

Faculty Community Under Construction: A Case Study

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Abstract

This case study describes some of the elements of the social construction of community by faculty involved with an innovative residential and academic subgroup at a small private university in the northeast U.S. Examples from the case study demonstrate that the social construction of faculty community can be accomplished through both routine and marked activities and events; that it is possible to build a resilient sense of community deliberately and overtly, inadvertently, and subtly, and that it is possible to respond to potential vulnerabilities in ways that build a resilient sense of community.

What Builds Faculty Community?

What does it matter whether faculty on any campus successfully construct among themselves a sense of community to enhance their collegiality? Does a sense of community enable us to teach more effectively, to be more productive citizens of our universities or colleges, or to be more productive or successful scholars? Does it give faculty a sense of shared purpose, or does it enhance how faculty feel about their existing shared purposes? Is it merely an element of a pleasant climate within which to teach and think, or is it the necessary fabric from which we construct ourselves as faculty?

Barnes, Agago & Coombs (1998) found that a lack of a sense of community was one of the two most important predictors of faculty intent to leave academia, while a strong sense of collegiality and institutional fit influenced faculty to choose to stay in their jobs, echoing a common theme in the literature on the professoriate (Boyer, 1991; McGuire and Reger, 2003; Palmer, 1998; Rosser, 2004). For faculty, this disconnection underlies much of the notable absence of community in university life (Astin, 1993; August & Waltman, 2004; Barnes, Agago, & Coombs, 1998; Baumeister, 2004; Bennett, 1998, 2004; Boyer, 1991; Calderwood, 1999; Frame, 2002; Hartley & Hollander, 2003; Smith, 2003; Taub, 1998). Although researchers have identified faculty characteristics that are positively correlated to establishing a sense of community, Silver notes that the elusiveness of a unitary, contextualizing university culture within which faculty activity occurs contributes to the challenge of identifying how faculty are, or are not, in community (Armstrong, 1999; Astin, 1993; Lindholm, 2004; Silver, 2003).

Tierney and Minor (2004), in their extensive survey of perceptions of faculty participation in university governance, note, "apathy and lack of trust are the most significant barriers to participation (p. 18)." Others note that faculty service engagement of any kind must be rewarded by the tenure and promotion system in effect at the university (Kreber, 2003; Tierney, 2004; Tierney and Bensimon, 1996; Ward, 2003).

On a hopeful note, Lindholm (2003) notes that, although the cloistered nature of professorial work makes it difficult to establish a sense of community, intellectual engagement with and emotional support from peers can help provide some of the benefits of collegial community on campus. In her recent research, she has learned from faculty that intellectual

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The Faculty Community Daniel Sedey,1987 **The Faculty Community** Daniel Sedey,1987 Contingent Faculty Publishing in Community: Case Studies for Successful Collaborations L. Guglielmo,L. Gaillet,2014-12-23 Contributors argue that the key to innovative teaching and scholarship lies in institutional support for the contingent labor force and they encourage contingent faculty to organize self mentoring groups create venues for learning disseminating their experiences and findings and connect scholarship to service and teaching in novel ways Resources in Education ,2001

Interdisciplinary Research : Case Studies from Health and Social Science Frank Kessel,Patricia Rosenfield Carnegie Corporation of New York,Norman Anderson American Psychological Association,2008-03-11 Interdisciplinary research now receives a great deal of attention because of the rich creative contributions it often generates But a host of factors institutional interpersonal and intellectual also make a daunting challenge of conducting research outside one s usual domain This newly updated and revised edition of Interdisciplinary Research is a substantive and practical guide to the most effective avenues for collaborative and integrative research in the social behavioral and bio medical sciences It provides answers to questions such as what is the best way to conduct interdisciplinary research on topics related to human health behavior and development Which are the most successful interdisciplinary research programs in these areas How do you identify appropriate collaborators How do you find dedicated funding streams How do you overcome peer review and publishing challenges This is the only book that provides answers directly from researchers who have carried out successful interdisciplinary programs The editors give a concise of account of the lessons that can be taken from the book and then present a series of case studies that reveal the most successful interdisciplinary research programs These programs provide a variety of models of how best to undertake interdisciplinary research Each of the chapter authors has carried out innovative collaborative programs and all give compelling accounts of the benefits of interdisciplinary research and the central strategies required to achieve them The University as Urban Developer: Case Studies and Analysis David C. Perry,Wim Wiewel,2015-02-24 Integrating topics in urban development real estate higher education administration urban design and campus landscape architecture this is the first book to explore the role of the university as developer Accessible and clearly written and including contributions from authorities in a wide range of related areas it offers a rich array of case studies and analyses that clarify the important roles that universities play in the growth and development of cities The cases describe a host of university practices community responses and policy initiatives surrounding university real estate development Through a careful blending of academic analysis and practical hands on administrative and political information the book charts new ground in the study of the university and the city Instructional Design: Case Studies in Communities of Practice Keppell, Michael J.,2007-03-31 Instructional designers hold the responsibility of selecting sequencing synthesizing and summarizing unfamiliar content to subject matter experts To successfully achieve legitimate participation in

communities of practice instructional designers need to utilize a number of communication strategies to optimize the interaction with the subject matter expert Instructional Design Case Studies in Communities of Practice documents real world experiences of instructional designers and staff developers who work in communities of practice Instructional Design Case Studies in Communities of Practice explains the strategies and heuristics used by instructional designers when working in different settings articulates the sophistication of communication strategies when working with subject matter experts and provides insight into the range of knowledge skills and personal characteristics required to complete the tasks expected of them

The Contemporary Catholic School Terence McLaughlin, Joseph O'Keefe, 2003-10-04 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

University-Community Partnerships Tracy Soska, Alice K Johnson Butterfield, 2013-05-13 Examine how your university can help solve the complex problems of your community Community Outreach Partnership Centers COPC sponsored by the United States Department of Housing and Urban Development HUD have identified civic engagement and community partnership as critical themes for higher education This unique book addresses past present and future models of university community partnerships COPC programs wide ranging social work partnerships that involve teaching research and social change and innovative methods in the processes of civic engagement The text recognizes the many professions schools and higher education institutions that contribute to advancing civic engagement through university community partnerships One important contribution this book makes to the literature of civic engagement is that it is the first publication that significantly highlights partnership contributions from schools of social work which are rediscovering their community roots through these initiatives University Community Partnerships Universities in Civic Engagement documents how universities are involved in creative individual faculty and program partnerships that help link campus and community partnerships that are vital for teaching research and practice Academics and practitioners discuss outreach initiatives methods of engagement with an emphasis on community organization service learning and other teaching learning methods research models participatory research and high engagement techniques used in university community partnerships The book includes case studies historical studies policy analysis program evaluation and curriculum development University Community Partnerships Universities in Civic Engagement examines the increasing civic engagement of institutions of higher education civic engagement projects involving urban nonprofit community based organizations and neighborhood associations the developmental stages of a COPC partnership problems faced in evaluating COPC programs civic engagement based on teaching and learning how pre tenure faculty can meet research teaching and service requirements through university community partnerships developing an MSW program structured around a single concentration of community partnership how class race and organizational differences are barriers to equality in the civic engagement process University Community Partnerships Universities in Civic Engagement is one of the few available academic resources to address the importance of social work involvement in COPC programs Social work educators students

and practitioners community organizers urban planners and anyone working in community development will find it invaluable in providing guidance for community problem solving and creating opportunities for faculty students and community residents to learn from one another **Current Index to Journals in Education** ,2001 **The University of Chicago**

John W. Boyer,2024-09-06 An expanded narrative of the rich unique history of the University of Chicago One of the most influential institutions of higher learning in the world the University of Chicago has a powerful and distinct identity and its name is synonymous with intellectual rigor With nearly 170 000 alumni living and working in more than one hundred and fifty countries its impact is far reaching and long lasting With The University of Chicago A History John W Boyer Dean of the College from 1992 to 2023 thoroughly engages with the history and the lived politics of the university Boyer presents a history of a complex academic community focusing on the nature of its academic culture and curricula the experience of its students its engagement with Chicago s civic community and the resources and conditions that have enabled the university to sustain itself through decades of change He has mined the archives exploring the school s complex and sometimes controversial past to set myth and hearsay apart from fact Boyer s extensive research shows that the University of Chicago s identity is profoundly interwoven with its history and that history is unique in the annals of American higher education After a little known false start in the mid nineteenth century it achieved remarkable early successes yet in the 1950s it faced a collapse of undergraduate enrollment which proved fiscally debilitating for decades Throughout the university retained its fierce commitment to a distinctive intense academic culture marked by intellectual merit and free debate allowing it to rise to international acclaim Today it maintains a strong obligation to serve the larger community through its connections to alumni to the city of Chicago and increasingly to its global community Boyer s tale is filled with larger than life characters John D Rockefeller Robert Maynard Hutchins and many other famous figures among them and episodes that reveal the establishment and rise of today s institution Newly updated this edition extends through the presidency of Robert Zimmer whose long tenure was marked by significant developments and controversies over subjects as varied as free speech medical inequity and community relations **Case Studies in the Liberal Arts College** United States. Education Office,1964

Bibliographic Guide to Education ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library *Research in Education* ,1974 **Paperbound Books in Print** ,1991 *Canadiana* ,1969 **Resources in Education** ,1997 *Community Conflict* ,1929 **Learning Communities In Practice** Anastasia Samaras,Anne R. Freese,Clare Kosnik,Clive Beck,2008-10-26 Most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice This book explores such questions as Are learning communities essential in education How are they designed and developed What difference do they make in learning The book contains contributions of educators who share their research and practice in designing and implementing learning

communities in school university and professional network settings It presents their experiences and the how to of these educators who are passionate about building and sustaining learning communities to make a real difference for students teachers faculty and communities Combining scholarly and practitioner research the book offers practical information to teachers school and university administrators teacher educators and community educators **Community, Technical, and Junior College Journal** ,1991

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