

Community College Faculty In the New Economy II

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Faculty Work: Educational vs. Economic Values

- Globalizing and the New Economy
- Education as Post-industrial Production
- Professional Work and Managerialism
- Community Colleges' Corporate Identity
- Faculty as Industrial or Business Labor

Faculty Work

- Community college faculty epitomize professional work in the new economy
 - Majority work part-time
 - Bargain collectively for restricted compensation
 - Structured in their work by new technologies
- They are agents of a corporate ideology and not autonomous professionals

Managerialism

- Orientation to the marketplace and entrepreneurial behaviors
- Institutions are focused on generating revenue and reducing labor costs
- High productivity, global competition, and rapid change are the norms for higher education

Theoretical Grounding

■ Neo-liberalism

- Individualism; blurring of public and private boundaries; reduction of government in social responsibilities

■ Economic Globalization

- Productivity and efficiency in a competitive market

■ Managerialism

- Management practices and values commonly associated with the private sector

Research Strands

- Faculty's roles and responsibilities in governance
- Faculty's use of new instructional technologies
- The part-time faculty labor force
- Emerging tension between educational and economic values

Shared Governance in the Community College

Sue Kater

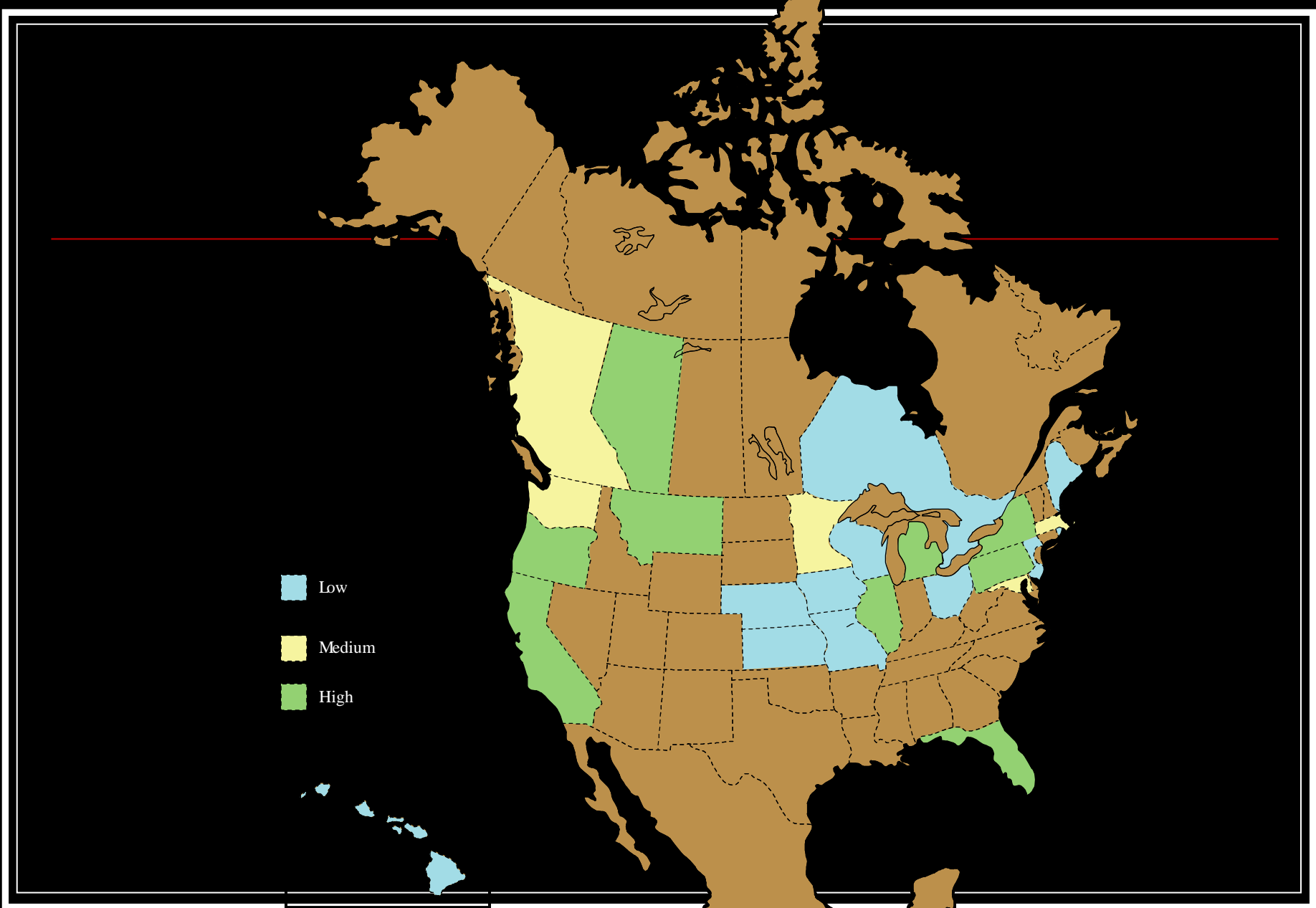
Research Strand

- Are faculty taking on managerial roles, above and beyond their teaching load? What are the formal (contractual) rights, responsibilities and roles of community college faculty in the governance of their institutions?

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- Legal language compels faculty to participate in decision-making.
 - Legal language also restricts faculty from a formal authority role in decision-making.

Methodology

- 22 States, 3 Provinces
- Collective Bargaining Agreements
Representing over 300 Institutions
- Sources – NEA's 1995-96 and 1998-99
HECAS CD-ROM, web, contracts directly
from institutions



Findings

- Faculty have a participatory role in governance in a number of areas
- Legal language of contractual agreements restricts faculty from a formal authority role in decision-making
- A tool for increased efficiency and effectiveness – commodification of cooperation

Faculty use of electronic technology and distributed learning

John Cheslock
Veronica Diaz

Advances in Technology

- Has indirectly affected community college faculty through the new economy
- Has directly affected community college faculty through new instructional possibilities
 - Possibly changing the production process stated by Baumol and Bowen (1967)

New Forms of Instruction

- Supporting Classroom Instruction
 - E-mail
 - Websites
 - ELMOs (project cameras)
- On-line courses
 - Numerous methods possible to create these courses
 - Storage systems for instructional content

Importance of the New Economy

- The new economy will influence how instructional technology is integrated into community colleges
 - Should influence how much and which technology is chosen
 - Should influence which parts of the community college disproportionately use technology
 - Should influence the production process used to create courses using technology

Data & Methodology

- Goal: Describe the use of technology in community colleges and examine whether patterns reflect pressures from the new economy
- Data: 1998-99 National Study of Postsecondary Faculty (NSOPF)
- Methods: Descriptive Statistics & Logistic Regressions

Levels of Use for Fall 1998

- 38.9% of two-year faculty used electronic mail to communicate with students in their class
- 33.2% of two-year faculty used a course website
- 7.6% of two-year faculty taught a distance education course

Differences across faculty

- Older and female faculty were more likely to teach distance education courses, but less likely to use course websites
- Faculty in Social & Behavioral Sciences were most likely to teach distance education courses
 - Next were those in the physical and biological sciences and professional fields
- Full-Time Faculty were more likely to use all forms of technology (including distance education)

The Contradictory Faculty as Globalized Labor

Richard L. Wagoner

Research Question

- To what extent can contradictory descriptions of part-time faculty at community colleges be unified by a conceptualization of part-time faculty as a globalized labor force?

Contradictions

- Are Part-timers exploited (Karabell, 1998; Dubson, 2001) or highly trained and paid professionals (Gappa & Leslie, 1993)?
- Do they bring rare, highly valued expertise and training to campuses (Gappa & Leslie, 1993) or are they economic expedients and an easy means to efficiency (Rhoades, 1996)?
- Are they excluded and marginalized on campuses (Karabell, 1998; Dubson, 2001) or satisfied with their positions on campuses (Valadez & Antony, 2001)?

Part-time Labor in the New Economy

- A gulf exists for temporary labor in the New Economy (Castells, 2001; Smith, 2001)
 - Some temporary labor is valued by the institutions that hire them because of the skill and expertise they bring.
 - Some do not possess rare, highly-valued skills and abilities
- These groups are not mutually exclusive and can be found in the same institution simultaneously

The Globalized Community College

Levin 2001

- Globalization is both a concept and process
 - Concept: Compression of time and place
 - Process: intensifies social and political relationships; heightens economic competition
- A movement toward the marketplace and the neoliberal state characterize the process of globalization
- The effect is to emphasize productivity, efficiency, and the commodification of education and training
- Part-time faculty are at the heart of this drive toward efficiency

End of the Social Contract

- “We are not a social service agency. We are not here to hand out jobs.” --*community college president on the desire of part-time faculty to become full-time faculty.*

End of the Social Contract

- “Some [part-time faculty] have been here for 20 years and that is very much a part of their life, who they are and what they enjoy doing.”
- “Those kinds of investments [professional development] in the faculty are generally done for the people who are invested in the institution, not for people who we may not have a month from now.” --*division dean regarding part-time faculty.*

Corporate Worker Bees: Administrators' Understandings of Faculty Work

John Levin

Research Strand

- Is professional work in community colleges controlled by managerialism or new managerialism? How does this affect faculty work?

(New) Managerialism

- Deem – management practices and values commonly associated with the private sector
- Hardy – concept involves greater accountability, centralized authority, and objective resource allocation to improve performance
- Casey – effects include homogenization of views
- Rhoades – “managed professionals”

(New) Managerialism

- Organizational actions conflict with historical characteristics of the community college
- Narrowing of curriculum and mission driven by administrators
- Faculty serve as instruments of a managerial enterprise

Administrators' Perceptions of Faculty Work

Productivity and efficiency of operations

Required to compete, survive, and flourish; driven by external environmental forces such as government funding and technology

Managerial view of faculty work

Faculty work has increased; governance has become an issue of debate; two classes of faculty—those who are willing to change and those who are reactionary—mostly old timers.

Change of institutional context for the community college: competition and economic orientation

Context of competitiveness and rapid change—largely business and job orientation
Market orientation—government funding shrinks; meet demands and needs of constituents

Mission alteration

Acknowledge institutional alterations in curriculum but view these as inevitable and beyond their control

Findings

- Twin themes of productivity/efficiency and managerial control characterize managerialism at 7 community colleges
- Institutional decision-making is viewed as the purview of (senior) managers which places faculty in a subordinate institutional role
- Tensions over the understanding of faculty's role in governance exist
- The alignment of the college with private sector interests and practices typifies managerialism in community colleges

Findings

- Managerialism suggests a commandeering of the institution by external forces and a managerial class within the institution
- The “master and commander” syndrome is evident
- Sennett – new capitalism

Conclusions

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- There are Forces and Pressures Affecting Faculty Work
 - Economic development and workforce training
 - Technology
 - Student demands
 - Declining fiscal resources

Conclusions

- Faculty Have Little Professional Identity
 - Faculty view themselves as managed and lacking autonomy
 - Administrators view faculty from the relational and interpersonal perspective, not from the professional or instructional perspective

Implications

- The work of faculty is circumscribed by a neo-liberal ideology that treats students as economic entities and education as commodity
- Without a professional identity faculty are “designer employees,” extensions of the managerial ideology
- Implications for faculty include conformity, obsolescence, and a rejection of the routine of labor

Discussion

- Reactions to the findings?
- What pieces of the picture are we missing?
- What does this mean to the mission of the community college?
- Where do we go from here?

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