institutions. They want salaries to be commensurate with the cost of living in the area. Salaries for community college faculty have not kept pace with the cost of living in the high-cost cities. As a result, a growing number of job candidates are rejecting offers from two-year institutions in the San Francisco Bay Area. Bernadine Chuck Fong, Foothill Community College president, claimed the housing situation has both “handcuffed our recruiting and hampered the college’s ability to retain professors” (Lords, 2000, p. A16). The geographic location of the college could play a major role in the recruitment of faculty (Hiramoto, 1995). Institutions in less desirable areas (location, lifestyle, and cost of living) have had difficulty in recruiting faculty in high-demand disciplines.

Diversification

Community colleges are also challenged to recommit themselves to the goal of building a diverse faculty. “Consciousness of inequity and of the intellectual and social costs of racism and sexism must be kept alive by farsighted college administrators who can anticipate cycles of opportunity” (Seidman, 1985, p. 277). Although all are in agreement with Seidman, the challenge is how to make it happen.

The push at institutions to diversify their faculty both in terms of gender and race makes the recruitment and retention of faculty even more competitive. In high-demand disciplines the pool of underrepresented faculty, particularly women, tends to be even smaller than in other fields. The private sector is also recruiting from the same pool. In addition underrepresented faculty in high-demand disciplines are often paid lower salaries. A diverse faculty is essential to a pluralistic campus. Faculty create the curriculum and determine the quality of the experience in every classroom. Strategies for recruiting and retaining racial or ethnic minority and women faculty must be tied to strategies for recruiting and retaining students from these groups according to Gillett-Karam (1992).

Changing Faculty Role

The needed faculty characteristics for this century have provided an additional challenge for community colleges. Teachers must become situational leaders; they must consciously and willingly change their style to meet the demands and challenges of the teaching situation (Baker et al., 1990). Davis

highlighted four trends that created the traditional faculty role in higher education: (a) disciplines and professional fields emerged; (b) departments were developed at the institutional level; (c) graduate education was established; and (d) the lecture teaching method replaced the recitation and disputation methods (Davis, 1995, p. 16). The overall driving force behind these trends was specialization. However, the structure of faculty work in the future will become less formalized and less centrally controlled. “As the division of labor becomes less explicit, more faculty generalists will be required” (Dickinson, 1999, p. 35). Instructional specialties such as designing curriculum, preparing presentations, managing the learning process, and assessing learning outcomes, will replace the current emphasis on disciplinary specialties (Lorenzo & LeCroy, 1994).

The Stanford Forum on the Future of Higher Education (McClenney, 1998) suggested that the primary role of the new faculty member will be as “modeler of competence,” acting in the role of master to apprentice and demonstrating how the competent professional uses human and technological resources to solve problems. In a world where we are drowning in information and short on wisdom, this faculty member will spend less time preparing and professing, and more time facilitating reflection, making meaning, and sharing wisdom – managing the process of education.

Guskin (1994) argued that significant increases in faculty productivity would only be possible by fundamentally restructuring the work of faculty members. “To create learning environments focused directly on activities that

enhance student learning, we must restructure the role of the faculty to maximize essential faculty-student interaction, integrate new technologies fully into the student learning process, and enhance student learning through peer interaction” (pp. 18-19). Dickinson (1999) described the new forms of expertise that faculty of the future will have to give up other roles that currently consume faculty time and assume new ones; they must become synthesizers, knowledge navigators, designers of learning environments, facilitators, mentors to students and part-timers, classroom researchers, member of development teams, brokers of individualized educational experiences, and certifiers of content mastery. In addition, Barr and Tagg (1995, p. 17) provided a comparison of the nature of faculty roles in the new Learning Paradigm to the traditional Instructional Paradigm:

The Instructional Paradigm

- Faculty are primarily lecturers
- Faculty and students act independently and in isolation
- Teachers classify and sort students
- Staff serve/support faculty and the process of instruction
- Any expert can teach
- Line governance; independent actors

The Learning Paradigm

- Faculty are primarily designers of learning methods and environments
- Faculty and students work in teams with each other and other staff
- Teachers develop every student’s competencies and talents
- All staff are educators who produce student learning and success
- Empowering learning is challenging and complex
- Shared governance; teamwork

The Carnegie Foundation for the Advancement of Teaching (CFAT) study (Institute for Research in Education, 1998) made clear several issues that are critical to shaping the future of the academic profession and have already had a long history of success in the nation's community colleges. Community college faculty provide an emphasis on teaching while also engaging in research activities, a focus on academic skills as well as applied learning and vocational outcomes, and an eye toward collaborating with elementary and secondary schools and in local development efforts. They naturally tend toward learning-centered practices. Thus, community colleges are in the best position to be leaders in developing expertise in college-level teaching for the following reasons:

1. Community colleges are primarily teaching institutions.
2. No other type of institution has the same challenge or obligation for teaching excellence as the community college.
3. The diverse community college curriculum offers a potentially productive laboratory for gaining knowledge about learning.
4. Classroom teaching is especially important to commuter students who constitute virtually all of community college students.
5. The practical orientation of community college teachers assures that the problems for classroom research are real problems that affect college teachers in their classrooms.
6. The diversity of the community college student population is an advantage in studying the learning process. (Cross, 1990)

Developing selection criteria that identifies candidates that can share a vision of the college, as well as contribute to the learning community over the long term is essential. In recent studies of desired characteristics of community college faculty (California Community Colleges Academic Senate, 1991; Centra, 1980;

LeCroy & McClenney, 1992; Swank, 1996), five essential criteria have been identified:

1. Communication skills
2. Commitment to the community college philosophy
3. Use of diverse teaching methods and learning styles
4. Sense of humor
5. An understanding of the diversity of community college students, their learning needs, and methods to accommodate these needs.

A study of part-time faculty (Longstreth, 1992) identified that previous teaching experience and communication skills were the most reliable predictors of teaching success. Higgins et al. (1994) identified essential characteristics of successful community college teachers as organizational skills and a degree in one's teaching discipline.

PURPOSE OF THE STUDY

The purpose of this study is to identify and describe full-time faculty recruitment and hiring strategies used by community colleges that already are committed to a learning-centered philosophy. The results of this research project are intended to enhance faculty selection practices in community colleges that are moving to a more learning-centered focus.

RESEARCH QUESTIONS

The primary research question is: *What are the recruitment and selection strategies that learning-centered community colleges are using to meet the workforce needs of the future?* Related questions include:

1. According to chief instructional officers, to what degree are the principles of a learning college present in the faculty recruitment and selection process?
2. Do the mission and values statements focus on learning?
3. Has the current structure been changed to accommodate collaboration and teamwork?
4. Are all the stakeholders involved?
5. Has an open system of communication been created?
6. How have hiring practices changed since becoming a learning-centered college?
7. Have criteria for selecting new faculty to work in a new learning paradigm been determined and implemented?
8. Have selection committees been trained in applying the criteria?
9. Have criteria been linked to staff evaluation and staff development programs?
10. What are the recruitment and selection strategies that work?
11. What were past hiring practices that are no longer effective?
12. How will new processes be evaluated?
13. Have colleges completed a study of retirement plans of current faculty and projected replacement program?

SIGNIFICANCE OF THE STUDY

This study will provide an in-depth description of best practices that will add to the body of literature on community colleges regarding the hiring process. The significance of this qualitative research is to gain a better understanding of the experience of those who are attempting to create a learning-centered faculty. This research seeks to grasp the processes by which these people construct meaning and to describe what those meanings are to a learning-centered college.

DEFINITION OF TERMS

The following definitions apply to this study:

Community College is defined as “any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree” (Cohen & Brawer, 1996, p. 5).

Full-Time Faculty refers to “those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay” (National Center for Educational Statistics, 1997a, pp. 503-515).

Hiring Process refers to the “practices and procedures an institution utilizes in the recruitment, selection, and offering of a position to candidates for a given opening” (Swank, 1996, p. 10).

Learner-centered describes a concept that promotes client centered, student centered, customer centered, and learner center practices. “Institutions and their employees attempt to focus on the special needs of the individuals they exist to serve through their policies, programs, and practices” (O'Banion, 1999, p. 2).

Learning-centered and learning-centred (used by Canadian colleges) describes a concept to determine the quality of student learning produced. “Learning contracts, behavioral objectives, competency-based education, learning outcomes, skill standards, and performance-based funding are all variations on the theme of the notion of learning centeredness” (O'Banion, 1999, p. 3).

A Learning College “integrates both concepts (learner-centered and learning-centered) and requires both care and service for the individual and attention to quality of learning outcomes” (O'Banion, 1999, p. 4). The Learning College changes its basic systems to “focus on learning; engages students as full partners in the learning process; designs educational structures to meet learner needs; and defines the roles of learning facilitators based on the needs of learners; and places learning first and provides educational experiences for learners anyway, anyplace, anytime” (O'Banion, 1997b, p. 100).

Human resources are the personnel administration function in a community college. The department “handles the organization and staffing, recruitment and

selection, part-time employees, motivation for improvement, training and development, performance appraisal, labor-management relations, changes in employment placement, salaries and benefits, legal issues, and relations with external agencies” (Haag-Mutter & Jones, 1988, p. 5). In the case of this study, the term “human resources” was intended to include the staff and policies that provide the personnel administration function.

Recruitment refers to “a proactive approach to identifying the type of faculty member you need, raising your chances that such people will join your applicant pool and increasing the likelihood that, once you have made your own choice, the person you chose will in turn choose to join you” (Hynes, 1990, p. 51).

Selection refers to “the process and procedures involved in evaluating the candidates after the position has been closed to applicants. This includes the criteria used in candidate evaluation, the ranking of the candidates, the interview process, and the ultimate selection of the candidate(s) to be recommended for the position” (Swank, 1996, p. 11).

SUMMARY

This chapter provided an introduction to the study, statement of the problem, the general purpose and significance of the study, key research questions, and issues that provide background for the study.

Chapter 2 presents a review of the literature relating to the future trends facing community colleges, including technology and the learning college. The

literature presents strategies used in community colleges for full-time faculty recruitment and selection.

Chapter 3 discusses the research methods that are used in this descriptive study. It includes a theoretical basis for the methodology, the population and the development of the instruments. A discussion is presented on the collection techniques and analysis of the data.

Chapter 4 presents the research findings and the discussion that resulted from this study. The findings collected from the survey, interviews, and document sources are presented. The planning process, recruiting process, selection process, and assessment are used as the framework for this analysis.

Chapter 5 includes a discussion of the conclusions, implications for practice, and recommendations for further research.

CHAPTER 2. LITERATURE REVIEW

INTRODUCTION

The literature reviews of the preparation, screening, and selection of faculty from as early as 1925 described the preparation of faculty as being primarily discipline specific and with little specific training required related to the community college as an organization. Faculty preparation in the past included the extent of degree attainment, general education requirements, specialized content, professional education, knowledge of the mission of the community college, type of degree deemed most beneficial, and personal characteristics. Many articles in this review more than ten years old continued to reflect current practices in faculty hiring.

The present criteria for faculty preparation described in the literature included meeting the challenges of more young and diverse students, technological advances, economic cycles requiring a more literate workforce, and a shift from teaching to learning organizations. This chapter, a selected review of the literature, is presented in two sections: 1) Future Trends in Community Colleges, and 2) Recruitment and Selection Strategies.

FUTURE TRENDS IN COMMUNITY COLLEGES

A review of this literature revealed the following trends facing community colleges:

1. Changes in demography, including increases in the number of 18-24 year olds, and the diversity of students.
2. Technological advances related to interactive communications and computer use.
3. Longer and shallower economic cycles requiring a more literate workforce, increased outsourcing, private sector competitors and globalization.
4. Social changes including the advent of a multicultural society and increased living alone.
5. Changes in public policy, including decreasing federal control, increased accountability mandates, and continued inadequate funding from state and local sources.
6. A shift from teaching to learning organizations.

Studies exploring the future trends in community colleges warned that community colleges would be expected to serve more students with fewer resources (Community College League of California, 1996; Finley, 1988; Levine, 1997; McClenney, 1998; McIntyre, 1997; Morrison, 1995; Guskin, 1996; Reed, 1995; Wingspread Group on Higher Education, 1993). Lorenzo and LeCroy predicted in 1994:

The central theme of the future should be to mold a fundamentally different institution – a college that builds on its history of community-based responsiveness, yet conforms more precisely to the emerging expectations, attitudes, behaviors, and conditions of the Information Age. (p. 16)

The literature revealed future trends facing faculty in the community college that redefines their role in the institution. The following sections review the literature on the changes in the community college, the impact of new technology on teaching and learning, and the role of the faculty in the “learning college.”

Changes in the Community College

The literature pointed out that community colleges have adapted to change more readily than four-year colleges and universities in order to survive. Gales (1994) described the community college as much more consumer-focused and more aggressive at adopting technological innovations than other academic institutions. "They are primarily service-oriented organizations, and their students look to them because they want to learn, not just get their ticket punched" (p. 21).

The changing needs of students will effect hiring at community colleges. Students want things when they need them, not just when a college decides to start a semester. "Those community colleges that meet students' scheduling needs will be able to increase their revenue, keep faculty members, hire new ones, and attract new students and funding" according to Neal Raisman, president of Onondaga Community College (Montell, 1999, p. 4). In addition, increasing technical complexity marked the community college environment according to Dickinson (1999). "Demands for accountability bring increased regulation, rapidly changing technology brings increased costs, and limited resources bring increased competition and the necessity for partnerships" (p. 24). In order to accomplish the work of such an organization, educators will have to be highly qualified and flexible performers.

A change in the college population and the diversity of students was noted in the literature as a significant impact on community colleges. In 1977, part-time student enrollment in community colleges exceeded 60%. Occupational degrees

awarded were at 60% of that figure. The community college population has always included returning adult students. These percentages have changed little in the intervening years. Community colleges enrolled 34% of all students in the U.S. higher education system in the mid-1970s (Cohen & Brawer, 1996). This has increased to 44% in 1999.

Growth in the “multicycle student” population should dispel the old pipeline metaphor from education. In many community colleges, fully one-fourth of all incoming students already have a bachelor’s degree (Milliron & Leach, 1997). According to a study by Quinley and Quinley (1998) the proportion of community college students with a bachelor’s degree or higher varies between 10 and 24% of the total credit and noncredit population. They are coming to upgrade skills or for specific technical degrees. Changes in our society and the increasing value of lifelong education suggest that community colleges facilitate learning and market their services for this group.

The increasing numbers of students have forced the community colleges to turn to part-time faculty to meet the demand for education. Part-time faculty members in 1976 represented 55% of the faculty. Part-time faculty have provided institutions with a flexible work force that allows them to adjust to enrollment changes, fill temporary vacancies, teach specialized courses, and reduce faculty costs. In the fall 1992, 60.2% of community college instructional faculty worked part-time (National Center for Education Statistics, 1999, p. 88). Two-year colleges

are more likely to employ part-time faculty than other types of institutions (23% to 39% of faculty worked part-time at four year colleges and universities.)

A fundamental shift in the paradigm of higher education is needed according to Boggs (1995a). Community colleges have received funding based upon the number of students enrolled in classes. Whether the students finish the class or learn anything, or whether they eventually transfer or enter the work force, is irrelevant to meeting enrollment goals (Boggs, 1995a; Guskin, 1996; Lorenzo & LeCroy, 1994). The volume of activity is not the appropriate goal. It is shifting to outputs – student achievement and relevancy of programs. The issue is not how many courses faculty teach, but how much students learn. “The missions of our institutions of higher education are defined in terms of processes instead of outcomes” (Boggs, 1995a, p.10).

The real mission of the community college should be Student Learning according to Boggs (1995b). Under the old paradigm, the community college was concerned about quality teaching, comprehensive and diverse programs and courses, access for diverse students and faculty success. Boggs described a new paradigm where the focus is on quality learning, improved talent development, success for diverse students, and greater learning with few resources and less student time. Faculty will be essential to the paradigm shift, “evolving into designers, managers, promoters, and facilitators of student learning” (p.27).

The community college is challenged to meet the demands placed on it by the new economy. Carnevale and Desrochers (1997) pointed to two challenges.

First, the community college will need to play their part in educating and training the workforce necessary for other employers to meet the new competitive standards for cost efficiency, quality, variety, customization, convenience, and speed.

Secondly, community colleges will need to meet the new competitive standards of a high performance workplace themselves. In 1996 the Community College League of California, Commission on the Future also supported these immediate challenges:

1. Colleges should prepare now to respond to increasing cultural diversity, changing values, and a widening spectrum of student learning skills.
2. Students in the future will be less involved in their higher education and more involved in supporting their families.
3. Technology will have a dramatic impact on instruction and student learning and the role of faculty will change dramatically.
4. Colleges should devote more resources to staff development, including upgrading faculty's technology competencies and all staff's multi-cultural sensitivities.
5. Colleges must respond to the increasing cost of education by promoting more partnerships in the community to provide support for student financial aid and capital outlay projects. (pp. 2-3)

The literature revealed that the academic qualifications of community college faculty might be changing. The majority of teaching jobs in the community college require a master's degree. The typical workload is four or five courses a semester. The primary focus has been teaching instead of research. Ph.D.'s who used to ignore community colleges are now applying when fewer four-year positions are available. Community colleges are receiving more applications from doctoral recipients than ever before, but not every two-year college is eager to recruit them. Raritan Community College is aggressively looking for job

candidates with doctorates to bolster the institution's reputation in the region and to be available to teach upper level courses offered on the Raritan campus by four-year colleges. A tenure-track job at a community college may be better than no job at all, but to many Ph.D.'s it continues to be a step down the career ladder. A Princeton Ph.D., Ann Jurecic, says of Raritan Community College, "There's a real spirit of purpose here that isn't necessarily there at four-year colleges" (Haworth, 1999, p. A-13).

Impact of New Technology on Teaching and Learning

In a recent survey of 112 higher education institutions participating in the Higher Education Roundtable Program, respondents were asked to identify the issues most important on their campuses. Among the nine issues repeatedly mentioned by campus leaders, "technology" was the one noted most frequently. Eighty-four percent of campus leaders indicted "more effective use of technology in teaching and learning" (O'Banion, 1997b, p.65) was the most important issue on their campuses and especially so among the 21 community colleges in this study.

The availability of information technologies is changing the when and where of community college education. Information technology is a term used to describe the "resources used by an organization to manage the information it needs to carry out its mission" (Dickinson, 1999, p. 29). The Information Age will offer new opportunities to create learning including the ability to customize, collaborate, and distribute through a variety of methods. The challenge facing community

college educators will be “how to use technology to achieve excellence and how to ensure equity of access for all students” (Daggett, 1998, p. 1).

Using network technologies to facilitate learning will create new roles for faculty. These emerging roles include synthesizer of information, navigator in developing student learning objectives, architect of the learning context, mentor to the learner, and certifier of student mastery (Dolence & Norris, 1995). The authors predicted faculty would act as managers of information technology in the learning process. Learners will need to develop the capacity to search, select and synthesize vast amounts of information to create knowledge. Dolence and Norris described learner-centered systems that will replace the provider-driven education systems of the past.

The classroom will not disappear, nor will the campus fade into oblivion. Rather, American higher education in the 21st century will provide a spectrum of choices for learners, ranging from the truly traditional to the totally transformed. These choices will be exercised by individual learners, faculty, researchers, and practitioners in their daily work and as they chart the pathways for their learning careers. Individual learners are an inexorable force driving learning in the Information Age. But organizational actions and strategies can either facilitate or limit the choices available to learners. (1995, p. 14)

Future community college students (between 50% and 98%) will be active users of instructional and communications technology (Morrison, 1995). Taylor and Maas (1995) described the community college of the future as an institution that will:

1. Deliver instruction at any time of night or day
2. Provide alternative ways of learning according to students' individual learning styles and time schedules

3. Be networked electronically across district boundaries
4. Be primary centers for workforce retraining
5. Enter widespread contract education and cooperative agreements with business and industry
6. Cater to the needs of the part-time student
7. Offer self-paced technology-based instruction
8. Associate with other educational institutions at all levels of instruction to form learning complexes
9. Provide counseling that assumes a greater diagnostic and prescriptive function
10. Assume a greater leadership role within the community
11. Become more entrepreneurial and look to alternative sources of income
12. Allow faculty greater participation in policy making
13. Operate on a year-round, 24 hour schedule
14. Contract out for many services presently provided by staff.

The Role of the Faculty in the Learning College

The need to create a more responsive “learning college” has been described in the literature (O’Banion, 1999) as a way to integrate both concepts of learner-centered and learning-centered that “require both care and service for the individual and attention to quality of learning outcomes” (p. 4). Guskin (1996) discussed the pressures on higher education to refocus on outcomes.

Focusing on student learning turns our thinking about the future of our colleges and universities upside down: from faculty productivity to student productivity, from faculty disciplinary interests to what students need to learn, from faculty teaching styles to student learning styles, from classroom teaching to student learning. (p.7)

Because the quality of teaching is so critical to the experience of community college students, the Commission on the Future of Community Colleges set forth a bold goal: “The community college should be the nation’s premier teaching institution. Quality instruction should be the hallmark of the

movement” (American Association of Community and Junior Colleges, 1988, p. 25).

The variety of roles expected of the faculty in a learning college was described by Dolence and Norris (1995). They described the new roles faculty will play in the Information Age learning environment: researcher, synthesizer, mentor, evaluator and certifier of mastery, architect, and navigator. Wilson (2000) expanded the roles needed both in and out of the classroom. The new faculty were defined as “Champions of Learning” of a virtual or a physical classroom. The roles inside the classroom included guide, motivator, entertainer, appraiser, participant, guardian, and caretaker. Faculty activities included student-centered learning strategies, collaborative activities, and technology activities. Faculty activities beyond the classroom included outcomes assessment, institutional assessment, professional development and service, and community involvement. Almost all faculty participants in Wilson’s study held that they, “like their institutions, are on the journey toward becoming increasingly learning-centered; none described themselves as traditional faculty members” (p. 10).

Future faculty members should exhibit specific understanding of four areas to develop a learning community for both staff and students according to researchers LeCroy and McClenney (1992). These included broad skills in issues of diversity, employing classroom-based assessment, emphasizing the development of human relations, and encouraging students’ critical thinking.

The concern for diversity issues and the suggestion that faculty will need to communicate international and multicultural perspectives across the curriculum was observed by Mittlestet (1994). In addition, he referred to the need for faculty to shift from the historical hierarchical, monocultural model of education by encouraging collaborative learning techniques. Although this is a significant paradigm shift in learning, the future faculty will need to utilize pluralistic, collaborative learning to effectively engage the diverse student body of the future. Faculty will need to value renewal, change, and innovation in the learning process. Alfred and Carter (1996) described the organizational skills needed to respond to the demands of the new market.

Leaders will work to create organizations that are fluid, dynamic, and temporary. Institutions and units within institutions will change shape according to the demands of the market. A premium will be placed on decentralized structures that delegate decision-making responsibility to faculty and staff and reward entrepreneurial skills, risk-taking, and commitment to experimentation and innovation.
(p. 18)

The greatest need is for faculty who will become leaders in integrating workplace basics and learning to learn into the curriculum; using teaching and learning as a process; developing collaborative learning experiences; and assessing outcomes (Cohen & Brawer, 1996; Van Ast, 1997). Assessment measures that improve student learning must be used. Faculty will need to learn to work in teams, not only to develop programs and curricula, but also to develop and deliver courses. Barr and Tagg (1995) conceived of “faculty as primarily the designers of learning environments; they study and apply best methods for producing learning” (p. 24).

Davis (1995) predicted that most courses will be developed and delivered by teams working together on course content, identification of learning outcomes, selection of teaching strategies, and production of media to produce courses far more sophisticated than one individual could produce alone. The learning environment of the future will feature student success centers as an alternative to classroom-based learning, affording students enhanced opportunities for self-paced, individualized learning that can be accessed from on- or off-campus (Taylor & Maas, 1995). In addition, Guskin (1996) stated that the challenge is to

create learning environments focused directly on activities that enhance student learning, we must restructure the role of the faculty to maximize essential faculty-student interaction, integrate new technologies fully into the student learning process, and enhance student learning through peer interaction. (p. 19)

In Cross's monographs on student learning (1998; 1999), the four tasks for building a Learning College are described as making cognitive, neural, social, and experiential connections. She described the basic task of providing students with the tools and attitudes for lifelong learning.

That means assuring that students develop the skills of writing, numeracy, critical thinking, and problem solving, of course; but it also means developing the attitudes and values of the lifelong learner- cultivating an appreciation of learning and acquiring the habits of a self-directed learner. (Cross, 1998, p. 15)

The history of the learning-centered education movement began in the Progressive Education Movement with learning contracts (O'Banion, 1999). In the first wave in 1960s and early 1970s, spurred by the work of Bloom, Postlethwaite, Mager and others, behavioral objectives became the common currency for learning-

centered education. Later in the 1970s and 1980s competency-based education led to the creation of entrance and exit competencies. In the 1990s Accreditation Associations have required more attention to learning outcomes and outcomes assessment. In 1993, the Wingspread Group reported that “too much of education at every level seemed to be organized for the convenience of educators and the institution’s interests, procedures and prestige, and too little focused on the needs of students” (Wingspread Group on Higher Education, 1993, p. 13). The national effort to establish skill standards and the various state efforts to implement performance-based funding were more recent pressures to become learning-centered. Cross (1990) advocated for the community colleges to become the leaders of the quality movement of the 1990s, much as they were the leaders in the access revolution of the 1960s. Dedicated to the mission of expanding access to new segments of the population, community colleges grew at a fantastic rate – 350 new community colleges opened between 1965 and 1975.

The second wave of educational reform in the early 1990s pointed the way to real change by making learning and the learner the central focus for all reform efforts. O’Banion (1997) described a new architecture for education that will need to place learning first. In the learning college the student is responsible for constructing his or her own learning by active involvement in creating learning opportunities and by direct participation in the opportunities created. “Learners learn best by doing” (p.85). The first four steps to becoming learning-centered include refocusing the mission and values statements to place learning first,

realigning current structures to accommodate collaboration and teamwork within the college community, involving all stakeholders, and creating an open system of communication. According to O'Banion,

The measure of whether or not community colleges have been successful in becoming more learning-centered can be gauged by embedding two questions in the culture of the institution: Does this action improve and expand learning? And how do we know this action improves and expands learning? (1997a, p. 33)

The Total Quality Management focus on the customer parallels the increased focus on the learner. Block (1995) encouraged the creation of a service driven institution by beginning with the marketplace. The customer includes community groups, parents, funding agencies, students, and hiring organizations. In order to develop the new architecture, colleges must focus on the teaching-learning process, confront the class system, use the idea of partnership as the principle for decisions, and "stay away from the fire" (p. 13).

A re-examination of the disciplinary and professional foundations of knowledge as new subjects, as well as new ways of studying them, will lead to a new system of delivery. Davis (1995) discouraged continuous improvement of existing practices because it only perpetuated a system that is defined by the specialized discipline. The curriculum will be outcome-driven, rather than subject-driven, and delivery will be customized to meet the needs of the student. According to Davis, "Institutions will need to rethink continuously *what* they do, and learn *how* to do it differently" (p. 22). Barr and Tagg (1995) framed the Learning Paradigm as holistically, recognizing that the chief agent in the process is the

learner. “Thus students must be active discoverers and constructors of their own knowledge.” Barr and Tagg described learning theory in the new Learning Paradigm compared to the traditional Instructional Paradigms as follows (p. 17):

The Instruction Paradigm

- Knowledge exists “out there”
- Knowledge comes in “chunks” and “bits” delivered by instructors
- Learning is cumulative and linear
- Fits the storehouse of knowledge metaphor
- Learning is teacher centered and controlled
- “Live” teacher, “live” students required
- The classroom and learning are competitive and individualistic
- Talent and ability are rare

The Learning Paradigm

- Knowledge of each person’s mind and is shaped by individual experience
- Knowledge is constructed, created, and “gotten”
- Learning is a nesting and interacting of frameworks
- Fits learning how to ride a bicycle metaphor
- Learning is student centered and controlled
- “Active” learner required, but not “live” teacher
- Learning environments and learning are cooperative, collaborative, and supportive
- Talent and ability are abundant

A number of community colleges have applied the concepts of a learning organization that originated in business and industry. Garvin defined a learning organization as “an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights” (p. 80). The goal is to create a community of commitment among the members of an organization so they can function more openly to achieve the goals of the organization. Senge (1990) described the learning organization as one in which:

People continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. (p. 3)

Carter and Alfred (1996) found that there is a growing acceptance that “community colleges will have no choice but to undergo massive change in how they are organized, how they make decision, and how they deliver programs and services to compete in a tough and rapidly changing market” (p.7). Robles (1999) studied current trends in California community colleges that have embraced the goal of becoming learning-centered institutions. Her findings were discussed within the context of Senge’s (1990) learning organization model. She found that the community colleges studied showed five characteristics of a learning organization:

1. To a high degree, colleges concur that their principal goal is student success in the form of student learning.
2. Despite skepticism, most community colleges appear to be shifting from the instructional to the learning paradigm.
3. Community colleges are excellent incubators for personal mastery.
4. By virtue of shared governance and a trend toward interdisciplinarity, community colleges are well positioned to develop learning organization skills.
5. Lack of mechanisms to provide reinforcing feedback is the weakest link for colleges attempting to become learning-centered. (p. 3)

Change does not necessarily imply learning. Fiol and Lyles (1985) clarified the distinction between organizational learning and organizational adaptation.

Learning is defined as the “development of insights, knowledge, and associations between past actions, the effectiveness of those actions, and future actions” (p.811).

Successful companies do not just add value, they have reinvented it. A strategy was

conceived as systematic social innovation: the continuous design and redesign of complex business systems.

Learning organizations are skilled at five main activities: systematic problem-solving, experimentation with new approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently through out the organization. (Normann & Ramirez, 1993). At least five organizational qualities are needed to provide learning according to Moskus (1999): (1) an environment rich in information; (2) access to appropriate technology; (3) a willingness to experiment; (4) numerous connections to the world outside the college; and (5) training in decision-making and group dynamics. According to Normann and Ramirez, organizational learning can usually be traced through three overlapping stages:

The first step is cognitive. Members of the organization are exposed to new ideas, expand their knowledge, and begin to think differently. The second step is behavioral. Employees begin to internalize new insights and alter their behavior. And the third step is performance improvement, with changes in behavior leading to measurable improvements in results: superior quality, better delivery, increased market share, or other tangible gains. (1993, p. 90)

O'Banion (1997a) warned that there is "no guarantee that a learning organization will become a learning-centered institution placing learning first for students unless those values are made clearly visible as the primary goal of a learning organization" (p. 26). Boggs (1999) supported this with four important tenets of the learning paradigm:

First, the mission of the college should be student learning rather than teaching or instruction. Second, institutions should accept

responsibility for student learning. Third, supporting and promoting student learning should be everyone's job and should guide institutional decisions. Fourth, institutions should judge their effectiveness and be evaluated on student learning outcomes rather than on resources or processes. (p. 2)

The academic profession can be expected to change dramatically. Research (Carter & Alfred, 1996; Levine, 1997) revealed five forces that are propelling the change:

1. Changing attitudes and demands of higher education's patrons
2. Changing characteristics and expectations of college students
3. Changing conditions of employment in higher education
4. Rise of new technologies
5. Growth of new private-sector competitors.

Alfred and Carter pointed out that five competitors in particular are having a significant effect on educational design and delivery that will require a response from community colleges:

1. Companies and corporations providing on-site programs
2. Communications industry with a providing distance delivery into homes, workplaces, shopping centers, and any area where people congregate
3. Private tutoring companies use proven techniques to produce positive learning outcomes in students
4. K-12 schools partnering with business and industry to prepare work-ready youth
5. Temporary service agencies using training programs to prepare flexible workers for may different jobs.

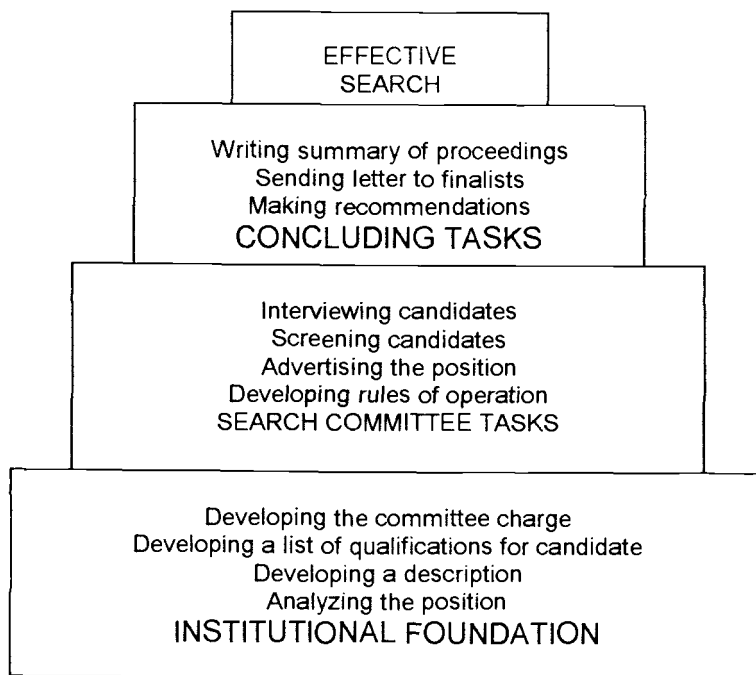
Block (1995) described design elements for the classroom of a true learning institution: value dialogue, demand choice, create accountability for class performance, and self-chosen measurements by the customer (students). He explained the process of restructuring the institution as:

The creation of a service-driven institution begins with the marketplace. The process of reform focuses on the teaching-learning process, confronts the class system, uses the idea of partnerships as the principle for decisions, and postpones changes in tenure and pay systems for as long as possible. Focusing on the goal of restructuring as a service-driven organization builds the capacity of the institution and may be the most practical strategy for restoring the public's faith in higher education. (p. 13)

RECRUITMENT AND SELECTION STRATEGIES

Recruitment and selection strategies for the full-time faculty are discussed within the framework of four stages: planning, recruitment, selection and assessment. The literature on the faculty hiring process in higher education is sparse. Most of it is devoted to the presidential search with little advice on positions below this post (Marchese, 1987). Strategies described in literature on the academic marketplace can be categorized into the following topics: institutional planning, search committee, defining the position, recruiting a candidate pool, screening candidates, interviewing candidates, and selecting the final candidate. Watts (1993) found the most successful searches are those that consider the selection as a process and proceed through a well-defined set of steps as described in Figure 2.1:

FIGURE 2.1
Selection Tasks



The Planning Process

The need for improved and enlightened personnel administration of faculty recruitment and selection in two-year colleges is urgent. Nearly 80% of an institution's budget is allocated to employee related expenses. New approaches toward human resources management are crucial to the continuing vitality of community colleges (Haag-Mutter & Jones, 1988). Issues that need to be resolved by the institution include "who is responsible for the recruitment, the use of outside firms, methods and sources, the specification of the search strategies, the packaging of special inducements, and the ability to offer adequate salaries" (Hawthorne, 1994, p. 405).

Thomas Fryer, President of Foothill Community College launched a comprehensive Faculty Staffing Plan in order to address future needs.

We decided to compete and to try to enlarge the pool ... before you can compete, you need a comprehensive staffing plan, and a clear sense of what kind of a workplace you want to create. (Marchese, 1990, p. 5)

In his district, Fryer filled twenty-one new full-time faculty positions by hiring part-time faculty. A vacancy anywhere in the institution presented a dual opportunity for the college to first rethink a function – the roles and goals of a post, and characteristics of the person needed to make it work – then to make an appointment that helped to achieve those goals. Departments and campuses had to be visionary about what they wanted their programs to look like and what would be possible given the limited faculty supply and resources. Replacement of faculty needed to be discussed campus-wide. Is there a possibility for joint appointments, perhaps even across campuses? Perhaps projections of vacant positions three to five years in the future would impact current decisions about new hires (Finley, 1988; Marchese, 1987; Hiramoto, 1995).

The Recruitment Process

Ryan and Martinson's (1996) study of university journalism and mass communication faculty hiring presented six broad categories of concern associated with the recruiting process: advertising the job, providing adequate information to the applicants, treating candidates honestly, conducting campus interviews, avoiding problems in searches, and dealing with discrimination. They recognized

that each contributes to the overall success of the process. Respondents to the survey made two suggestions that could help recruiters avoid some of the mistakes of the past. “Universities need to be more honest with potential candidates... and we all need to work much harder at this” (p. 12).

Institutions needed to utilize more effective recruiting tools and expand their geographic areas for faculty in high-demand occupations. Innovative strategies have included “grow your own,” preservice programs for aspiring faculty, turning to business and industry for second career opportunities, and hiring part-time faculty (Hiramoto, 1995; Johnston, 1998; Miller, 1996; Swank, 1996). Graduate programs were encouraged to advise students to consider careers as two-year college faculty and to earn credit for field experience. In addition, Engleberg (1993) advocated for a faculty exchange program with universities and community colleges.

When community colleges recruited potential technical instructors, communication was generally not very effective with industrial partners as a potential source for staffing. Smith (1996) recommended that community colleges do the following for more effective communication: select a recruitment representative who is familiar with the needs of industry, preferably one who has related experience in the field; establish a foundation of trust with industrial contacts, or partner corporations; and get to know these contacts and their educational needs and locate community college advocates within partner

corporations. Without trust, corporations may perceive recruitment efforts as intrusive and threatening.

Law (1994) identified thirteen criteria that he would use to recruit and hire faculty for a new institution. These included traditional characteristics as well as new models:

1. Strong preparation in subject area
2. Ability to share learning outcomes
3. Commitment to retention and student success
4. Alternative methods of organizing instruction
5. Encourage student evaluation
6. Curriculum development
7. Information technology
8. Instruction that recognizes needs of learners
9. Supplemental learning materials
10. Collaboration
11. Nontraditional teaching settings
12. Active community members
13. Risk takers.

Another study completed by Lakeland Community College (Catanzaro & Savage, 1986) showed that nearly two-thirds of the institutions wanted faculty with community college teaching experience. Community colleges searched for those who could also teach in four-year colleges. But, scholarly achievements of community college faculty are not held in as high regard as in senior institutions.

Administrators need to address racial and gender equity in full-time faculty hiring. African American, American Indian, Mexican American, and Puerto Rican Americans are significantly underrepresented among the ranks of full-time faculty. Women and minorities especially want to know if the environment of a college will

be supportive of their presence. Opp & Smith (1994) and Wilson (1994) describe the following factors that characterize effective minority faculty recruitment:

1. Firm commitment by the president and chief academic officer to establish strategies to prepare the campus for intellectual, social, ethnic, and cultural diversity
2. Listen to minority faculty needs
3. Establish a staff conversion program to identify minority staff interested in teaching
4. Establish diversity programs in all divisions and departments and hire minority faculty for ethnic studies departments
5. Determine which universities have minorities in the pipeline by discipline and start early recruitment efforts
6. Network and develop relationships with minority organizations to seek their assistance identifying qualified individuals for faculty positions and recruit from private industry for part-time positions
7. Have minorities serve on the board of trustees
8. Hire minorities to serve as chief academic administrators and include minorities in all phases of the recruitment efforts
9. Make efforts to keep minority faculty in the face of proposed budget cuts
10. Have current faculty serve as mentors to minority graduate students at area universities
11. Establish curriculum vitae banks, develop minority candidate pools, cancel positions without minority applicants
12. Establish summer teaching and research opportunities and internships to interest minority graduate students.

Advertising

The literature described several specific sources that colleges have relied upon to recruit including advertisements in appropriate professional outlets, such as *The Chronicle of Higher Education* and *The Black Scholar* (Brakeman, 1983 and Marchese, 1987). Relatively few two-year colleges use the Modern Language Association (MLA) Job Information Line; however, some do take advantage of the two-year college section in the February edition. These have been useful, but are

not sufficient. Academic openings in higher education were not advertised nationally until March 30, 1970, when *The Chronicle* began its “Positions Available” feature (Bromert, 1984). A review of published ads in *The Chronicle of Higher Education* (March 10, 2000) revealed 1,230 job announcements. Advertising appears to be one of the most commonly used activities used by community colleges to create a pool of qualified applicants.

Respondents to Ryan and Martinson’s survey (1996) agreed that they found advertisements typically list realistic qualifications for the salaries offered, but many disagreed and many reported encountering difficulties because of the way jobs were advertised. One difficulty identified was that faculty and administrators often would disagree about skills and duties needed in a department. As a result, general ads were developed that lacked specific information.

Johnston (1998) discovered that the “cornerstone of the affirmative action process seemed to have been a wider distribution of advertisements than had existed under previous administrations” (p.11). But even with innovative programs such as “grow your own minority faculty”, the use of faculty and staff volunteers to ensure compliance, and a public position to support hiring more diverse faculty the actual number of full-time minority faculty stayed the same.

Recruitment brochures should be designed to attract a faculty and staff committed to promoting and supporting student learning according to Boggs (1993). Gonzales (1996) described the powerful influence of an advertisement in *The Chronicle of Higher Education* in his study of a new university. The ad sought

new faculty who were “committed to the development of a pluralistic academic environment where all learn from and teach each other; which had a commitment to diversity, pluralism, community building, interdisciplinary studies, applied scholarship, and a real commitment to serving the community and the community needs” (p. 14). Many faculty members made a strong connection between the ad and their personal philosophy, as well as their struggle to realize that philosophy in previous institutions. The meaning they made from this ad led to their actions of applying for and eventually accepting a position at the university.

Timing and Incentives

Institutional decision-makers have needed to consider some kind of incentive for faculty recruitment efforts in the community college (Smith, 1996). The increased competition for faculty has led to higher than usual salary offers, job assistance to candidates spouses, and hiring in advance of actual vacancies according to a survey of administrators by the American Council on Education (Blum, 1990). More than a third of the two-year colleges surveyed said they were considering whether to accept candidates who did not have teaching experience.

Various factors have been identified that influence faculty acceptance of positions in higher education. Murillo (1998) surveyed 270 faculty in three regions of California to determine what the most important factors were that influenced their acceptance of a position. She tested each of these factors (academic freedom and a positive institutional climate, salary and benefits, working conditions, prestige, external (community) influences, and diversity) in a survey. She

discovered the most important items in accepting a position at a community college to be the following: academic freedom in a supportive division/department environment; competitive salary schedule; input into scheduling own teaching assignments; and input in selecting courses in assignment. Hiramoto (1995)

identified the following non-salary incentives used throughout the California State University system:

1. Reduced teaching loads
2. Moving allowances
3. Advanced rank appointments
4. Early tenure consideration
5. New equipment/facilities
6. Teaching a desired course
7. Summer employment
8. Help in spousal employment
9. Travel funds
10. Assistance in financing a home
11. Institutional grants for research
12. Housing assistance.

Brakeman (1983) supported the need of the institution to respond to the increasingly familiar problems of dual career couples, both in recruitment and in the terms of employment it offers. He suggested the possibility of shared appointments in order to attract some of the best candidates in today's academic marketplace.

Community colleges have attempted to be more proactive in recruiting professional/technical instructors. Passive recruitment, such as posting job announcements with corporate partners and classified newspaper advertisements has been generally insufficient. Smith (1996) encouraged personal involvement with corporate partners and potential instructors as a more effective way to locate

and hire technical instructors. Swank (1996) addressed the issue of allowing enough time to advertise future positions in order to recruit a qualified pool of candidates.

The Selection Process

Prior to federal and state legislation prohibiting discrimination, faculty hires were often done with little or no formal search. Informal networks among faculty were the accepted norm and there was no review of the process. After the Executive Order 11246 was issued, search committees became a mechanism to provide for and ensure that affirmative action guidelines were followed. Reid and Rogers' survey of the literature (1981) about search committees concluded that four categories were represented in the literature: presidential searches, anecdotal pieces from persons who have participated in a search process, descriptive articles in which the whole process or parts of it are discussed in general terms, and a very small number of research efforts that actually use statistical data or theory in analyzing search procedures. Two main themes are emphasized: a) membership of the committee and b) role and responsibilities (Bromert, 1984; Hiramoto, 1995; Lawhon & Ennis, 1995; Marchese, 1987; Nelson, 1997).

The first prerequisite in every search process is a genuine understanding of the institution (including problems, opportunities, needs, and values) by the persons chosen to serve on the search committee. A study of successful candidates, committee members, and committee chairs (Reid & Rogers, 1981) concluded that there was a distinct difference in each group's perception of selection criteria. "The

apparent confusion about institutional needs might be clarified by analyzing the perspectives of participants in the search” (p.6).

Knowledge of rules and regulations relating to advertising, recruiting, interviewing and hiring is imperative. Guidelines that are established by a search committee can lead to a division of work that results in an equitable process. Nicholson and McInerney (1988) described a process that can be used in teacher selection that involved experienced teachers in the selection as well as the mentoring of new teachers. They suggested establishing specific criteria desirable to fill that position, inviting the candidate for the entire day, allowing for formal and informal meetings, visiting classes, and teaching a micro lesson. This strategy promoted shared decision-making and distributed the power of the administrators. The authors added that this approach might be threatening to some administrators who see empowerment as a zero sum game.

The composition of the search committee is essential. A diverse search committee is more likely to value differences in people. It is possible that faculty search committees do tend to replicate themselves. Johnston (1998) observed that attempts to alter attitudes through such programs as diversity training are perceived as naïve or “empty rituals”, particularly among those who have had more experience on search committees. A diverse search committee actually demonstrates to the candidates that the committee is serious about widening the academic pool (Rees, 1998). However, the faculty selection committee needs to be representative of the department that is recruiting. Nelson (1997) claimed:

The best hiring is done by small committees of knowledgeable people who work very hard, reading much of the candidates' written work, interviewing aggressively, and debating the candidates' merits among themselves intensively. (p. B4)

In an article titled, "The Real Problem with Tenure is Incompetent Hiring,"

Nelson challenged faculty,

to begin to perform this critical job better if we are to maintain public confidence in higher education and live up to our own commitment to quality. It is essential to match the candidate's inclinations and abilities with the institution's expectations for teaching and research. (p. B5)

Screening Process and Interviewing

Watts (1993a) offered guidelines for hiring good faculty, including checklists for conducting searches and suggestions for working interview questions to capture pertinent information about candidates' teaching styles. In order to gather predictive information about the candidate, Watts encouraged the committee to ask the candidate to describe their behaviors in past situations related to the job expectations of the current position. He maintained that currency and longevity of the desired behaviors could serve as predictors of future behavior. In addition, he stipulated that the selection committee should include a 20-30 minute teaching simulation and that the candidate should also be asked to assess an example of student performance. "Faculty would like the assurance that any new colleague approaches assessment with methods, standards, attention to detail, and rigor that are consistent or compatible with their own" (p. 33). Sharon Thompson, Dean of liberal studies at the Community College of Philadelphia offered her perspective on faculty hiring.

We seek new faculty members who understand our student population and who have had experience with teaching and innovative delivery modes. We desire enthusiastic role models, ready and willing to lead in a relatively short time. These are the applicants who get the attention of all of us involved in the search for an ideal candidate. (Thompson, 1999, p. 4)

Hawthorne (1994) observed several reappearing themes in faculty selection criteria:

1. Degree attainment
2. General education and integrated fields of knowledge
3. Specialized content in teaching area
4. Adequate preparation in secondary teaching areas
5. Professional education in methods and curriculum
6. Knowledge of the mission of the community college
7. Demonstrated flexibility and a commitment to diversity
8. Type of degree and graduate background.

In spite of evidence showing the lack of validity in the interview process (Maher, 1983), higher education continues to rely upon the interview and references to select candidates for a position. Arvey and Campion (1982) claimed that interviewing is still used throughout business and industry based upon intuition, beliefs, and what seems more comfortable rather than research results. Reference checking assumed that a person's past behavior is an adequate predictor of future behavior or that service in a particular job automatically qualifies one for the next level. Maher, in an interview with John Belt (1983) pointed to the reluctance of people to make an honest assessment of a candidate's past performance. Belt asserted that "most interviewers make up their minds about a candidate within the first five to eight minutes of the conversation, using the remaining time to seek corroboration of their premature judgment" (p.12).

A structured interview process is usually used as the final phase of the selection process on most community college campuses. The pool of qualified applicants can be narrowed down prior to an interview on campus by using teleconferencing. Lawhon and Ennis (1995) worked with their committees to gain additional information about a candidate without the expense of travel and time by using teleconferences. Coady (1990) described two methods to select candidates. The first used behavioral interviews to provide highly specific answers to specific questions about past performance. The assumption of the institution was that past behavior was an indication of future performance. The second method was a teaching simulation. The assumption was that this would show the committee how well a candidate related with students and how coherently he or she could deliver information and stimulate thinking. The committee developed objectives to cover a small body of material that could be taught in 20-30 minutes. Criteria for evaluation was determined ahead of time and the class participants evaluated each candidate after their presentation. The second approach was supported in the literature as an "assessment center". Belt defined this as "a process for measuring the abilities of an individual through a series of job-related simulations" (Maher, 1983, p. 12). Performance was measured by at least three assessors who have been trained in the roles and responsibilities of the assessment process.

The importance of reference checking was found by the researchers (Hynes, 1990; Vander Waerdt, 1990) to be essential. Reference checking helped to offset the human tendency to project everything needed onto one candidate. This

stereotyping tended to value a degree from the “right” school or undervalued the expertise of another from the “wrong” area of the country.

Use of Consultants

The use of professional recruiters (also known as headhunters) by some colleges to seek out qualified candidates has been an increasing practice. Search firms have worked for the college, not the candidate, to identify the best possible candidates to fill vacancies. A recruiter has been able to bring candidates into the search that they would not have applied on their own. Still, faculty searches rarely involve consultants, because most professors view the selection of their colleagues as a privilege they are reluctant to share with outsiders (Dowdall, 1999).

The literature warned of the pitfalls of using a consultant (Dennis, 1988; Dessler, 1997; Marchese, 1987; and Rent, 1990). These included the loss of control and the cost of engaging a consultant; in addition, the consultant may function more as a personnel placement service than as a search consultant and applying a business approach to an academic environment.

It is essential that the college explain completely what sort of candidate is required, make sure the firm is capable of conducting a thorough search, meet the individual who will be handling the assignment, ask how much the search firm charges, choose a recruiter they can trust, and talk to some of their clients. Search services can include, but are not limited to a presearch study, identifying and recruiting candidates, evaluating candidates, negotiation and appointment, and procedural support (Academic Search Consultation Service, 1999; Dowdall, 1999).

Applicant Fit

Research in human resource management referred to applicant “fit” as the congruence between the values of the individual and the organization (Cable & Judge, 1997). This has become a critical function of the job interview. Cable and Judge found a “significant effect of values congruence on interviewers’ hiring recommendations and organizations’ hiring decisions” (p.556). Fit implied that after a person has been working in a position for a period of time, the selection committee would make the same choice and the person who accepted the appointment would accept it again (Bromert, 1984; Lutz, 1979). Rynes and Gerhart (1990) recommended that job applicants be assessed in terms of their fit with employing organization’s strategies, culture, norms, and values. The interview is almost universally used to assess fit. Concerns about stagnation and faculty productivity have provided an environment to explore additional assessment tools including classroom teaching demonstration and personality assessments.

The assessment of the collegial fit happens during the campus visit. The visit has provided an opportunity for the candidate to see the campus environment, to meet the faculty, administrators and students, and to present their research and/or demonstrate their teaching (Hiramoto, 1995). Input must be sought and seriously considered from colleagues in the same discipline as the applicant according to Rees (1998). This point makes a great deal of sense because for the hiring process to be successful, the candidate must truly be accepted into the department. The

future colleagues of the applicant are key players in the new faculty member's adjustment to the college. The importance of collegial fit cannot be underestimated.

SUMMARY OF LITERATURE REVIEW

The literature presented future challenges facing the community college including the use of technology and the availability of other learning options for students. Colleges have applied the concepts of total quality management, systems thinking, and adult learning to stay competitive in a changing market. The evolution of the learning college has provided the opportunity for the community college to meet the needs of adult learners and provide accountability to its stakeholders.

Recruitment and selection practices for community colleges have changed little over the past twenty years. According to the literature, higher education must plan ahead to meet its future faculty goals. Traditional recruiting models of advertising in print publications will not meet the need for high demand workers in education. Colleges must explore incentives to fill some technically trained faculty vacancies. The selection committee needs not only to screen and interview potential candidates, but also to explore issues in faculty preparation including the extent of degree attainment, general education requirements, specialized content, professional education, knowledge of the mission of the community college, type of degree deemed most beneficial, and personal characteristics.

The following questions must all be answered by the institution prior to opening a search: Who is responsible for the search? Will outside firms or

consultants be used? What are the specific search strategies? How will special inducements be packaged? Will the applicant fit in with the culture of the institution? What is the college's ability to offer adequate salaries? If community colleges are to fulfill their mission of providing equity and excellence by significantly increasing the numbers of underrepresented minority full-time faculty, efforts need to be redoubled to dismantle barriers and implement effective strategies.

CHAPTER 3. METHODOLOGY

INTRODUCTION

The purpose of the study was to identify and describe full-time faculty recruitment and hiring strategies used by community colleges that already are committed to a learning-centered philosophy. This chapter presents the research design and methodology for collecting and analyzing data. The selection of subjects, survey development, in-depth interviews, document analysis are discussed; as well as limitations, data analysis, trustworthiness and researcher as instrument.

RESEARCH DESIGN

This study focused upon the recruitment and selection strategies used during 1998-99 at community colleges that identified themselves as “learning-centered colleges.” O’Banion’s (1997) *Six Principles of Learning College* were used as the frame of reference for the study. It was the intent of the study to use a descriptive approach to identify both successful and unsuccessful faculty recruitment and selection strategies. A qualitative approach was chosen because it provides for a “thick description” of the problem. Jick (1979) described qualitative data as apt to be superior to quantitative data in density of information, vividness, and clarity of meaning – characteristics more important in holistic work, than precision and reproducibility. The description was taken from the context and

persons studied. The use of multiple methods generated “thick or rich description” or what anthropologists call “holistic work” (p. 609).

The nature of the research questions called for using a survey instrument followed by in-depth interviews and secondary document analysis. Bogdan and Biklen (1998) described qualitative research as meaning the following:

Naturalistic – the actual settings as the direct source of data and the researcher is the key instrument; *descriptive data* – the data is collected in words or pictures rather than numbers, concern with process – rather than simply outcomes or products; *inductive* – the abstractions are built as the particulars that have been gathered are grouped together; and *meaning* – how different people make sense of their lives. (pp. 4-7)

According to Marshall and Rossman (1999), the qualitative approach to research demands flexibility in the overall research design. They explained:

...so that site and sample selection can respond to increasingly refined research questions. The research questions are best addressed in a developmental manner, relying on discussions of related literature and theory to help frame and refine the specific topic. Often, the primary research goal is to discover those very questions that are most probing and insightful. (p. 26)

Selection of Subjects

The researcher identified two international projects that promoted innovation and learning-centered practices at community colleges. The Learning College Project and the Learning-centered Colloquium included a total of eighteen community colleges that have been recognized as “learning-centered colleges.” These two projects had selected participating colleges through a call for proposal process by the sponsoring organization. The colleges selected were asked to share models and practices to transform community colleges into more learning-centered

institutions. It was from these two groups that the colleges were identified. Each one had already made a commitment to learning-centered practice and, therefore, invited to participate in this study. Each college was assigned an alpha code to protect confidentiality in the study. A table describing the participation of the eighteen colleges in the study is included in Appendix A.

The purpose of the first Project (The Learning College Project) was to assist community colleges in the United States and Canada to become more learning-centered by creating a network of ten Vanguard Colleges strongly committed to the Learning-Centered Concept, whose efforts can serve as a basis for model programs and become new practices. (2000)

The Project web page (2000) described these colleges as having made a commitment to become more learning-centered, a commitment to “place learning first and provide for educational experiences for learners anyway, anyplace, anytime”. This represented a significant departure from the traditional architecture of education according to the League for Innovation. They received 94 community college applications and selected twelve to participate in the project. For this study eleven colleges were contacted to participate as subjects. One of the colleges was eliminated because there were no faculty at the time of the study.

The second project identified (The Learning-Centred Institutions Colloquium) was an affiliation of the Northwest Learning Collaborative. The Colloquium recognized the work of community colleges in British Columbia and Washington who were committed to educational reform. The goals of the Colloquium were to “foster quality, relevant learning for students by supporting a

critical mass of campus leaders, committed to promoting learning-centred practice at each participating institution, and to provide each institution with an opportunity to be recognized as innovative institutions around this practice” (Graber, 2000). Six institutions were chosen for the Colloquium following a call for proposals. For this study, all six were contacted to participate as subjects in this study.

Methodology

A process of collecting data, consolidating, reviewing, analyzing, synthesizing, and writing was used to complete this study. As a result of the review of the literature, a framework for the synthesis and analysis of the data was developed: Planning, Recruitment, Selection, and Assessment. Each of these areas is explored through the review, analysis and synthesis of the data collected.

Initially, a point of contact for each college was identified as the chief instructional officer (CIO). This position was identified as the primary participant in the study for two reasons. As the academic leader of the institution, they are primarily responsible for hiring new faculty. In addition, they have access to faculty recruitment and selection information campus-wide. Each college CIO received all correspondence, including email, a mailed survey, and invited to be the in-depth interview subject. Each CIO was identified from investigating the college’s web page or contacting the college by telephone. The following steps were completed to collect data:

1. An email message inviting participation in the research study was sent to each CIO (Appendix B).

2. A packet of information including an introductory letter (Appendix C), informed consent document (Appendix D), survey (Appendix E), and a stamped self-addressed envelope was mailed to each participant.
3. A follow-up letter (Appendix F) with copy of signed informed consent and self-addressed envelope was mailed to each participant requesting additional information including copy of college's mission statement, copy of faculty recruitment and selection procedures, copy of an ad used to recruit faculty in 1998-99, and faculty position description used in 1998-99.
4. A reminder postcard was sent at two weeks and four weeks if there was no response from selected colleges (Appendix G).
5. A reminder email was sent at three weeks and six weeks if there was no response from selected colleges (Appendix H).
6. An email was used to determine a convenient date and time for each interview (Appendix I).
7. An email confirmation was sent to each participant confirming the date and time for interview as well as the guiding questions to be discussed in the interview (Appendix J).
8. An in-depth telephone interview of 60-90 minutes was conducted with the primary point of contact to collect additional data and respond to specific areas of the survey (Appendix K).
9. Transcripts of the interview were emailed back to each participant to validate and respond to prior to analyzing (Appendix L).
10. Data collected from the surveys, interviews, and documents were reviewed, analyzed and synthesized.

By using these multiple methods (survey, interview, and document analysis), an in-depth description of successful recruiting and selection practices could be presented. The study began in the summer of 1999 and completed in spring of 2001. A timeline was used to develop the study, collect the data, and analyze the results collected. Throughout this process, the researcher maintained a log of research activities as recommended by Bogdan and Biklen including reflection on the process, analysis, ethical dilemmas and conflicts, observer's frame of mind, and points of clarification.

Survey Development

A review of the literature and consultation with a panel of experts led to the development of the survey instrument. The survey identified recruitment and selection strategies utilized by each college. The survey was intended to be a structured interview tool, rather than a sampling method. Cox's model (1996) of building questionnaires in the field of education was followed. The seven stages of questionnaire development included the following:

1. Establishing the guiding questions
2. Operationalizing/clarifying the guiding questions
3. Writing items and formatting responses
4. Conducting the alignment check
5. Writing directions
6. Categorizing respondents
7. Marketing the questionnaire. (p. 1)

Ethical surveying is described in the literature as including voluntary participation, no harm to participants, anonymity and confidentiality, identifying the purpose and sponsor, and analysis and reporting (McNamara, 1994; Salant & Dillman, 1994; Cox, 1996). The researcher ensured that all respondents were provided an informed consent document prior to participating in the survey. A letter to each participant described the purpose and sponsor of the research. Using pseudonyms (alpha names) in coding and reporting the data protected confidentiality of each respondent and college. The methods and results of the survey are accurately reported in Chapter Four.

Framing the guiding questions was done by dialoguing with colleagues and significant stakeholders, reviewing the literature to see what specialists in the field

say about the issue, and consulting directly with experts in the field to obtain their insights. An alignment check to assure that each survey question related to a framing question was done. A self-assessment was completed using Cox's criteria for evaluating the questionnaire: format, content, introduction, directions, and questionnaire items.

To establish content validity the researcher cross-referenced the content of the instrument to those elements reported in the literature and supported by experience to determine whether or not there was a match. In addition, a panel of experts was asked to critique the survey prototype and agree that the items were appropriate to get at what was desired. The panel of experts included a chief instructional officer from a community college, an expert in survey development, and an expert in the learning college paradigm. Revisions were made after the members of the panel of experts offered critical reviews.

Research has pointed out the importance of prenotification, "informing the potential respondents that it's on the way! With an encouraging request to please respond" (Cox, 1996, p. 27). An email was used as prenotification to each chief instructional officer selected for the study (Appendix B). A letter of introduction was mailed, including informed consent, the survey, and a stamped-self addressed envelope to each subject (Appendix C).

Interviews

The chief instructional officer of each institution responding to the survey was interviewed by telephone. The purpose of the in-depth interview was to

understand the experience of other people and the meaning they make of that experience. According to Seidman (1991), the basic assumption of in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience.

Guiding questions were developed to gain additional insights and to understand the experiences of participants in the faculty hiring and selection process at each community colleges (Appendix K). An email was sent to each CIO requesting a convenient time for an interview (Appendix I). The guiding questions were emailed to each participant prior to the telephone interview along with a confirmation of the scheduled date and time (Appendix J). After each interview, a member check (a process where the transcript was sent back to each respondent to validate the responses and clarify any questions) was used to confirm the accuracy and completeness of the data prior to analyzing (Appendix L).

Document Analysis

The third research strategy was document analysis. According to Strauss and Corbin (1990), “documents can be used to provide concepts and relationships that are checked out against actual data, as a secondary source of data, can stimulate questions, direct sampling, and can be used as a supplementary validation.” Bogdan and Biklen (1998) encouraged the use of documents in developing a “rich description” in their work on qualitative research.

Documents clearly fit the criteria of using data rich in description but to what extent the researcher uses them in a manner that is naturalist, inductive, and concerned with the process of meaning

construction for those who produce them or use them has to be examined in each case. (p. 58)

Categories and coding were checked against the primary data collected through interviewing and the survey. The researcher analyzed documents relating to recruitment and selection from each institution by reviewing and coding each document. This included but was not limited to the college's mission statement, fulltime faculty job announcements, advertising, selection procedures, and interview questions.

LIMITATIONS

For this study, one college in the original population was eliminated from the selected group of subjects because it was a developing college that did not have any faculty in 1998-99. The seventeen colleges contacted had all self selected to apply to be a part of one of the two learning-centered projects.

While a qualitative research method was determined to be specifically suited to this study, this method does impose limitations to the research design. Throughout the course of the study, measures were taken to reduce researcher-introduced bias; however, the possibility of the presence of bias remained a limitation. The following three limitations applied to the study:

1. Since this was a descriptive study, the findings are based upon self-report. Information may be distorted or incomplete as stated by Borg, Gall, and Gall (1993).
2. Qualitative methods of data collection may also introduce bias into the research findings. That is, the researcher-as-instrument dominates data collection procedures, and thus the reliability of the data is dependent upon the skills and knowledge of the researcher.
3. The study is limited to describing full-time faculty hiring procedures.

The limitations of using multi-methods to create triangulation are not without some shortcomings. Jick (1979) defined triangulation as:

the combination of methodologies in the study of the same phenomenon. First of all, replication is exceedingly difficult. Second, while it may be rather obvious, multi-methods are of no use with the “wrong” question. If the research is not clearly focused theoretically or conceptually, all the methods in the world will not produce a satisfactory outcome. (p. 602)

Researchers can improve the accuracy of their judgments by collecting different kinds of data bearing on the same phenomenon. According to Jick, the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods. Triangulation provides several opportunities. First, it allows the researcher to be more confident of the results. This is the overall strength of the multi-method design. Secondly, triangulation may also uncover the deviant dimension of a phenomenon. Divergent results from multi-methods can lead to an enriched explanation of the research problem. Thirdly, the use of multi-methods can also lead to a synthesis or integration of theories.

DATA ANALYSIS

A major characteristic of qualitative research is the continuous, ongoing analysis of the data. Throughout the data collection period, the researcher reviewed and coded the results. Coding categories were used to identify common themes and issues. The researcher used the steps described in Bogdan and Biklen (1998),

Strauss and Corbin (1990), and Merriam (1998). In order to organize the data collected, codes were assigned to the units of data, making a list and assigning each one a category, each category was continually compared to one another. After categories were assigned to the contents of the survey, interviews, and documents, the data were organized into broader categories creating a framework for analysis. This analysis provided the structure for writing the core of Chapter 5.

TRUSTWORTHINESS

Qualitative research is predicated on the assumption that each individual, each culture, and each setting is unique. Qualitative research is intended to develop an understanding of individuals and events in their natural state, taking into account the relevant context. Therefore, generalizations are context-dependent (Borg et al., 1993). The following criterion defined by Lincoln and Guba (1985) was used for establishing trustworthiness and was applied to this study: credibility, transferability, and dependability.

Credibility of the research was established by the triangulation of sources (survey, interviews, and document analysis). Transferability was established through the use of thick description that brings to life how the individuals responded to interview questions. Dependability was established by maintaining a paper trail of the process that can be audited. This included a history of the process maintained in the researcher's journal, survey instrument, transcripts of interviews, and documents reviewed.

RESEARCHER AS INSTRUMENT

In qualitative research, the researcher deliberately interacts in a personal way with each individual in the study (Borg et al., 1993). Experiences, perspectives, interests, and values can thus influence the researcher. The biases this researcher brought to the study are from ten years of experience as a faculty member and instructional administrator at a community college. Serving on more than 20 selection committees led the researcher to this topic. According to the experience of the researcher, the attitude about recruiting and hiring faculty expressed by many community college administrators suggested that if an ad is just put in *The Chronicle (of Higher Education)*, they will come. As a result, positions have not been filled due to too few applicants and new hires have not always brought the skills needed for the future. Past experience also suggested that the primary criterion for selection in this process has been primarily an academic degree in one's field and related work experience. These past professional experiences have influenced the design of the study in recognizing the need to identify new strategies for recruitment and selection.

SUMMARY

The researcher investigated seventeen community colleges that have declared themselves as learning-centered colleges in order to identify their hiring practices of full-time faculty. The multiple research methods used in this descriptive study included a survey, in-depth interviews, and data analysis. The study applied qualitative methodology by collecting, consolidating, reviewing,

analyzing, and synthesizing the data. Delimitations and limitations of this method included the lack of generalization; the findings were based upon self-report; researcher-as-instrument dominated data collection; and the study was limited to full-time community college faculty. Trustworthiness was established through credibility, transferability, and dependability.

CHAPTER 4. RESEARCH FINDINGS

INTRODUCTION

The data collection process included a survey instrument, interviews, and document analysis. This chapter examines the data collected through the research instruments focusing on the planning, recruitment practices, selection practices, and assessment of those practices by learning-centered colleges.

The purpose of this study, as described in Chapter One, was to identify and describe full-time faculty recruitment and hiring strategies used by community colleges that already are committed to a learning-centered philosophy. This chapter addresses the primary research question, *“What are the recruitment and selection strategies that learning-centered community colleges are using to meet the workforce needs of the future?”* In addition, the following related questions listed in Table 4.1 are addressed in this chapter. The methods used to solicit findings for all the questions are described in Table 4.1.

TABLE 4.1
Methods Used to Address Research Questions

Research Questions	Survey	Interview	Document
1. According to chief instructional officers, to what degree are the principles of a learning college present in the faculty recruitment and selection process?	X	X	
2. Do the mission and values statements focus on learning?		X	X
3. Has the current structure been changed to accommodate collaboration and teamwork?		X	X
4. Are all the stakeholders involved?	X	X	X
5. Has an open system of communication been created?		X	
6. How have hiring practices changed since becoming a learning-centered college?		X	
7. Have criteria for selecting new faculty to work in a new learning paradigm been determined and implemented?	X	X	X
8. Have selection committees been trained in applying the criteria?	X	X	X
9. Have criteria been linked to staff evaluation and staff development programs?		X	X
10. What are the recruitment and selection strategies that work?	X	X	
11. What were past hiring practices that are no longer effective?		X	
12. How will new processes be evaluated?		X	
13. Have colleges completed a study of retirement plans of current faculty and projected a replacement program?	X		

SURVEY ANALYSIS

A list was created of all the colleges participating in the two learning-centered projects described in Chapter Two. Contact information for the chief instructional officer, including telephone number, mailing address, and email were all identified by reviewing each college website. For those that were not available from their college website, a telephone call was made to the institution to confirm the name of the appropriate point of contact. Each college contact selected to be a subject in the study received an email inviting them to participate in the study (Appendix B). This was followed up with a packet of information that included a letter of introduction (Appendix C) and an informed consent document (Appendix D). After receiving a signed informed consent, a copy of the survey, *Current Perceptions of Full-time Faculty Hiring Practices* (Appendix E), and a stamped self-addressed return envelope were sent with a follow-up letter (Appendix F). A reminder postcard (Appendix G) was sent to those contacts that did not respond within three weeks. A second reminder postcard was sent to each non-respondent at six weeks in addition to an email reminder. A third reminder was sent via e-mail (Appendix H) at eight weeks to request a response or the college would not be considered as part of the study.

As each survey was received, the data were compiled into a spreadsheet. At this point each college was assigned an Alpha code that would continue to be its identification throughout the study (Appendix A). Eighteen colleges were identified as learning-centered through the two international projects. Seventeen colleges

were invited to participate in the study. One college was eliminated because there were no faculty on staff in 1998-99. Thirteen colleges completed the survey (76% response rate). The remaining four included one that had indicated “interest in the study” on the telephone, but did not respond to the survey, interview, or document requests; one campus indicated a union contract-driven hiring process that had little flexibility and chose not to respond to the survey, but participated in the interview and provided documents to review; one multi-campus district did not have a centralized hiring process and could not respond to the survey; and one college never responded.

Data from all of the surveys were entered into a spreadsheet for data analysis. Calculations were made to generate percentages of responses from each participant to each question. According to the responses, an overall ranking was determined by weighting each response (1 being least important to 8 or 9 being most important). From the analysis of these data, the key recruitment and selection practices of learning-centered colleges were identified. In addition, demographic data were collected from each of the respondents in order to identify key characteristics of the college.

Survey Results: The Planning Process

Respondents were asked to indicate the degree of agreement with each statement related to faculty recruitment and selection planning practices where

SA = strongly agree, A = agree, D = disagree, SD = strongly disagree, or NC = Not certain. Table 4.2 shows the percentage of responses to questions 1a – 1g from the Current Perceptions of Full-time Faculty Hiring Practices Survey (Appendix E).

TABLE 4.2
Part 1. Responses to Statements Relating to Planning Full-time Faculty Hiring
(N = 13)

Variable	SA	A	D	SD	NC
1a. Our policy for selecting faculty has changed since becoming a learner-centered college.	23%	62%	15%	0%	0%
1b. Our College has completed a projection study of the number of faculty retirements expected in the next five (5) years.	15%	54%	15%	0%	0%
1c. Our College has completed a projection study of additional faculty positions needed due to growth and expansion for the next five (5) years.	23%	38%	38%	0%	0%
1d. Our college has used an outside consultant to assist in the faculty recruitment and/or selection process	7%	0%	38%	54%	0%
1e. Hiring enough faculty is not projected as a problem for the next five (5) years.	0%	38%	30%	30%	0%
1f. All stakeholders are involved in the faculty hiring process.	38%	23%	23%	0%	7%
1g. Faculty are the primary designers of learning methods and environments.	77%	23%	0%	0%	0%

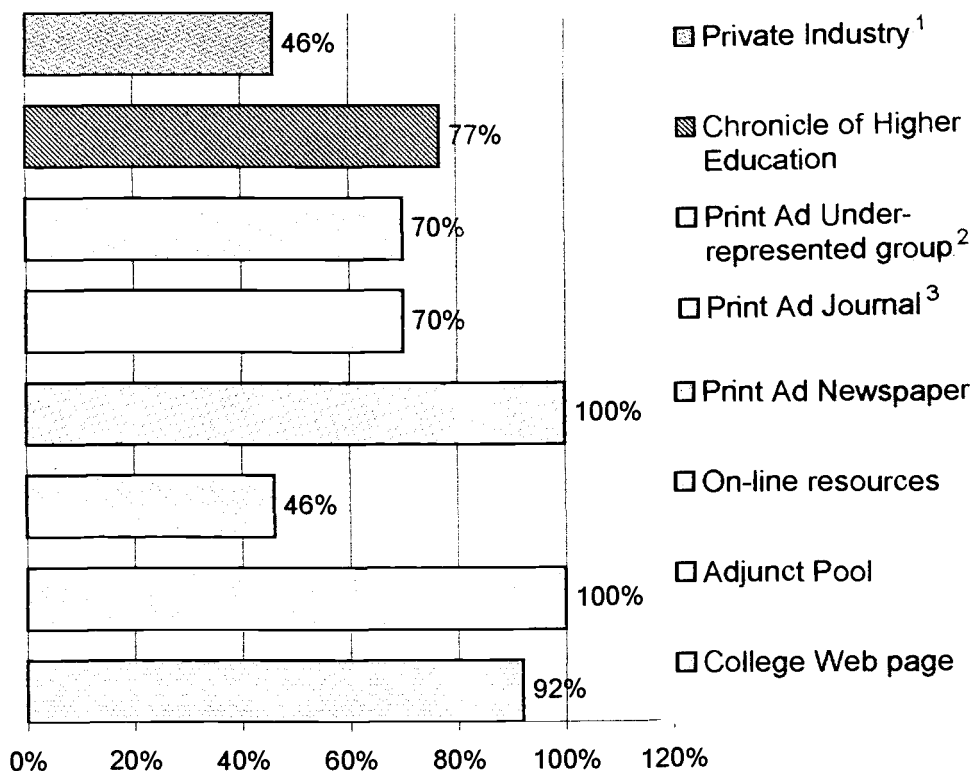
Note. Respondents were asked to indicate their degree of agreement to each statement (SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; or NC = Not certain.)

Survey Results: The Recruitment Process

The following chart (4.1) summarizes the responses to question 2a (Appendix E), which identifies the practices used by colleges in 1998-99 to recruit full-time faculty.

CHART 4.1

2a. Recruitment Practices Used to Recruit Full-time Faculty (N=13)



Note. References below indicate specific responses.

¹ Respondents reported using specific industry resources including International Musician, Crescendo Magazine and Wireless Telecom-Canadian Wireless Telecommunications Association, Canadian Information Processing Society, Computer Technology Institute Centre for Education/Training, and Ontario Nurses Association.

² Respondents reported using specific publications aimed at under-represented groups including local ethnic papers, Jobs in Education, Jobfind2000, Workaccess.com, Monsterboard.com, Black Issues in Education, Native American Papers, Spanish Shopper, SD Voices and Viewpoint, Hispanic Outlook, and diversity journals.

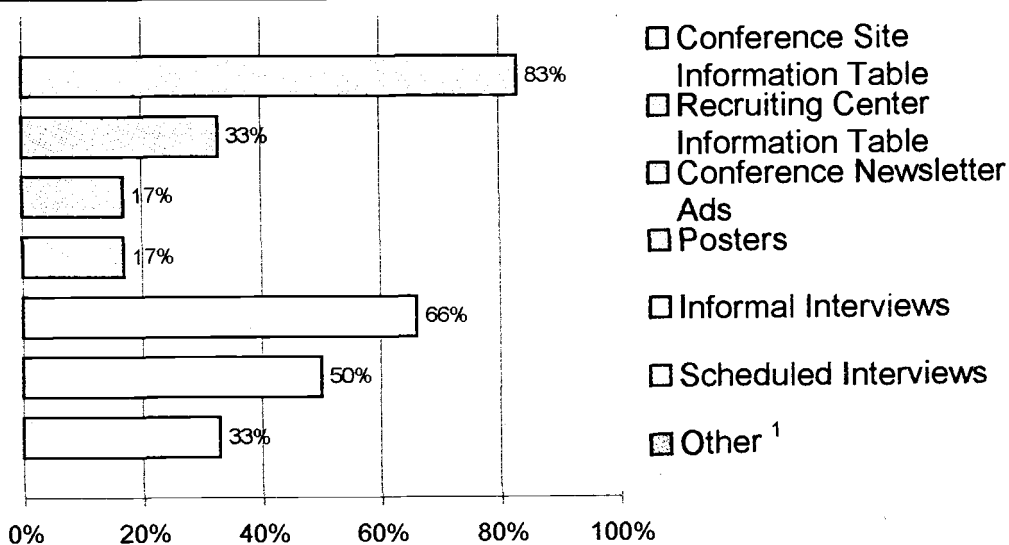
³ Respondents reported using professional journals including Community College Week, League for Nursing, California Library Association, Jobmark for California Library Association, Association AA-Geographers, American Library Association, Dental Hygiene Journal, The Journal of Higher Education, The Chronicle of Higher Education, and specific discipline and technical journals.

Of the colleges surveyed, only six (46%) utilize professional conferences for recruiting. One (8%) responded that they rarely recruit at conferences and the remaining colleges (46%) responded *No* to question 2b (Appendix D). Individual responses included using articulation committees, League for Innovation Conferences, Illinois Community College Academic Officer's meetings, California

Job Fair and the National Communication Association. Chart 4.2 shows what activities those colleges use that responded to recruiting full-time faculty at professional conferences.

CHART 4.2

Practices Used to Recruit Full-time Faculty at Conferences (N=6)



Note. Percentage represents the number of colleges that responded yes to using professional conferences for recruiting full-time faculty.

¹ Respondents reported using other practices including an announcement of availability of a position, newsletters, and brochures.

Respondents were asked to rank order the incentives their college utilized to recruit faculty. Table 4.3 represents the cumulative responses to question 2d (Appendix E). A weighted voting method was used to determine the overall rankings with 1 being most important to 8 as least important of the eight options.

TABLE 4.3

2d. Ranking of Incentives Used to Recruit Faculty (N = 13)

Overall Ranking of Incentives	1	2	3	4	5	6	7	8	N/R
1. Paid Interview expenses	54%	7%	15%	7%	-	-	-	-	15%
2. Salary Incentive	38%	15%	7%	-	-	-	-	-	38%
3. Spousal employment assistance	-	7%	7%	7%	15%	-	-	-	62%
4. Reduced teaching load	-	15%	-	-	-	15%	-	-	70%
5. Paid moving expenses	-	-	15%	-	7%	-	7%	-	71%
6. Other ¹	-	7%	-	7%				7%	79%
7. Credit toward tenure	-	-	7%	-	-	-	7%	-	86%
8. Transfer of tenure	-	-	-	7%	-	-	-	7%	86%

Note. Percentage represents the number of colleges that responded yes. (1 being most important to 8 least important, N/R = No Ranking.)

¹ Responds reported using updated equipment and technology as an incentive for faculty.

Respondents were asked to rank the reasons they were unable to fill any faculty vacancies in 1998-99 (Question 2e, Appendix E). Two colleges filled all positions and one college had no vacancies in 1998-99. Table 4.4 displays the cumulative data from question 2e of the survey. A weighted voting method was used to determine the overall rankings with 1 being most important to 9 as least important of the nine options.

TABLE 4.4
Ranking of Reasons Unable to Fill Faculty Positions (N = 13)

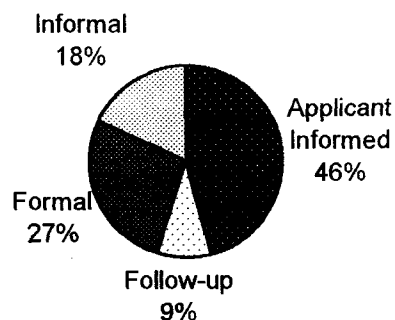
Reason Unable to Fill Position	1	2	3	4	5	6	7	8	9	N/R
1. Insufficient applicants meeting minimum qualifications	15%	30%	7%	-	-	7%	-	-	-	38%
2. Salary offered	38%	-	7%	7%	-	-	-	7%	-	38%
3. Lack of technologically literate or skilled applicants	15%	7%	7%	-	7%	-	-	7%	-	54%
4. Cost of living of your community	-	7%	-	7%	-	7%	-	-	-	79%
5. Insufficient applicants meeting diversity goals of the college	7%	-	-	7%	-	-	-	7%	-	79%
6. Spouse of applicant could not find employment in area	-	-	15%	-	-	-	-	-	15%	70%
7. College expectations for learner-centered teaching	-	-	7%	-	7%	-	7%	-	-	79%
8. Perceived extent of teaching workload by applicant	-	-	-	-	7%	7%	-	15%	-	71%
9. Perceived complexity of position description by applicant	-	-	-	-	7%	7%	-	-	7%	79%
10. Other	-	-	-	-	-	-	-	-	7%	93%

Note. Respondents were asked to rank 1 being most important and 9 least important. N/R = No Ranking

These reasons were determined to be a factor in the withdrawal or declination of a qualified applicant by the following methods displayed in Chart 4.3: 46% of the applicants informed the college by phone or email, 9% of the colleges followed up with a call to the applicant, 18% gained the information informally by a friend or colleague, and 27% identified why they declined through a formal feedback process by the college.

CHART 4.3

Methods to Determine Factors in the Withdrawal or Declination of Qualified Applicants (N=11)



Survey Results: The Selection Process

In questions 3b (Appendix E) respondents were asked to describe the membership of the selection committee. Seventy percent (70%) indicated one administrator on the selection committee, but there may be up to three administrators serving on the committee at one college. The number of full-time faculty on the selection committee ranges from one to five, with over half of the

colleges (62%) responding that four to five faculty participate on the selection committee. In some cases, this may include a pluralism advocate and another person from outside the department. One college defines the committee to include gender and diversity representation with at least one faculty from each gender and at least one minority person. Students are not usually represented, although two colleges have at least one student serving on the selection committee. Six colleges (46%) utilize an outside person on the selection committee. This may include an external advisor, classified support staff, an outside expert, student services representative, or a member of an advisory committee.

In question 3c (Appendix E), respondents were asked to describe how the selection committee was trained. All of the colleges (100%) utilize a briefing or group orientation session to train the selection committee. The colleges also used briefings or individual orientations (38%), the faculty handbook (23%), and it was an integral part of regular staff development activities for 15% of the colleges surveyed.

Question 3d (Appendix E) asked respondents to determine the importance of evidence in the selection process of full-time faculty. Evidence that a candidate actually has the skills, experience, or accomplishments includes a list of seventeen requirements that could be requested of a candidate prior to the interview, during the interview process, or as a follow-up. Table 4.5 provides a cumulative summary of responses on a 5-2 scale with 5 = Very Important, 3 = Important, and 2 = Not

Important, N/A = Not Applicable, or N/R = No Response, as well as an overall ranking that was determined by a weighted voting method.

TABLE 4.5

Part 3. Importance of Evidence in Selection Process of Full-time Faculty (N = 13)

Overall Ranking of Evidence	5	4	3	2	N/A	N/R
1. Interview with committee	92%	-	-	-	-	7%
2. Teaching demonstration with committee	70%	15%	7%	7%	-	-
3. "Fit" of applicant with college and department	70%	15%	7%	-	7%	-
4. References	54%	38%	7%	-	-	-
5. Resume	15%	46%	38%	-	-	-
6. College transcript	23%	15%	54%	-	7%	-
7. Personal Philosophy of Learning statement	19%	35%	30%	7%	-	7%
8. Professional portfolio	30%	23%	23%	7%	15%	-
9. College application	23%	38%	7%	15%	15%	-
10. Interview with chief instructional officer	38%	7%	7%	7%	38%	-
11. Technology demonstration ¹	15%	7%	30% ¹	-	46%	-
12. Research and publications	-	-	7%	79%	15%	-
13. Team-teaching activity or demonstration	7%	15%	23%	-	54%	-
14. Teaching demonstration with students	23%	-	-	-	70%	7%
15. Interview with president	7%	7%	7%	7%	70%	-
16. Other: ^{2,3}	7% ²	15% ³	-	-	-	-
17. Video-tape of classroom teaching	7%	-	-	-	92%	-

Note. Respondents were asked to rate each characteristic on a 5-2 scale with 5 = Very Important, 3 = Important, and 2 = Not Important, N/A = Not Applicable, or N/R = No Response.

¹ Respondent reported a technology demonstration may only be with select faculty in technology fields.

² Respondent reported prior part-time teaching to be a consideration.

³ Respondent reported requiring written responses to specific questions.

Survey Results: Assessment of the Hiring Process

After candidates have completed the hiring process, 79% of the colleges provide feedback to the candidates. One college (7%) provides feedback if requested by the candidate. The colleges that do give some feedback provide it in writing (40%), but more commonly feedback is verbal by telephone (60%) at the end of the process. The amount of information varies from college to college, from notification of acceptance or denial to more specific feedback on the skills the candidate could improve upon.

Respondents were asked to describe how during the hiring process each of the principles of a learning-centered college was practiced. The survey (Appendix E) posed an open-ended question: *“How these principles were used to assess the candidates’ qualifications for or fit with the position for which they applied?”* Table 4.6 presents a compilation of all responses to each of the six principles of a learning-centered college identified by O’Banion (1997).

TABLE 4.6

Part 4. Responses to Principles of a Learning-Centered College (N=13)

Principle	Response
4a. Shows a commitment to create a change in individual learners	<ul style="list-style-type: none"> • Must write a paper on learning-centered college • All candidates for faculty positions are asked a set of questions that are developed by the search committee(s). Any questions about the principles of the Learning College would be imbedded in the agreed upon questions. I do not review these questions, the committee develops them. I use the context of the principles when I personally interview candidates who are forwarded to me in the process. • Candidates are asked teaching philosophy • Candidates were asked how they approach their discipline and were asked to give examples of how their students changed as a result of the candidates class • Look for student focus in teaching demo. • Each of these is tied to an essential function of all positions. Interview questions are based on the essential functions. All of these items are involved in one way or another. • This is done differently by each committee. I ask for a description of past behaviors to get at this area. • Candidates were asked to give 2 examples of situations in which they made a significant change in the lives of a learner(s). • Provide example of commitment. Was it successful? If yes, why? If not, what would you have done differently? • Asked to describe actual situations experienced • We do not ask these discrete questions, but we do usually ask each candidate to provide evidence of their understanding of current instructional issues including course outcomes and assessment and learning-centered class environment. • Did not actively use in 98-99
4b. Participates fully as a partner in the learning process	<ul style="list-style-type: none"> • Describe the partnerships and provide relevant examples. • Share with the committee the most recent contribution they have made to the growth of their cluster/school • Look for student focus in teaching demo. • Candidates were asked what courses they were taking, how they conducted their classes, if they used alternative approaches to lecture method. • Candidates asked who is responsible for student learning and their roles • In interview • Did not actively use in 98-99

TABLE 4.6 (Continued)

Part 4. Responses to Principles of a Learning-Centered College (N=13)

Principle	Response
4c. Ability to create options for learning	<ul style="list-style-type: none"> • Ask for examples of previous experiences talk about why ability might be important. • To give examples of how they assessed and provided for various learning styles • Demonstrate various methods in teaching demo • All (final) candidates are required to give a teaching demonstration • Candidates asked how they deal with diverse student body of community college to foster success • In interview • Did not actively use in 98-99
4d. Ability to create and participate in collaborative learning	<ul style="list-style-type: none"> • Ask for examples of previous experiences talk about why ability might be important. • Demonstrate various methods in teaching demo • Asked to describe their experience in collaborative learning/cooperative learning ex. • Same as above • Did not actively use in 98-99
4e. Ability to define role as a learning facilitator by identifying the needs of learners	<ul style="list-style-type: none"> • Ask for examples of previous experiences talk about why ability might be important. • Similar to 4c. Add define role as a professor • Demonstrate various methods in teaching demo • Questions asked of candidates as to how they assess students at opening of class • Same as above • Did not actively use in 98-99
4f. Ability to document student learning	<ul style="list-style-type: none"> • Ask for examples of previous experiences talk about why ability might be important. • Questions asked about candidates experience in outcomes assessments. • Candidate asked how they know students are learning. • Not really measured • Did not actively use in 98-99 • N/A

Respondents were asked in question 4g (Appendix E), *“If you did not answer one of the learning-centered principles above, would you in the future?”*

Three colleges (23%) answered *YES* to this question and two (15%) responded *NO*; the remaining (62%) had no response to the question.

Those colleges that indicated they would answer *YES* in the future to applying one or more of the principles (4g) to their hiring process elaborated on what they would do. One respondent indicated that they would include all of the learning-centered principles in hiring and selection in the future. One college responded that they would include 4d (Ability to create and participate in collaborative learning) at some stage during the hiring or follow-up process; and one respondent indicated that they would include 4f (Ability to document student learning) in their future hiring process. In addition, one respondent mapped out a plan to include the following practices in their full-time faculty hiring process in the future:

1. I will be more specific in our recruitment and interview process.
2. I will ask candidates to share their experiences and to ask candidate to predict how they would go through developing students competencies and implementing the process.
3. I am going to request a copy of the search committee's questions to review before my interview with the candidates.

When responding to the open-ended question 4h (Appendix E) that asked, *“If there is one thing that you could change about faculty recruitment/selection at your college, what would it be?”* Respondents answered in the following ways:

- Find a way to rely less on candidate's description of what they have already done and to better assess potential. We rely too much on experience and

don't do well at discovering what people are capable of but perhaps haven't done.

- I will include students in both.
- Our recruitment pool comes from our continuing ed teachers. We need to pay more attention to developing and assessing them.
- Shorten the time it takes.
- Due to the volume of hires we are "efficient" and do not have a "personal" process which tries to sell the college to the candidate.
- I would improve the ethnic diversity of applicant pools.
- Broaden the membership of the search committees to include students and administrators.
- Having more diverse faculty.
- Because we are hiring over 15 new faculty each semester, I would seek more assistance from human resources. We are a lean administrative staff, large faculty (175 full-time/665 adjuncts) the Deans carry all the burden of interviews. We could use more assistance in search functions.

Survey Results: Demographics

A cumulative summary of the demographics of the colleges participating in the survey is described in Table 4.7. Each respondent was asked to best describe his or her situation in questions 5a through 5k. (Appendix E).

TABLE 4.7

Part 5. Demographic Characteristics of Sample Colleges (N=13)

Variable	Number of Responses
Location of Colleges	
United States	9
Canada	4
5a. Description of Colleges	
Single campus	5
Multiple campus	8
5b. Total number of student fte's enrolled in your college 1998-99:	
Less than 3000	1
3000 – 5000	2
5000 - 7000	2
7000 - 9000	2
9000 or more	6

TABLE 4.7 (Continued)

Part 5. Demographic Characteristics of Sample Colleges (N=13)

Variable	Number of Responses
5c. Number of years respondents have been in this position:	
1-3 years	5
4-7 years	3
8-15 years	4
16 or more years	1
5d. Number of full-time faculty at your college 1998-99:	
Less than 50 full-time faculty	0
50-99 full-time faculty	1
100-299 full-time faculty	8
300- or more full-time faculty	4
5e. Number of full-time faculty openings in 1998-99:	
Less than 5	1
6-10	2
11-15	2
16-20	5
21 or more	3
5f. Total number of full-time faculty positions filled in 1998-1999:	
Total full-time faculty hired:	
Less than 5	2
6-10	3
11-15	3
16-20	3
21 or more	2
No. from part-time faculty ranks at your college	
Less than 5	5
6-10	4
11-15	2
16-20	0
21 or more	1
5g. Gender of full-time faculty hired in 1998-1999:	
No. Women hired as full-time faculty	
Less than 5	2
6-10	6
11-15	2
16-20	1
21 or more	0
Responded as not relevant or unknown	2

TABLE 4.7 (Continued)

Part 5. Demographic Characteristics of Sample Colleges (N=13)

Variable	Number of Responses
5g. (Continued)	
No. Men hired as full-time faculty	
Less than 5	5
6-10	3
11-15	2
16-20	2
21 or more	0
Responded as not relevant or unknown	2
5h. Ethnic background of full-time faculty hired in 1998-1999:	
No. African American hired as full-time faculty	
Less than 5	9
Responded as not relevant or unknown ¹	4
No. Native American hired as full-time faculty	
Less than 5	9
Responded as not relevant or unknown	4
No. Hispanic hired as full-time faculty	
Less than 5	9
Responded as not relevant or unknown	4
No. Asian/Pacific Islander hired as full-time faculty	
Less than 5	9
Responded as not relevant or unknown	4
No. Caucasian hired as full-time faculty	
Less than 5	1
6-10	5
11-15	0
16-20	2
21 or more	2
Responded as not relevant or unknown	4
No. Other ethnic	
Less than 5	9
Responded as not relevant or unknown	4
5i. Highest degree of total faculty hired 1998-99:	
No. Doctoral degree	
Less than 5	6
6-10	2
Responded as not relevant or unknown	2
No. Masters degree	
Less than 5	1
6-10	9
11-15	1
Responded as not relevant or unknown	2

TABLE 4.7 (Continued)
 Part 5. Demographic Characteristics of Sample Colleges (N=13)

Variable	Number of Responses
5i. (Continued)	
No. Bachelors degree	
Less than 5	5
6-10	1
11-20	1
Responded as not relevant or unknown	2
No. AA degree	
Less than 5	3
6-10	0
Responded as not relevant or unknown	2
No. Other ²	
Less than 5	1
Responded as not relevant or unknown	2
5j. Total number of part-time faculty at your college 1998-99:	
Less than 50 part-time faculty	0
50-99 part-time faculty	1
100-199 part-time faculty	1
More than 200 part-time faculty	11
5k. Total percent of courses taught by pt/time faculty at your college in 98-99:	
Less than 30%	2
30-39%	2
40-49%	3
50-59%	2
60-70%	3
More than 70%	0

Note.

¹ Respondents indicated that this information was not available.

² Respondent indicated that four positions were filled with post-secondary degree at their college in 98-99.

INTERVIEW ANALYSIS

The second research strategy was an in-depth interview with the academic leader at each institution. The purpose of the in-depth interview is to understand the experience of other people and the meaning they make of that experience.

According to Seidman (1991), the basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they

carry out that experience. Guiding questions (Appendix K) were developed to gain additional insights and to understand the experiences of participants in the faculty hiring and selection process at each community college. The interviews conducted with thirteen instructional administrators revealed more in-depth information about the hiring process, planning efforts, and their experience in a learning-centered college. Participants were asked guiding questions related to planning, recruitment, selection, and assessment. Their responses are discussed in this section.

The chief instructional officer of each college was identified as the primary point of contact to ask to respond to the survey, participate in the interview and provide the requested documents. In one case, the chief instructional officer and the human resource Director participated in a conference call. Due to the geographic location of the participants, a telephone interview was determined to be the most feasible method of contact. An hour-long interview was scheduled via email with each participant (Appendix I). A follow-up email was sent to confirm the date and time and included a list of the guiding questions (Appendix J). Careful notes were diligently taken during each interview, then immediately transcribed. Member check (a process used to have each participant review the transcripts and make corrections) was used to verify the accuracy of the data. A copy of the transcript was sent back to each respondent via email to validate the responses and clarify any points or address questions (Appendix L). Participants made corrections and returned the transcript via email to the researcher for analysis. Assigning each

interview an Alpha-letter name and eliminating specific references to colleges or individuals protected confidentiality.

Merriam's (1998) approach was used to analyze the qualitative data collected to identify common patterns and themes. Category construction began with reading the first interview transcript. Observations were made in the margins of each copy. Those observations were then compared with the next transcript until all thirteen transcripts had been read, commented on, and compared. All of the transcripts were combined into one report for analysis. Every response to each question was separated and sorted into individual categories according to the observed themes. Each category was sorted by constantly comparing the information on one sheet with the information on the next. The categories were labeled and coded. A list of common themes extracted from the interviews was developed to use in each of the following areas: planning, recruitment, selection, and assessment of the hiring process.

These findings are discussed in a narrative and open-ended format using direct quotes from the subjects. Their anonymity is protected by not identifying individuals or colleges in the descriptions. Short quotes are included in the narrative and longer quotes are set apart for clarity and readability.

Interview Results: Planning

The respondents identified the importance of looking at the big picture in the planning process. They honored and respected the history of their institutions as well as the current faculty. They described an inter-connected process that begins

with using learning-centered language and commits resources to technology and professional development. The role of human resources has changed as a result of this planning process. The importance of hiring faculty who “fit” and meet the mission of the college was clearly stated by one of the participants:

First of all, hiring for the long-term is the most important thing we do. As a teaching/learning institution you are in the classroom or lab so people drive everything. If we don't be careful about the next generation of education leaders and scholars, everything will fail.

Big Picture Planning

All colleges appear to have strong planning efforts tied to budget and key indicators tied to learning. Incentives have been given for meeting goals at some colleges. All of the respondents indicated the importance of involving the faculty and unions (if they are unionized).

One thing that has changed is I try to encourage people to think in the BIG picture and try to find their own answers. We have snatched defeat from the jaws of victory by making a quick decision for only this year. The role of VP is representing the institutional values and being a little ahead and looking at the larger picture.

Timing is an important factor. Colleges felt too rushed in the past and one participant cited that they “were not reaching the people we need.” Planning for replacement and growth is also an important factor, providing early retirement incentives and health benefits for early retirement allowed faculty to make earlier decisions; therefore, earlier replacement decisions could be made.

Honor the History

Several respondents stressed the importance of honoring the history and traditions of the college. They pointed out what the faculty were already doing and recognized those efforts. They recognized that lecture has its place, but alternative teaching methods were needed to meet the needs of all students. They involved the faculty union in developing faculty responsibilities and recognized senior faculty.

One respondent described how they involved the full-time faculty:

We didn't start with the hiring policy; we wanted the tenure track faculty to begin to evolve. We started with policies and procedures that started with performance. When professional development is supported, they [full-time faculty] understand what needs to happen.

Interconnected Processes

According to the participants, a process exists at most of the responding colleges that connects hiring, selection, professional development and evaluation to the mission, budget and strategic plan. One chief instructional officer said, "You don't have to worry about the faculty development process because of the commitment of the faculty to learn and of the college to provide the resources." The justification of a new or replacement faculty position is related to the mission at most of the colleges. Questions in the interview are also related to mission and beliefs. Faculty development is linked with faculty evaluation using the same language. Mentoring is used throughout the colleges to provide continuing support for new faculty.

Language

Using the same language in hiring, professional development and evaluation are essential to the learning colleges. One college described the “need to take the time to use the words consciously... and point out what the faculty are already doing.” Other participants pointed out the importance of language in the development of the learning college:

It is always a process... beginning with talking it. Words are really powerful and create images... what you see is creating confidence and clear pictures of roles. If what you say is learner-centered, then the process of internalization occurs.’

We see ourselves changing the language on our hiring announcements. The same [job] description could have been sent out to a parts store [for an Automotive Tech faculty]. We need to be using the language that focuses more on learning. The job announcement has changed most – what we highlight and the way in which we describe what we do. We’ve always looked for excellence in teaching, but the words we use to describe the characteristics have changed.

Commitment of Resources

All of the colleges stressed a strong commitment to faculty development. They indicated they might hire young faculty and teach them how to teach. One of the challenges results from hiring teachers from traditional experience. A respondent shared, “We have to be open to recognize that with good professional development opportunities we can improve teaching.”

Resources are budgeted for professional development including new faculty orientations, faculty academies, innovation committees, mini-sabbaticals, learning challenge awards, and new technology. One college indicated that in the past, new

faculty were lucky to find a desk and computer; now with an institutional commitment to learning, technology and other resources are being allocated to all new faculty. Another college also indicated how difficult it is to keep up with technology:

We find faculty who fit... we put the learner at the center of everything we do. Although, our technology infrastructure has not kept up with their development.

Changing Role of Human Resources

Human resources is now in the loop more than ever by providing an active and caring support for the hiring process. The old process was HR driven rather than learning-centered driven. Some respondents shared that a hiring process had been created that was driven by legal concerns to protect the college. Respondents indicated that the entire college needs to be involved in learning. One chief instructional officer said, "We are challenged to be more proactive." Colleges are still challenged to develop an open system that gets to know each candidate and maintain a process that cannot be legally challenged.

We have a process that doesn't woo candidates, but makes them feel lucky to be part of the pool. It discourages dinner, tours, and other activities to make candidates feel welcome because these activities cannot be controlled. Encouraging the committee to be more open-ended to attract more candidates/disciplines wanting to narrow the pool down. HR was pushing more and more to focus on the Questions (to make it a bullet proof process). There must be a better way to get to know applicants better.

Interview Results: Recruitment

The academic leaders who were interviewed identified several important factors that influence the recruitment process: communicating expectations to the candidates, location of the college, recognizing the changing the role of the faculty and improving the part-time faculty pool.

Clear Expectations

Clear expectations of the college are communicated to the applicant prior to the interview through the job announcement and position description. Candidates selected for interviews are provided packets of mailed materials that include the mission, values, and expectations of the institution. One college provided all the finalists a video of the president explaining the strategic plan. Colleges clearly state expectations in the interview by selecting questions for the finalist that relate directly to the mission and values of the college. According to most of the respondents, the questions asked of the candidates in the interview and the criteria for selection have changed since becoming learning-centered; they “now focus on the student, not a good entertainer.” One respondent shared how they communicate these expectations to the candidates:

The position description focuses on principles of the learning college and creative learning approaches. We always require statements in job announcement: Must have experience in using technology in the learning environment and do a teaching demonstration.

One respondent claimed, “We weren’t doing a good enough job of wooing candidates.” The respondents stressed the importance of creating a welcome

environment that will make a connection for the candidate. Another chief instructional officer stated that, "It is the responsibility of the institution to make them welcome before they've even come to campus. We want to create a positive experience where they say, 'I want to be here'." Strategies used by many of the colleges included providing hosts for each interviewee, campus tours, dinners, informal meeting with the vice president, informal opportunities to meet faculty and students and identifying one direct point of contact for candidates in regard to interview, travel, accommodations and information about the college. "We have tried to make the experience a more welcome one." In order to provide support for new faculty, many colleges have created a weeklong orientation/seminar prior to fall quarter. Most of the colleges followed through the first year with a mentoring program. This was described as senior faculty, usually outside of the new faculty member's department, to help the new faculty make a connection to the college.

Location

Those colleges that considered themselves to be in a desirable location (metropolitan cities) indicated that they had large pools of candidates to select from during the selection process. Those in more rural-isolated areas faced greater challenges in their efforts to encourage prospective faculty to apply for open positions in their community.

Changing Role of Faculty

Overall, the respondents were satisfied with current hires. They found their new faculty eager to adopt an institutional philosophy, willing to try something new, and enthusiastic. Faculty not awarded tenure usually had satisfactory knowledge in their areas, but were let go because of their interaction with students. One chief instructional officer shared a comment from a faculty member that was not tenured as an example of the college's commitment to learner-centered values, "When I'm in the classroom, I'm the boss." Some colleges have set minimum performance standards that are based upon FTE's and graduate employment or other key indicators. In learning-centered colleges, the tenure process is focusing more on the ability to engage students. Many of the respondents indicated they need to do a better job with new faculty in the probationary period. One chief instructional officer asked, "What are the REAL signs of being successful (signs of excellence) instead of signs of problem?" Another respondent shared, "If faculty have helped students learn, then we're an incredible organization."

There is a repeated stated belief that the faculty are dedicated to keep current in work-related skills and seek opportunities for improvement: "If we focus on student-centeredness in the hiring process, we will help the diehards come along." Respondents indicated there was an increase of faculty evaluations through classroom observations and in some cases, by faculty teams. "There had been an unwillingness to critique each other - now have taken on the responsibility to be more honest and upfront and to work with new faculty on a day-to-day basis."

The ability to deal with students and relate to colleagues appears to have become the most important factors in hiring. Collegiality, the need to fit into the department culture, was reported as essential by several respondents: "It's always a challenge in balancing the department and hiring for diverse teaching styles." However, many of the colleges have restructured from disciplines to core competency teams and others are exploring self-management teams that include administrators.

Respondents indicated they were looking for new faculty who were student centered-focused; teamwork and communication skills were stressed, and using technology to create learning experiences (respondents indicated this may be the weakest area for new faculty). In addition, colleges expected faculty participation in recruiting students; marketing programs; providing student support; scholarship and professional growth; teaching; learning facilitation; assessment and evaluation; curriculum design; and workplace and or community service. A respondent clearly described her expectations of the new faculty member as follows:

The search committee forwards more than one name to me. I look the applicant in the eye and say; you are going to be joining the best faculty in the community college system. I have some faculty who are the best lecturers and some students have a learning style that is compatible with the lecture format. But as I hire new faculty, I'm looking for people who use technology in learning environments and reorganize the configuration of learning environments. I look them in the eye and ask, Are you one of the faculty I'm looking for?

Changing Role of Part-time Faculty

The importance of using the same criteria in the selection of part-time faculty was stressed because this can be the new pool for finding persons to fill

full-time positions. One respondent stressed, “We need to improve our part-time faculty recruitment, to think of them as [potentially] full-time faculty.”

Respondents are finding ways to help part-time faculty. Most colleges are investing in professional development for part-time faculty to add to their professional vitae. Increased professional development for part-time faculty provides a more consistent learning experience for students and also increases the quality of the potential pool. This has also demanded additional time to evaluate all part-timers on a quarterly basis. At some colleges, the hiring of part-time faculty into full-time positions is written into the faculty bargaining agreement. One respondent shared the results of their efforts to improve the pool of part-time faculty:

As a result of a strong professional development program we are finding people – now the choice is made based upon which candidate has the better student skills. We give quick feedback to the applicant.

Interview Results: Selection

The academic leaders who were interviewed described the selection process to be collaborative, inclusive, and faculty driven. The selection process provides the opportunity to find evidence of the candidate’s ability to fit in the learning-centered college. Respondents recognized that the questions they asked candidates needed to change in order to identify the skills they were looking for in a new faculty member.

Collaborative and Inclusive Process

Colleges are using a more inclusive hiring process that may involve students participating on selection committees. One of the strategies recommended by a college was to pay students to be a practice class. Candidates would conduct a teaching demonstration with the class and the students' evaluation would be a part of the selection process. One chief instructional officer pointed out, "We do everything we can to keep decision-making as close to the students as possible and that is with the faculty." Colleges are involving student services representatives on faculty hiring committees. Other participants shared their experience of including new partners at the hiring table and developing an inclusive process. The following quotes from three different respondents represent the commitment to inclusiveness:

The Learning College principles foster a new relationship with student services and instruction.

Representation on committees from outside the department has broadened the committee's perspective.

ALL college departments are asked by the president, "How does your department contribute to learning at this college?"

The hiring process is faculty driven. Collaboration and consensus have evolved by providing the faculty with the knowledge each division's goals. One respondent reported, "We have moved out of calculating points to collaboration on committees." Another respondent described the process as, "The Instructional Team collaboratively decides on positions to fill, the job announcement is developed between the dean and the faculty, and the committees' decision on final candidates is determined by consensus." Another respondent confirmed that,

“Consensus is the heart of the process.” At one college, “the academic deans decided to have faculty chair committees. We have to assume that you have departments that want the right person for the job.” The faculty committee makes recommendations to the vice president who asks, “Who do you think is the best fit here and why?” At this same college feedback is provided to the committees and occasionally, to the candidates, by the vice president to the committee on the final selection decision and why. The respondent pointed out that, “We keep everyone informed in every way we possibly can during the process.”

Provide Evidence - The Questions Have Changed

Colleges expect candidates to provide evidence that they are on top of their field and can engage students in a learner-centered experience. One respondent described the shift from a credentials driven process to looking for other types of evidence:

The shift from academic credentials to solidness of evidence to communicate and show support for students.... Questions related to outcomes, teaching demonstration, and how engaging is the candidate in the interview.

Respondents found that, “We weren’t asking the right questions.”

Behavioral and probing questions are now used more often, for example: “Tell me about a time...? Explain how you have used core abilities? Or, demonstrate how you engage students in learning...” Colleges are looking for more evidence by asking for a writing piece, teaching demonstration, and the use of technology. One of the colleges practices in the interview what it expects of faculty by encouraging

the candidate to create a learning environment during the interview. Colleges continue to rely upon references to indicate past performance or behavior. One college cautioned, “Don’t get caught in the lingo...[but] ask why did [the candidate] choose to do a lecture if they said something else.”

Interview Results: The Assessment Process

The assessment of the hiring process is an ongoing effort at the colleges studied. It often includes an informal evaluation of the process by the administrators involved. Accountability to reach established targets is often used to measure the effectiveness of new hires. The role of the chief instructional officer has changed to become more of a facilitator of the process. There is an emphasis on the integrity of process to “put learning at the center of everything we do.” The challenges of filling high tech positions and recruit minority candidates still face these colleges.

Assessment of the Hiring Process

Most of the colleges use an informal assessment process at the administrative level to evaluate the faculty hiring process. Success of the selection is defined by one college as “hitting an enrollment mark.” A few of the colleges directly ask the candidates for feedback on the hiring process. Through the probationary process assessment is determined through faculty developed portfolios and self-evaluation/critique. One respondent asks students, “How does this faculty member help me learn?” In addition, teams are going into the

classroom to review faculty. Many of the colleges have re-engineered the faculty evaluation process to connect it to the mission and values used in the selection process. One chief instructional officer said:

We have done a climate survey the past two years - the results show we need to revisit operational review and program review processes. This all contributes to the learning organization... the shift in focus in recruitment to a renewed vigor.

Accountability

Target goals for FTE's and revenue are shared with all faculty at many of the colleges. Coordinators have a key role in that they are held accountable for the effectiveness of the program as determined by Student Satisfaction and related graduate employment. Student Feedback Surveys and external validation by advisory committees is done to determine the effectiveness of programs.

Changing Role of the Chief Instructional Officer

In a learning-centered environment, the role of the chief instructional officer has changed. One respondent describes this change, "from dictatorial to facilitator/collaborator." Many of these particular respondents see their role as "coaching people to see the big picture" and working with the other Vice President's to support learning to make it a part of the institutional culture. The following quotes from the chief instructional officers represents their perception of the academic leader as facilitator:

I'm more involved upfront facilitating discussion about which positions we are going to hire and facilitating discussion of the skill

sets we need...and at the end to assure that we have a good set of skills. The questions have changed that I ask in the interview.

You've got to be prepared to take faculty on and academic freedom on. We have the authority and responsibility to say these are the outcomes that are established for this course. My role has been more broad in concept.

We need to move away from everything to focus on planning and move to more consultative role...facilitating communication. I ask, what's the value of this person on the broader level?

I've backed away from hiring decisions - moved authority back to the division. I do not participate in hiring of faculty. My role is to articulate philosophy. I was much more silo focused in the past than I am now. It had been my experience, not my nature, to think and work vertically rather than horizontally.

Walk the Talk

In a learning-centered college, there is an emphasis on integrity. One respondent stressed that, "Walking the talk is critical." This group of chief instructional officers shares a belief that learning is at the center of everything they do. They have included faculty and students to develop new processes that are grounded in the shared values of teaching and learning including: teaching, recruitment, faculty evaluation, and professional development. Respondents shared their veracity for creating a learning-centered process:

We want to do the practice better. Is the College learning? How are our recruitment practices insuring our students are learning?

Putting learners and learning at the center of everything takes time and you must keep everlasting at it...it takes conscious decision and you are never there...but it works!

Challenges for Recruiting

The major challenges for faculty recruitment are filling high tech positions and the lack of effective ways to recruit minorities. Applied sciences/high tech competence is needed and often the applicant has no teaching experience. Some of the successful strategies used were minority internships and “Grow Our Own” program that hired minorities with a bachelor’s degree in their field of teaching then paid them to complete a Master’s Program while teaching a reduced load. One college cautioned, “Careful how you honor diversity – take a chance on someone who might develop into a good teacher – we [used to] value differences more than teaching effectiveness.” Another respondents shared a creative solution to funding expert faculty:

We need to value people who are different. How do we draw them in? Salaries - we are looking at an endowed chair, where an industry would award additional salary for an expert to be hired.

Many of the respondents indicated they “were not there yet” in being a learning-centered college. One chief instructional officer described, “The learning college model is far more complex than it needs to be.” The biggest barriers to becoming a learning-centered college appeared to be cynicism of the faculty, faculty unions, tenure, and faculty salary. They suggest that a learning focus is a shared value, but not yet part of the culture at many of the colleges. One respondent indicated that, “We need to change ourselves through instructional assessment...new ways of bringing people together.” Another respondent described their persistent progress towards this goal as:

It is a huge educational process. We are not just educating the candidates, but the whole faculty... we make incremental improvements and try to make changes... as values of the institution shift, and then we get an ahah to integrate it into the process. The things we value get implemented in the hiring process piece by piece. We are aware of significant changes in the faculty that we have hired (as a result of these changes).

DOCUMENT ANALYSIS

The third research strategy was document analysis. Documents can be used to clarify concepts and relationships that are checked against actual data, as a secondary source of data, can stimulate questions, direct sampling, and can be used as a supplementary validation (Strauss & Corbin, 1990). Bogdan & Biklen (1998) supported the use of documents in their work on *Qualitative Research in Education*:

Documents clearly fit the criteria of using data rich in description but to what extent the researcher uses them in a manner that is naturalist, inductive, and concerned with the process of meaning construction for those who produce them or use them has to be examined in each case. (p. 58)

After agreeing to take part in the study, participants were sent a letter with their copy of the signed Human Subjects Form and a request to provide copies of five documents: the college's mission statement, faculty hiring procedures, job descriptions, advertising used to recruit faculty, and interview questions used by at least one faculty selection committee (Appendix F). Thirteen respondents sent packets of information that had been gathered by their human resource staff. The researcher also identified each college's website to review the college's mission

statement, current positions advertised, and any other posted information related to the faculty.

Each document was reviewed and the researcher noted observations or themes in the margins continuing to apply Merriam's (1998) approach to coding and analyzing the data. The documents were then organized by type and reviewed again for common themes and observations. Categories and coding were checked against the primary data collected through interviews and the survey. A composite document was created for a mission statement, procedures for faculty selection process, faculty position description, advertisement to recruit new faculty, and interview questions based upon the analysis.

Document Results: The Planning Process

The college's mission statement regarding the procedures for faculty selection were reviewed to identify the planning process. In order to develop a composite mission statement, all of the college's mission statements were analyzed for common elements. Each statement was dissected to identify the unique parts. Each part was assigned a category and all of the categories were compared to one another to identify commonalities. In addition to a mission statement, the colleges had defined values, philosophy, strategic initiatives, and goals. These additional documents were also reviewed, but not included in the composite description.

The common elements identified through a review of all of the mission statements include the following: comprehensive community college, providing access, excellence in teaching and learning, specific student outcomes, lifelong

student learning, types of programs offered, diversity, and a commitment to meet the needs of community through public funding and partnerships. A composite mission statement reads as follows:

College X is a comprehensive community college that provides accessible and high quality learning experiences to all students so that they can become responsible, analytical, creative, and productive citizens through transfer, general education, remedial, career preparation and life-long learning programs. We recognize the diversity of our students and community and are responsive to the social, cultural and economic development of our service area.

Document Results: The Faculty Hiring Procedure

Each participant was asked to provide a copy of the procedures used for faculty hiring for their college. Thirteen policies and procedures were analyzed for common elements. Each one was dissected to identify the unique parts. Each part was assigned a category and all of the categories were compared to one another to identify commonalities.

The common elements identified, and used to develop a composite, include clear and consistent procedures, a commitment to affirmative action and confidentiality throughout the following four stages: planning for the position, recruiting, interviewing, and selection. Most of the colleges provide training for the selection committee and chair. This may be as extensive as a two day workshop required for all screening committee chairs. Most of the colleges publish guidelines in a booklet for all hiring committees to use that describes planning, types of openings, recruiting, role of the screening committee, reviewing applications, reading between the lines on resumes and applications, interviewing, guidelines for

interview questions, examples of interview questions, what you can and cannot legally ask, connecting the College Beliefs to the hiring process, and reference checking. The influence of the faculty bargaining unit is evident in those colleges that have unionized faculty by clearly delineating hiring and selection practices from the Faculty Bargaining Agreement. Several colleges describe a process to select staff based in order of priority mandated by their bargaining agreement for probationary, continuing, or term appointments. Table 4.8 describes a composite procedure for hiring full-time faculty.

TABLE 4.8

Composite Procedures for Hiring Full-time Faculty

	Role of Human Resources	Role of Faculty Committee	Role of Chair/Dean	Role of Vice President Instruction	Role of President
Stage 1: Planning for the Position	Training of committees and chair ↓ Determine if funding is available to fill position ↓	Develop Position announcement ↓ Develop evaluative criteria for reviewing applications based on the assessment of knowledge, skills, abilities and other characteristics needed for the job ↓	Positions are identified and requested ↓ Establish search committee ↓	Forward recommendation to fill position ↓	Submit to Board for approval ↓
Stage 2: Recruiting	Post position announcements internally and externally ↓ Advertise locally, Sunday metro paper, and professional organizations ↓		Contact professional organizations to assist in identifying qualified candidates ↓		

TABLE 4.8 (Continued)
Composite Procedures for Hiring Full-time Faculty

	Role of Human Resources	Role of Faculty Committee	Role of Chair/Dean	Role of Vice President Instruction	Role of President
Sage 3: Interviewing	Process Applications ↓ Screen for minimum qualifications ↓ AA review may extend search to increase the diversity of the pool after consultation with the committee → ↓ Invite candidates for interview Send letters, map, and arrange travel and lodging ↓	Paper screen all applications ↓ Select applicants to be interviewed ↓↔ Telephone Interviews may be used to narrow the pool ↓ Writing samples administered ↓ Conduct interview ↓ Teaching demonstration ↓ Tours of the educational facility in which the position will be located ↓	Submit revised ad to HR for positions with FEW applicants ↓ Submit names of applicants to be interviewed to HR ↔ Reference checking ↓	Interviews final candidate ↓	Interviews final candidate ↓

TABLE 4.8 (Continued)
Composite Procedures for Hiring Full-time Faculty

	Role of Human Resources	Role of Faculty Committee	Role of Chair/Dean	Role of Vice President Instruction	Role of President
Stage 4: Selection	<p>Confirmation letters sent to all candidates selected for second interview and notification sent all candidates not selected</p> <p>↓</p> <p>Drug test after position is offered</p> <p>↓</p> <p>Verify academic credentials with official transcripts</p> <p>↓</p> <p>Other finalist notified with letter</p>	<p>Discuss and evaluate the qualifications of all the candidates interviewed</p> <p>↓</p> <p>Consider whether the candidates selected as finalists will contribute to diversity at the college</p> <p>↓</p> <p>Rank order finalists to be recommended to VP→</p> <p>↓</p> <p>Return resumes, notes, and reference information to HR</p> <p>←</p>	<p>Prepare a written summary of strengths and weaknesses of candidates sent forward→</p> <p>↓</p> <p>Co-chairs of new faculty orientation send letter to new faculty</p>	<p>If VP does not concur, meets with committee to discuss concerns. If concurs, sends recommendation to President→</p> <p>↓</p> <p>Extends verbal offer of employment</p> <p>↓</p> <p>Sends letter with salary placement</p>	<p>Recommends approval of employment, direct that the process be restarted, or suspend and /or postpone the filling of the position.</p> <p>↓</p> <p>Recommends to the Board</p> <p>↓</p> <p>President sends official letter</p>

Document Results: The Recruitment Process

The faculty job description and the advertisements used to recruit faculty were the two documents used to determine the essential qualifications and requirements for the colleges in the study. A composite job description and an advertisement were developed based upon the document reviews.

In order to develop a composite faculty position description, all of the position descriptions that had been received from the colleges were analyzed for common elements. Each position description was dissected to identify the unique parts; each part was assigned a category, and all of the categories were compared to one another to identify commonalities.

The common elements identified through a review of all of the faculty position description include the following: position title, organizational function, essential duties and responsibilities, minimum qualifications, highly desirable qualifications, and knowledge, ability and skills required for the position. A review of the descriptions showed that typically traditional duties were assigned full-time faculty (teaching, advising, curriculum development, and college service.) The composite description includes language that reflects learning-centered responsibilities at several of the colleges.

A composite full-time faculty position description reads as follows:

ORGANIZATIONAL FUNCTION: Responsible for providing high quality instruction in discipline or discipline areas in which he/she has specific training and or competence in a manner to promote and direct successful student learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Teach classes related to discipline. Work with student groups in classrooms, computer labs, and other learning environments in a manner that promotes student success. Teaching assignments may include day and/or evening and weekend hours at the main campus and/or off-campus locations as part of contract responsibilities. This may include teaching courses outside the program-specific assignment such as computer literacy.
2. Work independently and collaboratively with other faculty to update curriculum, develop innovative instructional strategies that incorporate multi-media concepts and various teaching styles. Assist students in working as a team and in preparing effective project presentations.
3. Design curriculum in a variety of non-traditional formats to meet student and business needs. Develop and write competency-based curriculum that incorporates current technology, focuses on improving student outcomes, and enhances the educational experience. Design innovative and accurate assessment procedures to help students demonstrate the competencies mastered.
4. Mentor adjunct faculty; schedule classes; develop and monitor budgets; and participate in preparation of well-written grant proposals.
5. Actively participate with the appropriate professional societies, industrial associations, and local and regional industry. Conduct research to ascertain changing industry needs, meet and coordinate with advisory board to translate these needs into new programs and curricula.
6. Advise students with matters related to academic success during office hours and assist students in developing and supervising work experience assignments such as internships and work study assignments. Actively work with other personnel in student recruitment and job placement.
7. Communicate effectively and respectfully; work productively with colleagues and students of diverse cultural, ethnic, socio-economic backgrounds, interests, ages, and levels of academic preparation.
8. Participates in developing and implementing college policies, guiding principles, objectives, functions, and college-wide strategies to improve student retention (especially women and minorities) and success. Work with faculty and college personnel or departmental and college-wide committees and task forces to enhance both departmental and college operations. Promote professional development and enrollment growth of all programs within the department.

9. Collaborate with faculty from other community colleges, four-year colleges/universities, and high schools to articulate information and coordinate programs and advance the quality of education in the state.
10. Comply with all aspects of board policies, work rules, and the appropriate collective bargaining agreement and perform such other duties as assigned by the President or designee.

MINIMUM QUALIFICATIONS:

1. Education: Master's degree in related area with at least 30-quarter hours or 20 semester hours of graduate credit hours in academic courses in fields relating to this position.
2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. Teaching experience and/or experience in multi-cultural environments is preferred.
3. Experience: One year of full-time teaching experience at the college level (or equivalent part-time work) required; two years preferred.
4. One year of full-time current industry experience (or equivalent part-time work) directly related to vocational area.

HIGHLY DESIRABLE QUALIFICATIONS:

1. Evidence of successfully teaching in discipline.
2. Evidence of a strong commitment to remain current in discipline.
3. Commitment to the development of a more learning-centered college.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED FOR POSITION:

1. Ability to teach in a learning environment that puts the students first. Must demonstrate an active concern for meeting the needs of students, staff and the public.
2. Ability to work effectively as a member of a team.
3. Knowledge and skill in developing competency-based curricula. Ability to stay informed about changes in the workplace as well as changes in the skills required of students entering the labor force.
4. Ability to continually update individual skills in a wide variety of computer software applications and other high tech skills in order to maintain a cutting edge profile.
5. Must demonstrate good computer skills (both hardware and software competency) in an IBM-based environment.
6. Knowledge of and ability to provide learning experience on-line and alternative methods to meet the needs of learners.
7. Must demonstrate the ability to incorporate new technology in the classroom and in the overall learning experience.

8. Must have strong verbal and written communication skills and be able to work with students to develop the students' writing skills through projects.
9. Must have strong presentation and speaking skills and be able to assist students in developing presentation/speaking skills.

In order to develop a composite ad for recruiting full-time faculty, all of the copies of advertisements submitted by the respondents were analyzed for common elements. Each was dissected to identify the unique parts. Each part was assigned a category and all of the categories were compared to one another to identify commonalities.

The common elements identified through a review of all ads for full-time faculty openings include the following: an invitation to apply, description of the “beautiful” geographic area, college enrollment, date college was founded, program recruiting for, brief responsibilities, minimum qualifications, highly desirable qualifications, salary information, open date, closing date, start date, application procedures, nondiscrimination language, and point of contact for additional information. Figure 4.4 shows composite advertisement for full-time faculty.

FIGURE 4.1**Composite Advertisement for Full-time Faculty Position****FACULTY POSITIONS**

College X is recruiting for candidates who possess a strong commitment to teaching and the use of technology and innovation in the delivery of instruction within a diverse, multicultural environment in transfer and vocational programs for full-time, tenure-track faculty positions as a result of retirements and program expansions. College X is located on a beautiful 75-acre campus in the downtown area with views of the mountains and the ocean. A two year comprehensive state community college, College X serves more than 6,000 students each quarter with a commitment to student learning since its founding in 1970.

BRIEF RESPONSIBILITIES: Primary responsibility for the position is to develop instructional strategies, teach in _____ area, promote professional development, and enrollment growth of all programs within the department. The successful candidate will be active with the appropriate professional societies, industrial associations, and local and regional industry. The candidate must be confident utilizing technology in the instructional process. Must demonstrate teaching skills that focus on student centered learning.

MINIMUM QUALIFICATIONS:

1. Education: Master's degree in related area.
2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. Teaching experience and/or experience in multi-cultural environments is preferred.
3. Experience: One year of full-time teaching experience at the college level (or equivalent part-time work) required; two years preferred.
4. One year of full-time current industry experience (or equivalent part-time work) directly related to vocational area.

HIGHLY DESIRABLE QUALIFICATIONS:

- Evidence of successfully teaching in discipline.
- Evidence of a strong commitment to remain current in discipline.
- Commitment to the development of a more learning-centered college.

SALARY INFORMATION: Commensurate with education and experience

OPEN DATE: ____ **CLOSING DATE:** ____ **START DATE:** ____

APPLICATION PROCEDURE: To be considered a candidate for this position, all of the following must be included in the application package:

1. Cover letter describing your concept of a learning-centered institution.
2. Completed X College application form.
3. Resume of education, professional experience, and college courses taught.
4. Copies of transcripts (Official transcripts will be required prior to hire).
5. Three professional letters of recommendation written within the last three years.
6. Candidates invited for an interview will be asked to submit a portfolio of their work and provide a teaching demonstration.

College X is an equal opportunity/affirmative action employer. For additional information about the position visit our website at www.collegeX.edu. Name, address, phone, email of point of contact in human resources.

Document Results: The Selection Process

The primary documents used in the selection process are the list of questions/activities and the rating criteria used by selection committee during an interview. In order for the researcher to develop a composite of interview questions for full-time faculty hired by learning-centered community colleges, each participant was asked to provide a copy of questions used by the hiring committee in at least one faculty interview. All of the interview questions and activities received from the colleges were analyzed for common elements. Each interview was dissected to identify the unique parts. Each part was assigned a category and all of the categories were compared to one another to identify commonalities. Colleges used a variety of types of questions including open-ended, direct, and reflective. In addition to questions from the selection committee, candidates are often asked to respond to scenarios or case studies, provide a teaching demonstration and complete an on-site writing assignment.

The common elements identified through a review of all of the interview questions include the following in order of frequency: student-centered skills, assessment of self, assessment of knowledge and skills in discipline, determination of fit and potential contributions to the college, commitment to diversity, student assessment and curriculum development, ability to use technology in the classroom, team teaching/collaboration, teaching experience and instructional skills, commitment to stay up-to-date in field, innovation, oral and written

communication, and community involvement. Table 4.9 describes the frequency of questions asked by the committee in the faculty interview at each college.

TABLE 4.9
Frequency of Questions Used in Faculty Interviews (N= 11)

Question Topic	Percent of colleges	College										
		N	L	M	H	G	F	D	B	P	Q	I
Student-centered skills	90%	2	1	1	0	2	2	1	1	6	1	1
Assessment of self	81%	2	1	3	0	0	3	1	9	4	2	4
Assessment of knowledge and skills in discipline	81%	1	1	0	2	1	1	3	1	2	0	1
Determination of fit and potential contributions to the college	72%	1	1	2	0	0	3	0	6	2	2	1
Commitment to diversity	72%	1	1	1	0	1	0	0	1	1	1	1
Student assessment and curriculum development	63%	1	1	1	0	1	0	0	6	2	0	3
Ability to use technology in the classroom	63%	3	0	6	1	1	0	0	4	1	0	1
Team teaching/collaboration	63%	0	1	0	1	1	3	0	3	1	0	2
Teaching experience and instructional skills	54%	0	5	0	1	1	3	2	5	0	0	0
Commitment to stay up-to-date in field	45%	1	0	0	1	2	1	0	0	0	0	4
Innovation	36%	1	0	0	0	0	0	1	1	1	0	0
Oral and written communication	18%	0	0	0	0	0	0	0	0	1	0	2
Community involvement.	18%	0	0	1	0	0	0	0	1	0	0	0

Interview Questions for the Candidates

The researcher reviewed all of the interview documents and three types of activities were identified: questions, scenarios, and written activities. A composite of each of these activities was developed. A sample question that represents each of the major topics described in Table 4.8 reads as follows:

Student-centered skills: *Please describe the ideal classroom-learning environment for community college students. Describe what you would do to try to achieve this ideal.*

Assessing self: *Sometimes we learn the most from things we have tried that just didn't work out as we planned. Can you give us an example of something you tried in your current job that relates to the essential functions of this position that just didn't work as you had planned? What did you learn from that experience? Conversely, can you tell us about a particular project or assignment you completed in your current job that relates to the essential functions of this position...a project you are most proud of accomplishing?*

Assessing knowledge and skills in discipline: *Describe what you believe to be one of the greatest challenges facing this field with which faculty must be most concerned in their preparation of students at the associate degree level.*

Determining fit and potential contributions to the college: *Share with us your philosophy of a comprehensive community college. What attracted you to this position, and if selected, what do you expect to gain from it?*

Diversity: *As a community college, we serve diverse populations of students that have a wide variety of backgrounds and career plans... We want instructors who are respectful of students and sensitive to the needs of students from different backgrounds. Please describe your experiences working with diverse student populations.*

Assessing students/Curriculum development: *Educational reform emphasizes core abilities using outcomes-based learning and competency-based assessment. Please describe your experiences developing outcome-based curriculum and competency-based assessment methods. How would you know when learning has occurred?*

Use of technology in the classroom: *We are seeing a growth in the use of non-traditional learning environments (e.g. CD-ROM, Distance ed supported by the web). What are your thoughts about these innovations? Opportunities? Limitations?*

Team teaching/collaboration: *If I were to ask your colleagues about you, what would they tell me? That is, what are your most significant strengths and what areas would they say need to be improved? What role does collaboration/team building play in a learning environment (give examples)?*

Teaching experience and instructional skills: *What are three characteristics of a good instructor? What do you see as the role of an instructor? What is your definition of quality education?*

Commitment to stay up-to-date in field: *What steps have you taken to enable you to become more effective? Why do you feel that you should take these steps? What rewards have you received as a result?*

Innovation: *Describe for us any innovative new programs, curriculum projects, multimedia presentation or other innovative concepts you have implemented recently. What was successful? What was not successful?*

Oral and written communication: *All faculty in this department emphasize writing and communication skills in their classes. What techniques have you used in classes to help student improve their writing and communication skills?*

Community involvement: *Describe your local involvement in professional or community agencies.*

Scenarios for the Candidates

The participants often use a case study or scenario to assess the problem-solving skills of the candidate. Three scenarios were selected to represent the types of situations the screening committees may ask candidates:

1. *We are a department that believes strongly in a team environment. As an example, we have subject area groups that make decision on course content, revisions, and textbooks. Assume you are a member of the accounting area subject group and the group has come to an impasse on what text to use for the coming year. Three people want one book while two people want another and both groups feel strongly about their selection. What would you recommend for resolving this issue?*

2. *A student comes to you complaining about another student in the class. Perhaps this other student is not pulling his/her weight in a group project.*
3. *Student comes to you complaining about another instructor that he is useless, cannot teach, does not know the material and is vindictive. How do you handle this situation? How would you handle this?*

Teaching Demonstration for the Candidates

The colleges usually ask candidates to develop a teaching demonstration (ten minutes to one hour) for the committee as part of the interview. Some colleges use a scoring guide based upon the demonstration of concepts and procedures to evaluate the candidate's teaching skills. Accuracy and clarity in presentation techniques; demonstration of effective use of visual aids; and clear and effective responsiveness to questions are some of the criteria used in assessing the candidates.

On-site Writing Assignment for Candidates

Applicants are often asked to participate in an on-site writing exercise prior to the oral interview. The responses may be handwritten or typed on a computer and taking up to an hour to complete. Examples of questions used include:

Describe how you would engage a wide diversity of students. Describe your use of outcomes assessment measures. Describe your use of technology in the classroom. Describe how you would use technology in the classroom. Or, describe your philosophy of education and how you would apply your philosophy at College X.

Rating Scale for Candidate Interview

Rating scales are usually created by the committee to score the candidates in each of the areas covered in the interview. A weight that is determined by the search committee prior to the interviews is developed for each question and activity. For example, the committee members would score 1-10/times two (2-20) for the candidate's demonstration of knowledge of concepts and procedures, demonstration of accuracy and clarity in presentation techniques, demonstration of effective use of visual aids, and responds clearly and effectively to questions during a teaching demonstration. In one case, however, only the chair of the search committee scores an evaluation form after receiving input from the entire committee. Table 4.10 shows a weighted rating scale using a sample from the composite questions and activities. Based upon the rating, the committee usually selects at least three finalists by voting or consensus to be recommended to the Vice President of Instruction.

TABLE 4.10
Sample Rating Sheet For Full-time Faculty Interview

Rate each applicant 1=less competitive thru 5= most competitive	7.
<ol style="list-style-type: none"> 1. Please describe the ideal classroom-learning environment for community college students. Describe what you would do to try to achieve this ideal. 2. As a community college, we serve diverse populations of students that have a wide variety of backgrounds and career plans... We want instructors who are respectful of students and sensitive to the needs of students from different backgrounds. Describe your experiences working with diverse students. 3. Educational reform emphasizes core abilities using outcomes-based learning and competency-based assessment. Please describe your experiences developing outcome-based curriculum and competency-based assessment methods. Describe how would you know when learning has occurred? 4. We are seeing a growth in the use of non-traditional learning environments (e.g. CD-ROM, Distance ed supported by the web). What are your thoughts about these innovations? Opportunities? Limitations? 5. Team teaching/collaboration: If I were to ask your colleagues about you, what would they tell me? That is, what are your most significant strengths and what areas would they say need to be improved? What role does collaboration/team building play in a learning environment (give examples)? <p>Experience:</p> <ol style="list-style-type: none"> 1. Years of practice in vocational field. (2-5 years =6 pts. /Over 5 years = 10 pts.) 2. Demonstrated experience in teaching all at the higher education level or with adult learners. (2-5 years = 6 pts. /Over 5 years = 10 pts.) <p>Weighted questions (1-5 score times 2)</p> <ol style="list-style-type: none"> 1. Demonstration of oral communication during the interview. 2. Demonstration of knowledge of concepts and procedures. 3. Demonstration of written communication in a Writing Assignment. 	
TOTAL POINTS:	
Applicant _____ Person completing form _____ Date _____	
All documents and information obtained in the interview/selection process must remain CONFIDENTIAL. By participating in this process all committee members agree to maintain this confidentiality.	

SUMMARY OF FINDINGS

This chapter examined the data collected through a survey instrument, interviews, and document analysis focusing on the planning, recruitment, selection, and assessment of those practices by learning-centered colleges.

Based upon responses from thirteen colleges key recruitment and selection practices were identified. The planning process at a majority of the colleges has changed since becoming a learning-centered college. This includes a projection study of expected retirements, involving all the stakeholders and with a belief that faculty are the primary designers of learning methods and environments. The key recruitment practices for full-time faculty include posting in *The Chronicle of Higher Education*, print ads in newspapers and journals and recruiting from the adjunct (part-time) faculty pool. The selection committee includes administrators, faculty, students, and for many colleges, outside resources. The interview with the committee, teaching demonstration with committee, and “fit” of the applicant with the college and department are considered the most important variables in the selection process. Colleges use writing assignments, interview questions, and specific activities to assess the candidate’s fit within a learning-centered college.

The interviews revealed more in-depth information about the hiring process, planning efforts, and the instructional administrator’s experience in a learning-centered college. The planning process included planning for the long-term with consideration of timing, replacement and growth. A process exists at most of the responding colleges that crosses department lines and connects planning to the

mission and goals of the college. It honors the history of those that are there, uses intentional language that reflects the learning-centered philosophy, commits resources, and demands a change in the role of human resources.

Recruitment practices revealed that colleges clearly state expectations in the interview by selecting questions for the finalist that relate directly to the mission and values of the college. The location of the college is a factor in recruiting a large pool of applicants. Larger metropolitan colleges are often at an advantage.

Respondents indicated they were looking for new faculty who were student-centered and student-focused; teamwork and communication skills were stressed, and who are experienced at using technology to create learning experiences (respondents indicated this may be the weakest area for new faculty). This was expressed by one respondent, “We find faculty who fit...we put the learner at the center of everything we do.” In addition, colleges expected faculty participation in recruiting students, marketing programs; providing student support; scholarship and professional growth; teaching; learning facilitation; assessment and evaluation; curriculum design; and workplace and/or community service.

The changing role of part-time faculty was described by respondents as investing in the potential full-time pool. Professional development for part-time faculty has been implemented to add to professional vitae as well as provide consistent learning experiences for students increase the quality of the pool. Colleges are using a more inclusive hiring practices that in many cases involves students participating on selection committees in a collaborative process. Colleges

expect candidates to provide evidence that they are on top of their field and can engage students in a learner-centered experience.

Most of the colleges use an informal assessment process at the administrative level to evaluate the faculty hiring process. Many of the colleges have re-engineered the full-time faculty evaluation process to connect it to the institution's mission and values and look for the same criteria in the new faculty selection process. Cynicism, faculty unions, tenure and salary were indicated by respondents as the biggest barriers to becoming a learning-centered college. Learning focus is a value, but not yet part of the culture at many of the colleges.

Based on collective responses from surveys, interviews, and document analysis, composite documents were created for a mission statement, faculty position description, advertisement to recruit faculty, interview questions, and procedures for selection based upon the analysis of each of these documents from participating colleges.

The common elements identified through a review of all of the mission statements include the following: *comprehensive community college, providing access, excellence in teaching and learning, specific student outcomes, lifelong student learning, types of programs offered, diversity, and a commitment to meet the needs of community through public funding and partnerships.*

A review of the faculty job descriptions showed that typically traditional duties were assigned full-time faculty (teaching, advising, curriculum development, and college service.) The composite description includes language that reflects

learning-centered responsibilities, qualifications, knowledge, ability, and skills required for the position.

The analysis of the advertisements to recruit full-time faculty revealed language that is learning-centered that was included in the invitation to apply, description of the college, responsibilities, and qualifications.

The composite question for the candidate in the interview include the following common elements: student-centered skills, assessment of self, assessment of knowledge and skills in discipline, determining fit and potential contributions to the college, commitment to diversity, student assessment and curriculum development, ability to use technology in the classroom, team teaching/collaboration, teaching experience and instructional skills, commitment to stay up-to-date in field, innovation, oral and written communication, and community involvement.

Colleges usually ask candidates to develop a teaching demonstration (ten minutes to one hour), solve a problem, and complete a writing assignment as part of the interview. A composite rating scale was developed based upon college documents.

A composite faculty hiring procedure, was developed that included clear and consistent procedures, a commitment to affirmative action and confidentiality throughout the four stages: planning for the position, recruiting, interviewing, and selection. Most colleges provide an extensive training program and resources for

President of Instruction, and President are all clearly defined throughout this process.

CHAPTER 5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This study identified the hiring practices and strategies used by a group of leading community colleges that identify themselves as learning-centered.

Numerous researchers have stressed the importance of faculty in the development of the learning college (O'Banion, 1999; Barr and Tagg, 1999; Baker et. al. 1990; Dickinson, 1999; Lorenzo & LeCroy, 1994). This chapter discusses the findings, conclusions, and recommendations of the study.

The study addressed one primary question and thirteen related questions. The results, gathered by survey, interviews, and document analysis, previously are described in Chapter 4. The questions that framed the research will be discussed in this chapter as well as conclusions and implications for further research. The primary research question was: *What are the recruitment and selection strategies that learning-centered community colleges are using to meet the workforce needs of the future?* Related questions included the following:

1. According to chief instructional officers, to what degree are the principles of a learning college present in the faculty recruitment and selection process?
2. Do the mission and values statements focus on learning?

3. Has the current structures been changed to accommodate collaboration and teamwork?
4. Are all the stakeholders involved?
5. Has an open system of communication been created?
6. How have hiring practices changed since becoming a learning-centered college?
7. Have criteria for selecting new faculty to work in a new learning paradigm been determined and implemented?
8. Have selection committees been trained in applying the criteria?
9. Have criteria been linked to staff evaluation and staff development programs?
10. What are the recruitment and selection strategies that work?
11. What were past hiring practices that are no longer effective?
12. How will new processes be evaluated?
13. Have colleges completed a study of retirement plans of current faculty and projected a replacement program?

CONCLUSIONS RELATED TO THE RESEARCH QUESTIONS

All of the research questions are discussed below, along with one or more conclusion for each, based on pertinent findings found in Chapter 4. (The primary research question is in italics with related questions underlined.)

What are the recruitment and selection strategies that learning-centered community colleges are using to meet the workforce needs of the future?

Conclusion 1: The strategies used by the seventeen colleges studied include a planned and inclusive process that clearly describes the expectations for the new faculty.

Conclusions 2: Recruitment practices focus on the current part-time faculty pool as well as advertising through local papers, *The Chronicle of Higher Education* and other professional journals.

Conclusion 3: The selection committee is faculty driven and follows a clear process in evaluating each candidate.

Conclusion 4: The questions asked of candidates now include learning-centered practice and expectations. The committee and the chief instructional officer ask probing and behavioral questions during the interview looking for evidence of “faculty fit” through scenarios, writing assignments and teaching demonstrations.

Conclusion 5: The colleges recognize that they need to create a welcome environment for candidates.

Conclusion 6: There is a strong commitment to professional development that creates change in the existing faculty, strengthens the skills of the part-time faculty, and provides support to the newly hired faculty.

According to chief instructional officers, to what degree are the principles of a learning college present in the faculty recruitment and selection process?

Conclusion 7: All the leaders realize that they have to change systems, not just the faculty. The colleges described by these academic leaders can be placed on a continuum of learning-centered college models ranging from emerging (just beginning to use learning-centered language) to adopting a fully integrated system.

Conclusion 8: Beginning with using consistent language in mission and values statements and in hiring, professional development, and evaluation, these colleges are moving toward becoming more learning-centered institutions. A learning focus is perceived as a value, but is not yet part of the culture at many of the colleges.

Conclusion 9: The importance of all departments and services contributing to learning is stressed as essential to becoming a learning-centered college.

Conclusion 10: O'Banion's six principles of a learning-centered college (1997) are integrated into the hiring process primarily through the questions asked in the interview and the teaching demonstration. While not all colleges use all of the principles, several are likely to do so in the future.

Do the mission and values statements focus on learning?

Conclusion 11: Most of the colleges focus on learning and connect their current updated mission statement to the hiring process.

Conclusion 12: Academic leaders at learning-centered colleges emphasize the integrity of putting learning at the center of everything they do.

Conclusion 13: The common elements of learning-centered community college mission statements include a view of the community college as comprehensive, the need to provide universal access, excellence in teaching and learning, specific student outcomes, a commitment to life-long student learning, an overview of the types of programs offered, commitment to diversity and to meet the needs of community through public funding and partnerships.

Conclusion 14: A process that connects the college mission, selection process, professional development, evaluation, budget, and strategic plan has emerged.

Has the current structure been changed to accommodate collaboration and teamwork?

Conclusion 15: Candidates are often asked to elaborate on their ability to be collaborative team players, but observable simulations that model teamwork or collaboration are never included in the process where these skills can be demonstrated or observed. Although, collaboration is practiced in other parts of the process (for example: instructional administrators determining the priority of the positions to be filled and working with human resources.)

Are all the stakeholders involved?

Conclusion 16: Although more stakeholders are becoming involved in the hiring process, not all stakeholders were always involved. The faculty's role is central as the primary designer of learning methods and environments. All committees include faculty and administrators, typically one to five faculty and one to three administrators. More inclusive committees are being created that include all of the stakeholders: students, advisory committee member, outside experts, pluralism advocates, student services, classified staff, and staff from other departments. If there is a faculty union, they are regularly involved in developing the process.

Has an open system of communication been created?

Conclusion 17: The colleges that provide a welcome environment for new faculty have created an open and inclusive system that honors the skills of the past and the history of the college.

How have hiring practices changed since becoming a learner-centered college?

Conclusion 18: The most important change has been in the type of questions asked of candidates. There is a shift from focusing on academic credentials to providing evidence of fitting a learning-centered environment.

Selection committees want to know how the new faculty will engage students in learning and assess learning.

Conclusion 19: Some colleges are practicing giving feedback to the candidates. This process has been implemented by some of the colleges to provide the candidate with direct feedback that they can use to improve skills and know where they stand in the process. However, some colleges continue to only communicate with candidates that are selected for an interview.

Conclusion 20: Trends are emerging in the language used in position descriptions and advertisements that emphasize teaching in cross-disciplines, collaboration, keeping up in one's field, and using technology in the classroom.

Conclusion 21: The roles of the chief instructional and human resource office have changed. CIO's increasingly see themselves as a facilitator helping the faculty see the "big picture." They work closely with the other Vice Presidents in the institution to support learning and make it a part of the institutional culture. The role of human resources is becoming more supportive to the process, rather than directing it. The human resource office becomes responsible for communicating clear expectations in the job announcement and advertising.

Conclusion 22: Everyone (screening committee, CIO, and HR) is involved in creating a welcome environment for the candidates, so that they are more likely to say, "I want to work here."

Have criteria for selecting new faculty to work in a new learning paradigm been determined and implemented?

Conclusion 23: Since the role of the faculty has changed, the abilities to deal effectively with students and relate to colleagues have become the most important roles described in the job announcement and faculty description. Learning colleges are looking for new faculty who are learner-centered, practice teamwork, use effective communication skills, and use technology to create learning experiences. Faculty are also expected to participate in recruiting students, marketing programs, providing student support, engaging in scholarship and professional growth, teaching, learning facilitation, assessment and evaluation, designing curriculum, and providing service to the community.

Conclusion 24: The importance of using the same criteria for selecting full-time faculty and part-time faculty is important, as part-timers may become a major part of the pool for full-time positions.

Conclusion 25: All new faculty are evaluated through an established review process. There is general satisfaction with the hires during the period covered by this study (1998-99 academic year).

Have selection committees been trained in applying the criteria?

Conclusion 26: All of the colleges use a briefing or group orientation to orient the selection committees. A written procedure for the hiring process or manual is available at most of the colleges.

Conclusion 27: The written procedures clearly define legal and illegal questions that can be asked in an interview and also provide a clear picture of the hiring process.

Have criteria been linked to staff evaluation and staff development programs?

Conclusion 28: A strong commitment to professional development is essential in providing readiness for change. Professional development activities are linked to the same criteria as faculty selection and evaluation. Professional development activities not only focus on new faculty, but serve to move the older faculty along and create change.

Conclusion 29: It is becoming common practice to create experiences that facilitate the new faculty in making a connection to the college. Weeklong orientation programs/seminars prior to the fall term are a common strategy used to integrate the new faculty into the culture of the institution. Mentoring is another staff development activity that provides continuing support for new faculty.

What are the recruitment and selection strategies that work?

Conclusion 30: All colleges continue to rely upon traditional methods of recruiting, including ads in newspapers and *The Chronicle of Higher Education*. The adjunct faculty pool and the college web site are also used, the latter becoming increasingly more popular. Most also advertise in under-represented group journals

such as *Blacks in Higher Education* and other professional journals. Private industry, other on-line resources, and conferences are not utilized to a great extent.

Conclusion 31: The top three incentives used to recruit new faculty include paid interview expenses, salary incentives, and spousal employment assistance. A few of the colleges use a reduced teaching load or pay for moving expenses as incentives. One college makes a commitment to providing updated equipment and technology for new faculty.

Conclusion 32: Clear expectations are communicated to the applicant prior to the interview through the job announcement and position description. Learning-centered colleges also look for evidence of successful teaching, evidence of a strong commitment to remain current in discipline, and a commitment to the development of a more learning-centered college.

Conclusion 33: The three most important means to find evidence of the candidate's skills in the selection process are accomplished through the interview with the committee, teaching demonstration with the committee, and the "fit" of the applicant with the college and department. References, resumes, and college transcripts all appear to support the behavior of the applicant during the interview process. A few colleges are using a technology demonstration to assess the candidate's skills.

Conclusion 34: A composite of all the questions asked during the interview by the screening committees include the following common elements: student-centered skills, assessment of self, assessment of knowledge and skills in

discipline, determining fit and potential contributions to the college, commitment to diversity, student assessment and curriculum development, ability to use technology in the classroom, team teaching/collaboration, teaching experience and instructional skills, commitment to stay up-to-date in field, innovation, oral and written communication, and community involvement.

Conclusion 35: Colleges usually ask candidates to develop a teaching demonstration (ten minutes to one hour), solve a problem or scenario, and complete a writing assignment as part of the interview. A rating scale is often used to assess the skills of the applicants to help the screening committee develop a list of recommended candidates.

Conclusion 36: All the colleges surveyed continue to struggle to fill the high tech positions and lack effective ways to recruit minorities. Colleges expressed a strong value for diversity, yet shared a concern for meeting their diversity goals. A few colleges have successfully implemented “Grow your own” programs to meet the diversity goals of the college.

What were past hiring practices that are no longer effective?

Conclusion 37: These learning-centered colleges recognize that they need to look beyond credentials, include all the stakeholders in the process, and develop a pool of qualified candidates from the part-time faculty.

Conclusion 38: Processes that are driven only by human resources policy and considered efficient in that they meet the legal requirements of the college are

being abandoned or modified because they do not always lead to creating a welcoming environment for new faculty.

Conclusion 39: Most positions not filled are due to insufficient applicants meeting the minimum qualifications and the salary offered. In addition, the lack of technologically literate or skilled applicants contributed to the vacancies.

How will new processes be evaluated?

Conclusion 40: Updating the hiring process is a matter “in progress.” Practice is ahead of written procedures. The concern to provide a clear, consistent, and legal process has resulted in new or revised written guidelines at many of the campuses.

Have colleges completed a study of retirement plans of current faculty and projected a replacement program?

Conclusion 41: There are several factors related to this conclusion. Most of the colleges have completed a projection study of the faculty retirements expected in the next five years, although some of the colleges still need to assess the long-term projection for new faculty. Only a few of the colleges have utilized an outside consultant to assist in faculty recruitment and/or selection. Some of the colleges do not see hiring enough faculty to be a problem over the next five years. Planning for replacement and growth is an important factor for these colleges. Recognizing that hiring decisions will have a long-term impact on the college has lead some colleges

to look at the big picture. Colleges have provided incentives that encourage faculty to make early decisions; therefore, planning can occur to fill these positions.

Conclusion 42: Rural and isolated colleges continue to be challenged to recruit a large pool of candidates to choose from. The difficulty of recruiting diverse faculty is a problem shared by most of the colleges. In addition, they continue to struggle to fill high tech and high demand positions.

CONCLUSIONS RELATED TO THE LEARNING PRINCIPLES

Colleges have not fully integrated the learning-centered principles into their hiring processes. There continues to be considerable reliance upon the candidate's description of himself or herself in the interview. At the same time, it is clear that learning occurs at all levels in these community colleges. Based upon the conclusions from this study, a "learner" can be viewed as the candidate, the faculty, the part-time faculty, the chief instructional officer and the human resource officer.

The conclusions of this study (based upon the institutions studied) that directly or indirectly support each of the six key principles of a learning college (O'Banion, 1997) through the faculty hiring process are as follows:

1. The learning college creates substantive change in individual learners.

- Conclusion 4: The questions asked of candidates have now changed to include learning-centered practice and expectations.
- Conclusion 8: Beginning with using consistent language in mission and values statements and in hiring, professional development, and

evaluation, these colleges are moving toward a more learning-centered institution.

- Conclusion 18: The most important change has been in the type of questions asked of candidates.
- Conclusion 21: The roles of the chief instructional and human resource offices have changed.
- Conclusion 28: A strong commitment to professional development is essential in providing readiness for change.
- Conclusion 40: Updating the hiring process appears to be a matter “in progress.”

2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.

- Conclusion 12: Academic leaders at learning-centered colleges emphasize the integrity of putting learning at the center of everything they do.
- Conclusion 37: These learning-centered colleges recognize that they need to look beyond credentials, include all the stakeholders in the process, and develop a pool of qualified candidates from the part-time faculty.
- Conclusion 38: Processes that were only driven by human resources policy and considered efficient in that they meet the legal

requirements of the college are being abandoned or modified because they do not always lead to creating a welcoming environment for new faculty.

3. *The learning college creates and offers as many options for learning as possible.*

- Conclusion 5: The colleges recognize that they need to create a welcome environment for candidates.
- Conclusion 6: There is a strong commitment to professional development that creates change in the existing faculty, strengthens the skills of the part-time faculty, and provides support to the newly hired faculty.
- Conclusion 13: The common elements of learning-centered mission statements include a view of the community college as comprehensive, the need to provide universal access, excellence in teaching and learning, specific student outcomes, a commitment to life-long student learning, an overview of the types of programs offered, and a commitment to diversity and to meet the needs of community through public funding and partnerships.
- Conclusion 17: The colleges that provide a welcome environment for new faculty have created an open system that honors the skills of the past and the history of the college.

- Conclusion 26: All of the colleges use a briefing or group orientation to orient the selection committees.
- Conclusion 36: All the colleges continue to struggle to fill the high tech positions and lack effective ways to recruit minorities.
- Conclusion 42: Rural and isolated colleges continue to be challenged to recruit a large pool of candidates to choose from. The difficulty of recruiting diverse faculty is a problem shared by most of the colleges. In addition, they continue to struggle to fill high tech and high demand positions.

4. *The learning college assists learners to form and participate in collaborative learning activities.*

- Conclusion 15: Candidates are often asked to elaborate on their ability to be collaborative team players, but observable simulations that model teamwork or collaboration are never included in the process where these skills can be demonstrated or observed.
- Conclusion 16: Although more stakeholders are becoming involved in the hiring process, not all colleges agreed that all stakeholders were always involved.
- Conclusion 22: Everyone (screening committee, CIO and HR) is involved in creating a welcome environment for the candidates, so that they will say, "I want to work here."

- Conclusion 29: It is becoming common practice to create experiences that facilitate the new faculty in making a connection to the college.
 - Conclusion 34: A composite of all the questions asked during the interview by the screening committees include the following common elements: student-centered skills, assessment of self, assessment of knowledge and skills in discipline, determining fit and potential contributions to the college, commitment to diversity, student assessment and curriculum development, ability to use technology in the classroom, team teaching/collaboration, teaching experience and instructional skills, commitment to stay up-to-date in field, innovation, oral and written communication, and community involvement.
5. *The learning college defines roles of faculty by the needs of the learners.*
- Conclusion 1: The strategies used by the seventeen colleges studied include a planned and inclusive process that clearly describes the expectations for the new faculty.
 - Conclusions 2: Recruitment practices focus on the current part-time faculty pool, advertising through local papers, *The Chronicle of Higher Education* and other professional journals.

- Conclusion 20: Trends are emerging in the language used in position descriptions and advertisements that emphasize teaching in cross-disciplines, collaboration, keeping up in one's field, and using technology in the classroom.
 - Conclusion 23: Since the role of the faculty has changed, the abilities to deal effectively with student and relate to colleagues have become the most important roles. Learning colleges are looking for new faculty who are learner-centered, practice teamwork and effective communication skills, and use technology to create learning experiences.
 - Conclusion 32: Clear expectations are communicated to the applicant prior to the interview through the job announcement and position description.
6. *The learning college and its faculty succeed only when improved and expanded learning can be documented for its learner.*
- Conclusion 3: The selection committee is faculty driven and through a clear process in evaluating each candidate.
 - Conclusion 10: O'Banion's six principles of a learning-centered college (1997) are integrated into the hiring process primarily through the questions asked in the interview and the teaching demonstration.

- Conclusion 19: Some colleges are practicing giving feedback to the candidates.
- Conclusion 33: The three most important means to find evidence of the candidate's skills in the selection process are accomplished through the interview with the committee, teaching demonstration with the committee, and the "fit" of the applicant with the college and department.
- Conclusion 35: Colleges usually ask candidates to develop a teaching demonstration (ten minutes to one hour), solve a problem or scenario, and complete a writing assignment as part of the interview.

RECOMMENDATIONS

This study contributes to our understanding of the recruitment and selection strategies used by community colleges that are committed to a learning-centered philosophy. Recommendations are presented as a model for a hiring process, future actions by learning-centered colleges and future research.

Proposed Model for a Faculty Hiring Process for a Learning-centered College

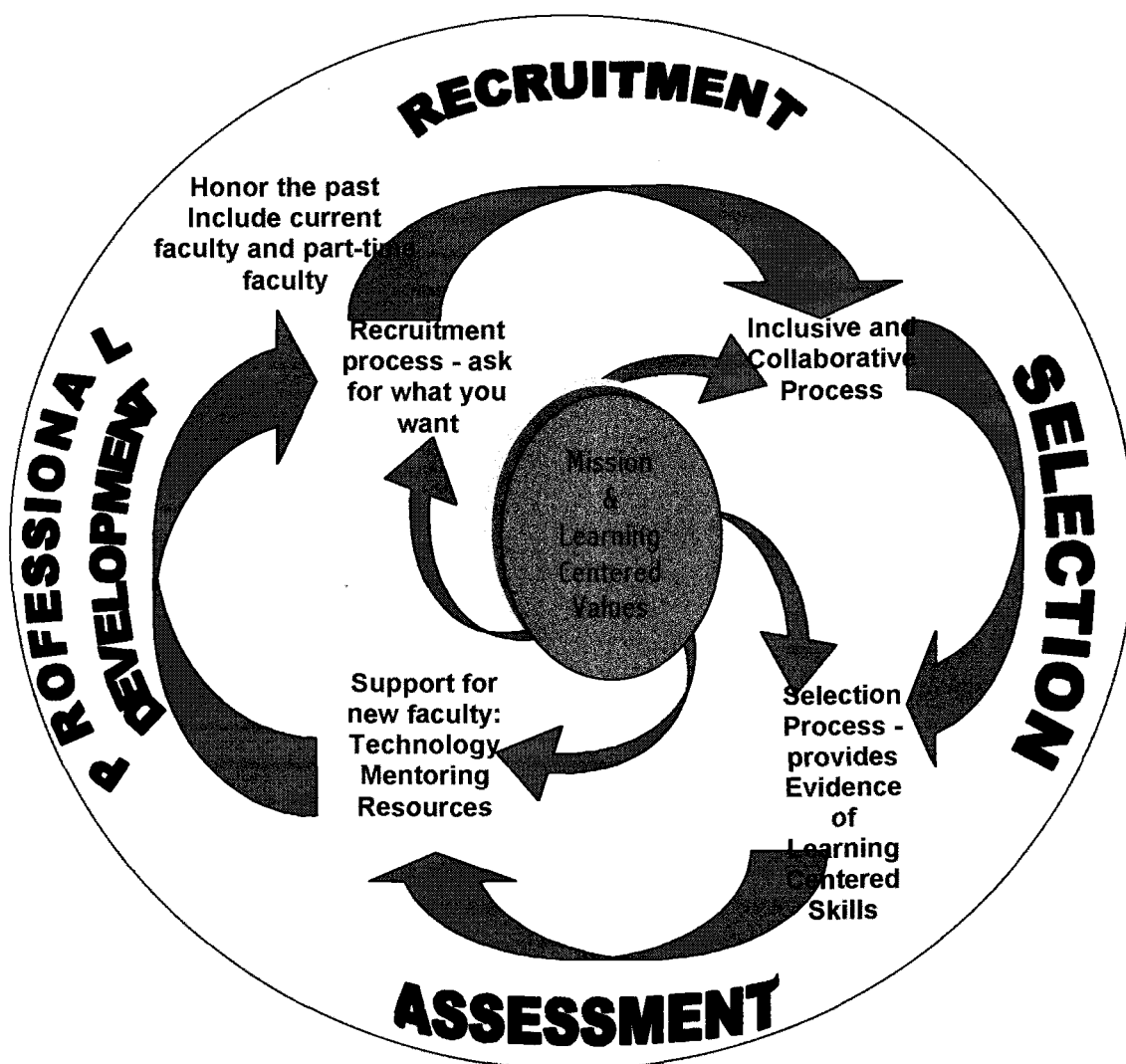
The results of this study produce a model that can be used by colleges seeking to become more learning-centered in their faculty selection process. The

faculty hiring process displayed in Figure 5.1 connects the mission and learning-centered values to the entire process. A cycle begins that:

- Honors the past history of the institution and the contributions of current full-time and part-time faculty
- Provides resources, technology, and professional development for all faculty
- Describes in the recruitment materials what the colleges really wants
- Creates an inclusive and collaborative process
- Implements a selection process that provides evidence of learning-centered skills
- Assesses the candidates, assesses the process and assesses the existing faculty
- And leads to creating new policies/procedures and additional professional development activities to support change.

This process is repeated with each hiring cycle.

FIGURE 5.1
Proposed Model for Faculty Hiring Cycle in Learning-centered Colleges



Future Hiring Actions by Learning-centered Community Colleges

Recommendation 1: Colleges need to explore other learning activities (simulations, team-teaching, structured group experiences) that demonstrate the observable ability of the candidate to communicate with students, collaborate with colleagues, and use technology. Colleges may not always be asking the questions that will help them assess candidates for the emerging learning-centered environment.

Recommendation 2: Colleges that presently purport to be learning-centered should establish clear policies for recruitment that extend beyond the traditional methods to include “grow your own” programs, industry partnerships, internships, and developing part-time faculty.

Recommendation 3: Develop an assessment process that provides timely feedback to all applicants on strengths and areas for improvement.

Recommendation 4: Implement an evaluation procedure that includes all the stakeholders (committee members, administrators, candidates, human resources and students) and uses all of the evaluation information produced to continually improve the hiring process.

Recommendation 5: Create a welcome and friendly environment for all candidates. This includes providing informative packets of materials prior to applying and providing a host for each finalist on-campus. Designate a point of contact for faculty candidates to be available for questions and who will make arrangements for the campus visit.

Recommendation 6: Provide an institute or weeklong workshop for all new faculty prior to fall quarter to become familiar with the campus and learning-centered philosophy.

Future Research

There remain additional areas of inquiry related to the development of a learning-centered college's hiring process. Further research using case studies and other methods of inquiry could provide insight into following:

1. How can community colleges better prepare part-time faculty to be successful in full-time roles?
2. What is the impact of contracted faculty on the community college?
3. What are the new roles and responsibilities of the chief instructional officer in a learning-centered community college?
4. What is the influence of web-based information about colleges in the faculty recruitment process?
5. Do learning-centered community colleges with tenured faculty differ significantly from colleges without a tenure process?
6. What are the indicators of being a successful faculty member (signs of excellence) during the first three years in a learning-centered environment?
7. Identify learning-centered hiring practices and procedures that encourages feedback to candidates while meeting the legal requirements of the college.

8. How are educational institutions changing practices to include the non-instructional systems (student services, business services, and administrative services) in creating a learning-centered organization?
9. Test the proposed faculty hiring model and study each of the elements as they contribute to a learning-centered college.

SUMMARY

Has this group of community colleges changed their hiring practices in order to recruit learning-centered faculty? They appear to be committed to this philosophy, but are just beginning to explore different strategies. As a member of each of the two international projects (The Learning College Project and the Learning-centred Colloquium), these colleges are collaboratively learning together.

O'Banion's (1997) Six Principles of a Learning-Centered College are being practiced in the faculty hiring process at each of the colleges studied. The practices can be described on continuum of *emerging* and *beginning* to use the language to *full integration into the institution* resulting in changed policies and procedures. Faculty hiring practices found in this study show a commitment to hire faculty who "fit" in the learning-centered college. One participant concluded, "We find faculty who fit... we put the learner at the center of everything we do."

As new benchmarks for success are established by community colleges, improving the faculty and staff selection process will be one of many necessary steps in the development of a learning-centered environment. Understanding some

of the hiring practices at these colleges may help us to envision some solutions that will result in putting the learner at the center of everything we do.

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APPENDICES

APPENDIX A: COLLEGE PARTICIPATION IN STUDY

TABLE A.1
College Participation in Research Study

College Identifier	Eliminated From Study	Completed Survey	Completed Interview	Provided Documents	No Response
College A		X	X		
College B		X	X	X	
College C					X
College D		X	X	X	
College E					X
College F		X	X	X	
College G		X	X	X	
College H		X	X	X	
College I		X		X	
College J		X	X	X	
College K			X	X	
College L		X	X	X	
College M		X		X	
College N		X	X	X	
College O					X
College P		X	X	X	
College Q		X	X	X	
College R	X				
Total: 18	1	13	12	13	3

APPENDIX B: INVITATION TO PARTICIPATE IN THE STUDY

Sandra Fowler-Hill

To: Dr. _____; VP of Instruction

Cc: sent 06/07/00

Subject: Research Study

Your college has been selected for a research project to identify faculty hiring practices in "learning centered colleges". Because of your knowledge of the hiring process as the Chief Instructional Officer, we are asking your help in identifying the practices used at your community college during 1998-99. Your participation would include completion of a survey and later participation in a telephone or in person interview of approximately one-hour duration. The research project focuses on an in-depth, multidimensional study of hiring and selection practices and is under the direction of Oregon State University, Department of Education.

Your responses, together with others, will be combined and used for statistical summaries only. Only a small number of colleges will be included, so your participation is vital to the study. The information you provide is strictly confidential. Special precautions have been established to protect the anonymity of your responses.

You will soon be receiving in the mail a Survey Instrument and Human Subjects Form. We sincerely hope you will participate in this effort to learn more about faculty selection and hiring practices. Thank you for your help and cooperation to enlighten our field about this important topic.

If you have any questions, please contact Sandra Fowler-Hill at (360) 475-7485 (email sfowler@oc.ctc.edu) or Dr. Daniel B. Dunham at (541) _____ (email dsdunham@home.com).

APPENDIX C: LETTER OF INTRODUCTION TO THE STUDY

SCHOOL OF EDUCATION

May 29, 2000

Dr. _____
 Vice President of Instruction
 _____ Community College

Dear Dr. _____:

_____ Community College has been selected for a research project to identify faculty-hiring practices in "learning centered colleges". You have been chosen because of your participation in the Learning-Centred Institutions Colloquium Project. We believe this topic to be especially timely given the high rates of anticipated faculty vacancies over the next few years. We believe, further, that Community Colleges will benefit from research into the factors that influence faculty hiring processes. Consequently, this study is designed to identify those hiring and selection practices of full-time faculty in learning centered community colleges.



OREGON
 STATE
 UNIVERSITY

210 Education Hall
 Corvallis, Oregon
 97331-3502

Because of your knowledge of the hiring process at _____ Community College, we are asking your help in identifying the hiring and selection practices used at your community college. Your participation would include completion of the enclosed survey and later participation in a telephone or in person interview of approximately one-hour duration. The research project focuses on an in-depth, multidimensional study of the hiring and selection practices at your institution in 1998-99. Your responses, together with others, will be combined and used for statistical summaries only. Only a small number of colleges will be included, so your participation is vital to the study. The information you provide is strictly confidential. Special precautions have been established to protect the anonymity of your responses.

The human subjects review committee at Oregon State University requires that your consent to participate be secured. Please complete the enclosed consent document and return to me in the enclosed postage paid envelope. If you have any questions, please contact Sandra Fowler-Hill at (360) 475-7485 (email sfowler@oc.ctc.edu) or Dr. Daniel B. Dunham at (541) _____ (email dsdunham@home.com). We sincerely hope you will participate in this effort to learn more about faculty selection and hiring practices.

Thank you for your help and cooperation in this effort to enlighten our field about this important topic. If you are willing to participate, please sign and return the enclosed Informed Consent Document today.

Sincerely,

Telephone
 541-737-4661

Fax
 541-737-2040

Sandra A. Fowler-Hill
 Sandra A. Fowler-Hill
 Doctoral Candidate

Daniel B. Dunham
 Dr. Daniel B. Dunham
 Major Professor

APPENDIX D: INFORMED CONSENT DOCUMENT

School of Education
Oregon State University
Corvallis, OR 97331-3502

INFORMED CONSENT DOCUMENT

- A. **Title of the Research Project.** Full-time faculty recruitment and selection strategies used by learning centered community colleges.
- B. **Investigators.** Dr. Daniel B. Dunham, Major Professor and Sandra A. Fowler-Hill, doctoral student.
- C. **Purpose of the Research Project.** The purpose of this study is to identify and describe full-time faculty recruitment and hiring strategies used by learning centered community colleges. The results of this research project are intended to enhance faculty selection practices in community colleges that are moving to a more learning centered focus.
- D. **Procedures.** I understand that as a participant in this study the following things will happen:
1. **Pre-study Screening.** I will have participated in the faculty recruitment, hiring, and selection process during the 1998-99 academic year on my campus.
 2. **What participants will do during the study.** I will complete a survey instrument that identifies full-time faculty hiring and selection practices that were in effect during 1998-99 academic year. I will agree to participate in an in-depth interview that will be completed within three months of the time that I return the completed survey instrument. I will provide appropriate and selected copies of public documents that describe the mission of the college, faculty recruiting and hiring procedures at my college, faculty job descriptions, and copies of advertising for faculty positions to Sandra Fowler-Hill, doctoral student, who will be conducting the research activities.
 3. **Foreseeable risks or discomforts.** I foresee no risks or discomforts for me to participate in this study.
 4. **Benefits to be expected from the research.** I do not expect to receive any financial payment as a participant in this study. I expect that results gained from the study will improve the quality of future faculty hiring practices in community colleges.
- E. **Confidentiality.** I understand and agree that my participation in this study will be anonymous and any information I provide will be treated in full confidence. The only persons who will have access to this information will be the investigators and no names will be used in any data summaries or publications. Anonymity will be maintained through the use of a pseudonym, numbers, or letters.
- F. **Voluntary Participation Statement.** I enter into this study process voluntarily. I understand that I may refuse to participate or discontinue participation at any time without any penalty or loss of benefits to which I am otherwise entitled.

If You Have Questions. I understand that any questions I have about the research study or specific procedures should be directed to: Sandra A. Fowler-Hill, (360) 475-7485, sfowler@oc.ctc.edu or Dr. Daniel B. Dunham, Oregon State University, (541) dsdunham@home.com. If I have questions about my rights as a research subject, I should call the IRB Coordinator, OSU Research Office, (541) 737-8008.

My signature below indicates that I have read and that I understand the procedures and provisions set forth and described above and give my informed and voluntary consent to participate in this study. I understand that I will receive a signed copy of this consent form.

Signature of subject

Date Signed

Subject's Present Address

Subject's Present telephone number

Subject's email address

Sandra Fowler-Hill
Signature of Principal Investigator

5-30-00
Date Signed

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES

***Current Perceptions of
Full-time Faculty Hiring Practices***

The purpose of this study is to identify and describe full-time faculty recruitment and hiring strategies used by selected community colleges that are self-designated as "learning-centered community colleges".

The results of this research project are intended to enhance faculty selection practices in community colleges that are moving to a more learning-centered focus.

Confidentiality will be maintained by using pseudonyms for each subject and institution. Your cooperation is greatly appreciated.

Instructions for completion:

1. Please answer ALL questions. Use data from the 1998-1999 academic year.
2. Most questions ask for a circled response. Where appropriate, print your responses.
3. When you complete this survey, please keep a copy for yourself.
4. Place the survey in the enclosed postage paid envelope and return the original promptly to Sandra Fowler-Hill.

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

Part 1: Planning

1. Below is a set of statements relating to faculty recruitment and selection practices. Indicate your degree of agreement with each statement by circling your category of response. Use the following marking scheme:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly disagree
NC = Not certain

1a. Our policy for selecting faculty has changed since becoming a learner-centered college.	SA	A	D	SD	NC
1b. Our College has completed a projection study of the number of faculty retirements expected in the next five (5) years.	SA	A	D	SD	NC
1c. Our College has completed a projection study of additional faculty positions needed due to growth and expansion for the next five (5) years.	SA	A	D	SD	NC
1d. Our college has used an outside consultant to assist in the faculty recruitment and/or selection process	SA	A	D	SD	NC
1e. Hiring enough faculty is not projected as a problem for the next five (5) years.	SA	A	D	SD	NC
1f. All stakeholders are involved in the faculty hiring process.	SA	A	D	SD	NC
1g. Faculty are the primary designers of learning methods and environments	SA	A	D	SD	NC

Part 2: Recruitment Practices

2a. Identify all of the practices used in 1998-99 to recruit full-time faculty. (Circle the letter of all that apply)

- a. College web page
- b. Current pool of adjunct faculty
- c. On-line resources (list sites)
- d. Print Ad in local metropolitan newspaper(s)
- e. Print Ad in professional journals (list titles)
- f. Print ad in publications aimed at under-represented groups (list titles)
- g. Print Ad in The Chronicle of Higher Education
- h. Private industry

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

2b. Are professional conferences used for recruiting? Yes ___ No ___
If yes, list name of conference(s) _____

2c. What activities at professional conferences are used to recruit full-time faculty?
(Circle the letter of all that apply)

- a. Scheduled interviews
- b. Informal interviews
- c. Posters
- d. Ads in the conference daily newsletter
- e. Information table at recruiting center
- f. Information table at conference site
- g. Other _____

2d. Rank order 1-8 the following incentives your college used to recruit faculty. (1 being most important to 8 least important)

- ___ Salary incentive
- ___ Reduced teaching load
- ___ Interview expenses paid by college
- ___ Moving expenses paid by college
- ___ Employment assistance for spouse of candidate
- ___ Credit toward tenure
- ___ Transfer of tenure from another institution
- ___ Other _____

2e. Rank order 1-9 the following reasons you were unable to fill any faculty vacancies in 98-99.
(1 being most important to 9 least important)

- ___ *Cost of living of your community
- ___ *College expectations for learner-centered teaching
- ___ *Salary offered
- ___ *Spouse of applicant could not find employment in area
- ___ Insufficient applicants meeting minimum qualifications
- ___ Lack of technologically literate or skilled applicants
- ___ Perceived complexity of position description by applicant
- ___ Insufficient applicants meeting diversity goals of the college
- ___ Perceived extent of teaching workload by applicant
- ___ Other: _____

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

2f. For the * items in 2e above, how did you determine that these were a factor in the withdrawal or declination of a qualified applicant? (Circle the letter of all that apply)

- a. Applicant informed the college by phone or email
- b. College followed up with a call to the applicant
- c. Informal information gained by a friend or colleague
- d. Identified through a formal feedback process by the college
- e. Other: _____

Part 3: Selection practices:

3a. How important were the following characteristics in selection of full-time faculty at your college in 1998-99? (Circle the number that applies to the importance of each item)

Very important		Important		Not important
5-----	4-----	3-----	2-----	1-----

5	4	3	2	1	
5	4	3	2	1	Ability to collaborate with other colleagues
5	4	3	2	1	Ability to create change in individual learners
5	4	3	2	1	Ability to document evidence of learning
5	4	3	2	1	Ability to engage learners in the learning process
5	4	3	2	1	Commitment to learner-centered philosophy
5	4	3	2	1	Community college teaching experience
5	4	3	2	1	Experience designing new learning environments
5	4	3	2	1	Experience developing varied learning technologies
5	4	3	2	1	Innovative and creative approaches to teaching
5	4	3	2	1	Member of underrepresented group
5	4	3	2	1	Research expertise
5	4	3	2	1	Sense of humor
5	4	3	2	1	Teaching experience at any level
5	4	3	2	1	Teaching experience in a learning community
5	4	3	2	1	Technically literate- multimedia and internet
5	4	3	2	1	Understanding of diversity of students
5	4	3	2	1	Use of diverse learning styles
5	4	3	2	1	Use of diverse teaching techniques

3b. Identify the membership of a faculty selection committee at your college:

- a. Number of administrators _____
- b. Number of full-time faculty _____
- c. Number of students _____
- d. Other (describe please) _____

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

3c. How is the selection committee trained?
(Circle all letters that apply)

- a. Integral part of regular staff development activities
- b. Faculty Handbook
- c. Briefing/orientation as an individual
- d. Briefing/orientation as a group
- e. Other (Please describe) _____

3d. How important was the following evidence in the selection process of full-time faculty at your college in 1998-99? (Circle the number that applies to the importance of each item)

Very important Important Not Important Not Applicable
5-----4-----3-----2-----N/A

5	4	3	2	N/A	College application
5	4	3	2	N/A	College transcript
5	4	3	2	N/A	"Fit" of applicant with college and department
5	4	3	2	N/A	Interview with chief instructional officer
5	4	3	2	N/A	Interview with committee
5	4	3	2	N/A	Interview with president
5	4	3	2	N/A	Personal Philosophy of Learning statement
5	4	3	2	N/A	Professional portfolio
5	4	3	2	N/A	References
5	4	3	2	N/A	Resume
5	4	3	2	N/A	Research and publications
5	4	3	2	N/A	Team-teaching activity or demonstration
5	4	3	2	N/A	Teaching demonstration with committee
5	4	3	2	N/A	Teaching demonstration with students
5	4	3	2	N/A	Technology demonstration
5	4	3	2	N/A	Video-tape of classroom teaching
5	4	3	2	N/A	Other:
5	4	3	2	N/A	Other:

3e. At some stage during the hiring or follow-up process does each candidate receive feedback from the committee or college representative? Yes _____ No _____
If yes, how is this feedback communicated to each candidate?

If yes, at what stage of the process is the feedback communicated to each candidate?

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

Part 4: Assessment of the Hiring Process

Directions: Listed below are six principles of a learning-centered college.¹ Please briefly describe in each space how during the hiring process, you use these principles to assess the candidates qualifications for or fit with the position for which they applied. Please print your responses.

Principle	Recruitment and Selection Process
<i>Example: Ability to create and participate in collaborative learning</i>	<i>Candidates were each asked during the committee interview to describe their experience as a learner and as a teacher in a learning community. Each was asked to address their role in the development, assessment of learning, and participation in the learning community.</i>
4a. Shows a commitment to create a change in individual learners	
4b. Participates fully as a partner in the learning process	
4c. Ability to create options for learning	
4d. Ability to create and participate in collaborative learning	
4e. Ability to define role as a learning facilitator by identifying the needs of learners	
4f. Ability to document student learning	

4g. If you did not answer one of the items (4a-4f) above, would you in the future?
 Yes, which one(s) would you respond to? _____
 No

If yes, how would you answer in the future? _____

4h. If there is one thing that you could change about faculty recruitment/selection at your college, what would it be?

¹ O'Banion, T. (1997). *A Learning College for the 21st Century*. Phoenix: Oryx Press.

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

Part 5: Demographic Information. Please check the items that best describe your situation. This information will only be used to portray the responding group and to compare group responses.

5a. Your College:

- Multiple campus
 Single campus

5b. Total number of student fte's enrolled in your college 1998-99:

- Less than 3000
 3000 - 5000
 5000 - 7000
 7000 - 9000
 9000 or more

5c. Number of years you have been in this position at this college:

- 1-3 years
 4-7 years
 8-15 years
 16 or more years

5d. Number of full-time faculty at your college 1998-99:

- less than 50 full-time faculty
 50-99 full-time faculty
 100-299 full-time faculty
 300- or more full-time faculty

5e. Number of full-time faculty openings in 1998-99:

- Less than 5
 6-10
 11-15
 16-20
 21 or more

5f. Total number of full-time faculty positions filled in 1998-1999:

- No. total full-time faculty hired
 No. from part-time faculty ranks at your college

5g. Gender of full-time faculty hired in 1998-1999:

- No. Women hired as full-time faculty
 No. Men hired as full-time faculty

APPENDIX E: SURVEY OF CURRENT PERCEPTIONS OF FULL-TIME FACULTY HIRING PRACTICES AT LEARNING-CENTERED COMMUNITY COLLEGES (Continued)

5h. Ethnic background of full-time faculty hired in 1998-1999:

- No. African American hired as full-time faculty
- No. Native American hired as full-time faculty
- No. Hispanic hired as full-time faculty
- No. Asian/Pacific Islander hired as full-time faculty
- No. Caucasian hired as full-time faculty
- No. Other ethnic background hired as full-time faculty

5i. Highest degree of total faculty hired 1998-99:

- No. Doctoral degree
- No. Masters degree
- No. Bachelors degree
- No. AA degree
- No. Other (please describe) _____

5j. Total number of part-time faculty at your college 1998-99:

- less than 50 part-time faculty
- 50-99 part-time faculty
- 100-199 part-time faculty
- more than 200 part-time faculty

5k. Total percent of courses taught by part-time faculty at your college 1998-99:

- less than 30%
- 30-39%
- 40-49%
- 50-59%
- 60-70%
- more than 70%

Survey Complete – Thank you!

Thank you for sharing your time and insights.
Your participation is greatly appreciated.
Place the survey in the enclosed postage-paid envelope.
Return the original promptly to Sandra Fowler-Hill.

APPENDIX F: FOLLOW-UP LETTER REQUESTING ADDITIONAL DOCUMENTS

SCHOOL OF EDUCATION

July 1, 2000

Dr. _____

_____ College

Dear Dr. _____:



OREGON
STATE
UNIVERSITY

210 Education Hall
Corvallis, Oregon
97331-3502

Thank you for participating in my research project to identify faculty-hiring practices in "learning centered colleges". Enclosed is your copy Human Subjects Form for you to sign. The responses you provided to the survey about _____ College were very informative. In order to gain a full perspective of your hiring process I need your participation in an interview of approximately one-hour duration. I will be emailing you to arrange a convenient time. Only a small number of colleges will be included, so your participation is vital to the study. The information you provide is strictly confidential. Special precautions have been established to protect the anonymity of your responses. I will be sending each of the respondents a copy of the research results.

In addition, I would appreciate your forwarding the following request to your Human Resource Office to provide me with a copy of the following written documents from 1998-99:

1. Copy of the mission statement for _____ College
2. Copy of the _____ College's faculty hiring procedures
3. Copy of a faculty job description used to hire in 1998-99
4. Copy of an ad used to recruit faculty in 1998-99
5. Copy of questions used by a committee in at least one faculty interview 1998-99

Please use the enclosed mailing envelope to send these documents to me as soon as possible. If you have any questions, please contact Sandra Fowler-Hill at (360) 475-7485 (email sfowler@oc.ctc.edu) or Daniel B. Dunham at (541) _____ (email dsdunham@home.com). Thank you once again for your help and cooperation in this effort to enlighten our field about an important topic.

Telephone
541-737-4661

Fax
541-737-2040

Sincerely,

Sandra A. Fowler-Hill
Sandra A. Fowler-Hill
Doctoral Candidate

Daniel B. Dunham
Dr. Daniel B. Dunham
Major Professor

APPENDIX G: REMINDER POSTCARD

OREGON STATE
U n i v e r s i t y

Recently you received a survey in the mail. This survey is an important part of a study on hiring practices of faculty in learning-centered community colleges. In order for your college to be included in the research study your survey must be returned within the next five days. Thank you for your participation.



**Faculty Hiring Practices in
Community Colleges Survey**

Sandra Fowler-Hill

Email: sfowler@oc.ctc.edu

APPENDIX H: REMINDER EMAIL

Sandra Fowler-Hill

Subject: Research Study Participation Deadline

In early June a Survey Instrument and Human Subjects Form inviting you to be part of research study on faculty hiring practices in "learning centered" community colleges was mailed to you. Your college was selected for this research project because of your selection in the _____ College Project.

As the Chief Instructional Officer, we are asking your help in identifying the practices used at your community college during 1998-99. Your participation would include completion of a survey and later participation in a telephone or in person interview of approximately one-hour duration. The research project focuses on an in-depth, multidimensional study of hiring and selection practices and is under the direction of Oregon State University, Department of Education.

If we don't receive a response from you by August 1, 2000, we will not be able to include your college in the study. Your responses, together with others, will be combined and used for statistical summaries only. Only a small number of colleges will be included, so your participation is vital to the study. The information you provide is strictly confidential. Special precautions have been established to protect the anonymity of your responses.

If you have any questions or need an additional copy of the survey, please contact Sandra Fowler-Hill at (360) 475-7485 (email sfowler@oc.ctc.edu) or Dr. Daniel B. Dunham at (541) (email dsdunham@home.com).

We sincerely hope you will choose to participate in this effort to learn more about faculty selection and hiring practices. Thank you for your help and cooperation to enlighten our field about this important topic.

Thank you.

Sandra Fowler-Hill

APPENDIX I: EMAIL TO ARRANGE INTERVIEW

Sandra Fowler-Hill

To: College Contact
 Subject: Request for telephone interview appointment

Thank you for taking time to participate in my research study on faculty hiring practices of "learning centered" community colleges. In order to collect additional data I need to interview you. I would appreciate scheduling a time that is convenient for you to be interviewed by phone during the following two weeks (August 24 through September 4). If you are not available during these dates, please let me know when you would be available.

Please reply with this email to me with the best time and an alternate time to contact you. I will confirm the date and time via email prior to the call.

Preferred time:

Day:

Date:

Time (Pacific Time Zone):

Telephone number you will be at:

Alternate time:

Day:

Date:

Time (Pacific Time Zone):

Telephone number you will be at:

Please allow one hour for the interview. I will be calling you at the arranged time in order to gain a more in-depth view of your faculty hiring practices. I will be using the following questions to begin the discussion:

1.Planning

- a. Briefly describe the process your college currently uses to hire and select full-time faculty.
- b. Describe how collaboration, cooperation, and support is practiced in your faculty hiring process.
- c. How has system been created that encourages open communication?
- d. How does the current process relate to the college's mission?
- e. How do you evaluate the current process to determine your effectiveness?

2.Recruitment practices

- a. What has changed the most with the recruitment practices you have used to hire new full-time faculty?
- b. What are your challenges in finding faculty to apply who "fit"?

3. Selection practices

- a. What has changed the most with the interview and selection practices you have used to select new full-time faculty?
- b. What are your challenges in choosing faculty who "fit"?

4.Assessment of hiring practices

- a. Have you linked any of this criteria to faculty evaluation or professional development programs? If so, how?
- b. Are you satisfied with the faculty you hired in 98-99 with their ability to implement learner centered practices in your college?
- c. How has your role changed as the chief instructional officer in regard to hiring and selection practices.

5.Other challenges/opportunities related to faculty hiring:

I will be sharing the results of the research project with you. Thank you once again for participating in this study. Sandra Fowler-Hill

APPENDIX J: EMAIL CONFIRMATION OF INTERVIEW

Sandra Fowler-Hill

From: Sandra Fowler-Hill [sfowler@oc.ctc.edu]
Sent: Monday, July 24, 2000 8:44 AM
To:
Subject: RE: Appointment request for interview

, thank you so much for getting back to me so quickly. Please let Dr. know that I will be calling him on Wednesday, July 26th at 9:30am (Pacific Standard Time). I will look forward to interviewing him. Thanks again. Sandra Fowler-Hill

-----Original Message-----

From:
Sent: Monday, July 24, 2000 8:28 AM
To: sfowler@oc.ctc.edu
Subject: Re: Appointment request for interview

Sandra,

The following times work best for Dr.

College to meet with you for a one hour interview on your research study on faculty hiring practices of "learning centered" community colleges.

Preferred time:

Day: Wednesday

Date: July 26

Time (Pacific Standard Time): 9:30-11:00 a.m.

Telephone number you will be at:

Alternate time:

Day: Friday

Date: July 28

Time (Pacific Standard Time): 12:30-1:30 or 3:30-4:30 p.m.

Telephone number you will be at:

APPENDIX K: GUIDING QUESTIONS

The following questions were emailed to each participant prior to the telephone interview:

1. Planning

Briefly describe the process your college currently uses to hire and select full-time faculty.

Describe how collaboration, cooperation, and support are practiced in your faculty hiring process.

How has system been created that encourages open communication?

How does the current process relate to the college's mission?

How do you evaluate the current process to determine your effectiveness?

2. Recruitment practices

What has changed the most with the recruitment practices you have used to hire new full-time faculty?

What are your challenges in finding faculty to apply that "fit"?

3. Selection practices

What has changed the most with the interview and selection practices you have used to select new full-time faculty?

What are your challenges in choosing faculty who "fit"?

4. Assessment of hiring practices

Have you linked any of this criterion to faculty evaluation or professional development programs? If so, how?

Are you satisfied with the faculty you hired in 98-99 with their ability to implement learner centered practices in your college?

How has your role changed as the chief instructional officer in regard to hiring and selection practices?

5. Other questions to elaborate on the institution's survey responses.

APPENDIX L: EMAIL REQUESTING MEMBER CHECK

Sandra Fowler-Hill

To: college contact
Subject: Interview notes for your review

Dr. _____,
Thanks so much for taking time out of your busy schedule to provide me with information about _____ Community College. I really appreciate your participation in this study. Below is the transcript from our interview. I would appreciate your reviewing it. Please make any changes needed for clarification, corrections or additional information. Reply with the changes back to me. Thank you once again. It was a pleasure talking to you.
Sandra Fowler-Hill