

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

The Faculty Community A Case Study In Renewal

John W. Boyer



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The Faculty Community Daniel Sedey, 1987 **The Faculty Community** Daniel Sedey, 1987 *Advances in Education Research*, 1998 **Resources 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 **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 *The University as Urban Developer* David C. Perry, Wim Wiewel, 2005 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

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Collective Bargaining in Higher Education and the Professions ,1993 Diversifying the STEM Fields: From Individual

to Structural Approaches Rodolfo Mendoza-Denton,Colette Patt,Adrienne R. Carter-Sowell,2023-02-14 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 Research in Education ,1974

A Collection of Papers on Self-study and Institutional Improvement, 2004 Higher Learning Commission. Meeting,2004

Case Study Judge Baker Foundation, Boston,1922 Case Study Judge Baker Guidance Center,1923 **Forging**

Alliances in Community and Thought Irma N. Guadarrama,2002-10-01 Besides creating an outlet or vehicle for the promotion and the dissemination of theory and practice in the professional development school field the book series project will focus on topics at the forefront of current discussion and dialogue among experts The manuscripts will be carefully and systematically selected to provide the expression of an array of voices especially those that speak from insightful first hand experience Included are the voices of the researchers who strive to design and implement research that seeks to inform practice The book series will underscore the depth and substance of research quantitative and qualitative designs and their applications in a variety of contexts *Fostering a Climate for Faculty Scholarship at Community Colleges* James C. Palmer,George B. Vaughan,1992 The essays in this monograph address three themes related to the challenge of scholarship at the community college The first is leadership Leaders need to change attitudes and institutional values if scholarship is to take its place as an accepted part of community college life The connection between scholarship and teaching often denied in the false but widely accepted teaching versus research dichotomy is a second theme The professional obligations of

community college educators constitute a third theme In forging a larger role for scholarship within the community college culture leaders can build upon the scholarly drives and interests that already exist among many faculty members and administrators From publisher s description

Staff Development in Higher Education David C. B. Teather,1979

American Doctoral Dissertations ,2002

Case Study No. [1-20] Judge Baker Guidance Center,1922

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