AN ABSTRACT OF THE DISSERTATION OF

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Title: Innovating Change in the Faculty Model: A Study of Voices and Influences in Defining Faculty Role at Cascadia Community College.

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The founders of Cascadia Community College changed faculty role and duties as they designed a new college. The college founders chose which themes of learning reform would be enacted by faculty in this new setting. They determined what elements of traditional roles continued to be important and what new expectations would be articulated. They decided what themes would become the center of faculty role in the creation of the new college. The study seeks to establish the themes of reform that were adopted by this college and how the founders expected those reforms to reside in, change, and influence faculty role. Through interviews with founding college members, the researcher, herself a participant in the

founding of the college, triangulated the voices of the key participants with the publications of the new college that were related to faculty role.

Themes that emerged from the study were outcomes, interdisciplinarity, organization and structure, innovation, technology, global/multicultural perspectives, complexity, and expectation for traits. A new view of expanded faculty role expectations is explored. This role is reflective of many themes seen in reform literature involving tenets of the learning college, the shift from teaching to learning, and outcomes-grounded teaching. A model is presented to explain the interrelatedness of the themes and the new perspective on teaching in the reformed college.

Innovating Change in the Faculty Model: A Study of Voices and Influences in Defining Faculty Role at Cascadia Community College

by
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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 the dissertation to any reader upon request.

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Sharon Thompson Buck, Author

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Nothing in life is done alone. One of the great, repeated and obvious learnings that I take away from this journey of academic discovery is that it is all accomplished with collaboration and amazing support from God, family, colleagues, friends, and strangers.

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CHAPTER I: INTRODUCTION OF THE PROBLEM

Statement of the Problem

Cascadia Community College publicly announced its position as an innovator from its inception, and the founders of Cascadia Community College changed faculty role and duties as they designed the new college. The college founders chose which themes of learning reform would be enacted by faculty in this new setting. They determined what elements of traditional roles would continue to be important, and what new expectations would be articulated. They decided what themes would define faculty role in the creation of the new college. These founders crafted the position announcement that would attract the founding faculty to the college.

The mission statement of the new college proclaimed innovation, and an environmental scan used to inform the community groups during the presidential selection process stated—among other sections on

collaboration, diversity, evaluation and assessment, and learner-centeredness that " [the college] has the opportunity to keep administrative costs to a minimal level in favor of self-paced, faculty-mentored, competency-based, learner-centered programs that make use of cutting edge educational and administrative technology" (Kerr & Kechter, 1998, p. 7).

The study seeks to establish the themes of reform that were being adopted by this college and how the founders expected those reforms to reside in, change, and influence faculty role. In addition to focusing on the remembrances of the founders, who made the decisions regarding faculty role, this study reviews and analyzes the documents relevant to faculty role that provided the written record. This study reveals the themes that emerged from those interviews and documents, and creates from those personal perspectives a deeper understanding of how faculty role was initially defined at Cascadia Community College. The study is additionally informed by the remembrances and viewpoints of the researcher, who was a participant in the process and a member of the initial Curriculum and Learning Design Team.

Introduction

Cascadia Community College in Bothell, Washington, was created as a new, 2-year, public community college that opened to students in the fall of 2000. Cascadia began as an entirely new institution, launched as a separate college, without having prior association as a branch campus of another institution. It was created as a community college district within the Washington state community college system, and it had the opportunity to choose anew the priorities, activities, and boundaries that define faculty role. Within the guidelines of Washington state authority, the criteria of accreditation and institutional validity, and the contexts presented by its location and its founders, the college had autonomy in choosing its frameworks of organization, its governance and reporting structures, its curriculum, and the delivery of services to its constituencies.

Cascadia Community College declared itself a participant in learning reform when it announced its founding mission statement:

> Cascadia Community College will be an exemplar of the 21st-century community college, a learner-centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution that emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise and other educational institutions. (Cascadia Community College, 2000)

Beginning with its mission statement, the founding administration created the structures and frameworks for governing and managing the college; they designed the curriculum, defined the roles of faculty, and hired the faculty, who enacted the vision for learning at this college. In this invention process, they redefined faculty roles and expectations.

Purpose of the Study

The purpose of this study is to discover if the founders' creation of faculty role at this new college reflected a move from traditional expectations, and if so, what elements of reform were present. It is concerned with documenting the story of the definition of faculty role. This study seeks to reveal the thinking of the founders of the college, who determined to enact a novel model of faculty interaction at a new, public community college. To actualize part of their vision for college reform, they made changes to the expectations they held for faculty. This study is time-bound and chooses to explore the development of faculty role up to the point when announcements for the faculty positions were advertised.

The founders of Cascadia attempted to expand aspects of the traditional faculty role with changed expectations for teaching and learning

delivery. These included explicit expectations for an outcomes-based curriculum, evidence of achievement of outcomes through assessment, and development of interdisciplinary learning communities, which included a focus on development of multicultural/global efficacy. Further, this took place in a new facility that offered integrated, state-of the-art technology and abundant computing resources for all participants, collocated with a 10-year-old branch of the state's largest 4-year university.

This study documents the reasoning, perspectives, opinions, and decision-making of the individuals who guided the definition of faculty role, responsibility and interaction. It further documents and records the opinions present at the inception regarding the balance of the various elements within the role.

Importance of the Study

This study captures early participant remembrances and the themes that emerged from their compilation. It documents evidence of the thinking of the individuals and the group in their first expectations for the founding faculty.

Studying the ideas and experiences of these founders was a unique opportunity. Though much was being written about educational reform during this timeframe, the colleges that were attempting it were attempting just that, re-form. This group of founders had the opportunity to form its ideas about faculty role and implement them from the beginning in this new era. This aspect of Cascadia's story has not previously been studied.

Cascadia Community College offered a site at which to study the creation of faculty role built around the ideas of innovation and incorporation of educational reform. The college had already received national interest and recognition by the League for Innovation in the Community College for incorporating the ideas of a Learning College in its design.

No formal documentation of this time period exists, nor had a study of the faculty role at this learning college been undertaken. Although Huston (2000) wrote earlier on the same college, her study was concerned with presidential selection and a timeframe preceding this study. Fowler-Hill (2001) wrote on faculty selection in the Vanguard colleges, and although Cascadia was an identified Vanguard college, it had not yet hired faculty at the time of her study, and was thus excluded. Wilson (1999a)

wrote on faculty in learning colleges, and some of her findings may duplicate shared or similar experiences, but because of the situational dependence of both studies, the two studies will not validate one another, nor will her study inform the particular situation encountered at Cascadia. Few studies exist on faculty role change or evolution in this new paradigm.

During its founding period, the number of employees was quite small. The enormity of the tasks to be accomplished in order to open the college by deadline did not allow for time to be spent on extensive documentation of that early period. Since that time, many of the founders departed for other opportunities, and an historical overview has not been undertaken. This study captures a small portion of that time.

Opportunity

The researcher had been hired by the college as a member of the Curriculum and Learning Design Team, a group of former faculty members from other institutions who would join together and be responsible for creating the academic curriculum for the new college, prior to the hiring of the faculty who would teach the curriculum. She was a part of the team of founders who would define the roles that faculty would be

expected to perform when hired by the new college. In this role, she had access, both contemporary and continuing, with those founders.

The college was supportive of this study being undertaken. The study was not financially supported by the college, nor was the researcher compensated for the study. The college was interested in the research itself, and thus agreed to participate in creating a record of its early thinking.

Limitations of the Study

The value of a study of this type is limited to the enhanced understanding of the individual case under study. It may suggest avenues for further research, but is not in itself predictive of activity beyond the individual case studied. As Merriam (1998) commented about case studies,

> A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. Insights gained from case study can directly influence policy, practice, and future research. (p. 19)

While this study was conducted through a combination of interviews and study of artifacts, the same distinctions of particularization apply, and the same particularization of the study limits its application to the context of the institution studied.

The study is defined by its timeframe. It is inclusive of the period up to the point in time when the institution announced the position opening for founding faculty. This limits the study to exploring the intents of the founders and sets the foundation for further research into the hiring events and actualization of faculty role.

The study is limited in scope because the researcher herself is an employee of the institution under study. Her access and perspectives are constrained by this relationship. Though this may narrow the narrative, counterbalance may be found through her insider access and in-depth knowledge of the situation.

Research Questions

The study seeks to establish the themes of reform that were adopted by this new college and how the founders expected those reforms to reside in, change, and influence faculty role. Discovering what faculty role

included and the expectations for how it would be evidenced were the questions. The study reveals the thinking about faculty role held by the participants, the founders of Cascadia. It also reveals where these individual themes joined to become the collective vision for faculty role as expressed in the college's hiring documents. This study investigates the following research questions:

1. What did each interviewed participant envision faculty work to include?

2. What new or differently valued job expectations were there at this site?

3. What skills, attitudes and abilities did the participants think faculty might need to possess or be willing to learn in relation to the job expectations?

4. How did the particular mix of expectations come to be selected and adopted?

5. How did the model of organization by learning outcomes, as opposed to disciplines, evolve?

6. How were the conversations about faculty role reflected in the job descriptions and advertisement?

Organization of the Study

Cascadia Community College both self-identified and was externally selected as a "Learning College" by the League for Innovation in the Community College. Starting a new institution within this reform context brought together both an opportunity and an initiative to rethink what faculty role encompassed, and the relative importance of the elements of faculty role in that new context.

The researcher, herself a participant in the founding of the college, integrated the voices of the key participants with the publications of the new college. This approach provides the reader with a greater understanding of the emergent ideas about the expectations for faculty in the new context.

Having set the background and established a need for further research, Chapter II situates the study within the context of current reform and the particular literature of role change and evolution, and faculty role in particular. Chapter III then addresses the methodology of the study. Chapter IV presents extracts from the interviews in the words of the participants and interprets the themes from the interviews. It also incorporates the faculty position announcement with the themes addressed

by the founders. Chapter V states conclusions, poses a model for the role of faculty, and makes recommendations for further study.

Definition of Terms and Acronyms

This study by necessity uses language uniquely defined by its use within the particular context of this study. While many terms may be familiar to the reader, the meaning in this particular setting may vary from standard usage. For clarification and a better understanding of the terms and acronyms encountered throughout the document, see Appendix A.

CHAPTER II: LITERATURE REVIEW

Orientation to the Chapter

Chapter I presented the reader with an historical overview of the founding of Cascadia Community College, a college which opened its doors to students for the first time in September 2000. The college opened proclaiming itself and being heralded by the academic community as an institution embracing many of the reform initiatives of the new century. The context of this reform and its specific initiatives influence the problem under study: that of capturing the story of how the role of faculty was initially defined in this newly forming institution.

The foundation upon which the study is built is the literature reviewed here. The literature is divided into two categories. The literature found in the first section of this chapter provides a greater understanding of the threads of innovation and change upon which Cascadia Community College itself was formed. The literature referenced not only provides a rationale for college action, but also establishes the context for the many initiatives being simultaneously embraced in this particular model. The texts addressed come both from the arenas of education and business, thus

facilitating examination of both educational reform and noneducational organizations, where roles are rapidly changing to meet new workplace demands. The landscape view thus created will illuminate the problem under study in two ways: first, by creating a communication with the reader about the influences inherent in current reform settings that were instrumental in the formation of this college, and equally important, by providing the reader with a perspective through which to understand the later conversations with the participants and the researcher herself, which provide the content of the study.

The second portion of the chapter reviews the literature associated with faculty role. These resources provide a foundation of understanding about what is known about faculty role in higher education and in community colleges, bring observations from locations which are engaged in some aspects of the reform under study at Cascadia Community College, and include comments from forward-looking authors who speculate on changes they expect in reformed settings.

Review of Contextual Themes

The following topics, introduced in the historical overview in Chapter I, each reside in a body of literature and practice that informed their application at Cascadia Community College. Establishing ties with each facilitates a better understanding of the context of reform that was adopted by Cascadia and the themes referred to by interview participants.

Interdisciplinarity

An experimental area for some institutions of higher education was allowing the development of classes that were interdisciplinary in nature. Sometimes, these courses represented content situated on an emergent edge between two previously separate disciplines where the new knowledge drew from both. Other times, themes were used to bring together separate disciplinary scholarship to the exploration of a complex issue or problem. Tinto (1997) advocated an approach in which

> learning is greatly enhanced when students participate in shared, collaborative learning experiences—when they are active, rather than passive, in the learning process and when their discourse is wide-ranging and interdisciplinary. (p. 53)

He further states, "Universities, it seems, are organized to promote individual, isolated passive learning and forms of discourse that are very much limited to the narrow boundaries of separate disciplines" (p. 53).

Schneider and Shoenberg (1999) stated,

> The degree to which a discipline represents a paradigmatic structure of knowledge that provides, in and of itself, a viable organizational principle for undergraduate learning is called into question by the increasing "interdisciplinarity" of both student interests and faculty behaviors, not only in their teaching but in their research as well. (p. 30)

Davis (1995) concurs: "The disciplines are not likely to be able to contain the knowledge explosion, and disciplinary paradigms will be inadequate for what scholars want to study and teach" (p. 17).

Schneider and Schoenberg (1998) further elaborate that the currently emergent pattern in education

> draws directly on those traditions of excellence the academy has long described as "liberal learning," ways of approaching knowledge that expand imaginative horizons, develop intellectual powers and judgment, and instill in students the capacity and resolve to exercise leadership and responsibility in multiple spheres of life, both societal and vocational. (p. 2)

Cross (1998) embraces learning communities as contexts in which to develop multiple perspectives, groups in which to establish attachment to the educational institution and find value, and places where learners with

different stylistic preferences are able to learn effectively. Copa and Ammentorp (1997) call for the staff organization of the learning organization that "supports becoming very knowledgeable of learners, building strong learning communities, using the community as a learning context, and integrating subject matters" (p. 12).

Barnett (1992) provides a view from the business sector in his analysis of industry demand for industry certifications and the need for transferable skills. Both of these new processes value integrated knowledge as opposed to knowledge separated by discipline (p. 170).

Outcomes

In 1994, Peter Ewell wrote that the assessment movement was already 10 years old. He elaborates on the role that assessment plays in the improvement of institutions by providing information upon which to base further action and improvement. His comments on the continuous nature of assessment are especially apt, as he states, "This requires that assessment increasingly be undertaken by faculty and academic administrators not as something extra but as a kind of second nature, essentially indistinguishable from everyday practice" (p. 87).

Indeed, a primary theme of reform in all of the 21st-century college models is an outcomes/assessment focus (Boggs, 1995-1996; O'Banion, 1997). Once the shift has been made from teaching to learning (Barr, 1994; Boggs, 1995-1996), the achievement of that goal, and the ability to document the achievement to the many audiences who want to know, becomes paramount. The learning college incorporates assessment and outcomes measures across the institution. When the outcome of learning is the primary product produced by the institution, the ability to measure the achievement in both effectiveness and efficiency becomes critical. The performance of the institution is judged by its achievement of the outcomes.

A chronology of assessment as an initiative is provided by Hutchings and Marchese (1990). They point to the successes, evidenced by research, at Alverno College in Milwaukee. They also point to the causal quandary about the contribution to success of assessment in the cases of King's, University of Tennessee at Knoxville, Miami-Dade Community College, and Northeast Missouri State. These colleges, though documenting student success, have implemented multiple programs

simultaneously, which muddies the ability to attribute success to a single factor. They conclude by stating,

> In sum, where assessment is working, it's almost impossible to pull out the causes and effects. Where it works, it works because it's integral, not as a separate function off by itself but as a process woven into daily activity. Seen this way, assessment becomes a powerful, if insufficient, condition for change. (Hutchings & Marchese, 2000, p. 318)

In the student-centered environment, the primary assessment of learning effectiveness rests with the individual student. As an individual, how does the student know when he/she knows something, and how can he/she demonstrate it so that there is both internal and external confidence in the achievement? In this constructivist paradigm, the student has great need for feedback in creating meaning out of the individual experience of learning that he or she is building. The measurement and record of authentic, complex achievement documents the learning, allows continued advancement, and allows outsiders to value the achievement of the individual. Concurrent with producing evidence is the ability to name and describe in detail the process and products of learning. At the end, students can correlate and evaluate their experience and achievement against external standards. The assessments themselves become both part of the learning process, as well as guides for the process.

Cappelli (1992) points to the documentation of outcomes as being the piece of information that employers want because it links academic performance to potential real job performance. In other words, employers want indicators of achievement that have authentic meaning. This thinking is consistent with the skill standards approach often taken by ;industry and provides the link between learning and business.

Elbow (1986) approaches the seeming contradictions of teaching to outcomes when he uses the phrase "keeping the end in sight" (p. 100). He addresses the need to make the outcomes explicit in order to enable learners to achieve them. By doing so, the learner is freed to explore the pathway to the achievement in unique and creative ways, with clarity about the expectations, and with concise feedback about the measurement against the clearly articulated standard.

The body of research and work of Alverno College has contributed to this end. The deep and institution-wide implications of outcomes implementation is chronicled in the recent volume *Learning That Lasts* (Mentkowski, 2000). Assessment of student learning and its extension to community learning continuously guides teaching practice at Alverno. The college terms the simultaneous expression of assessment as bringing

together the elements of standing in (practice), standing beside (reflection) and standing aside (theory). The integration of assessment into their culture and the products it has produced is longstanding, well-documented, and institution wide.

The Learning Organization

An early definition of learning organization was provided by Argyris and Schon (1978) when they explained that such organizations simultaneously and continuously engaged in both single and double-loop learning. By this, they meant that individuals acted to correct errors while at the same time built capacity in the organization to react to future, complex events through the aggregation and extension of the learning. When this occurred, the organization itself became capable of learned, complex, multilayered action.

Senge (1990) offered a different explanation of the learning organization through the definition of five disciplines that define learning organizations: building shared vision, using mental models, creating team learning, striving for personal mastery, and engaging systems thinking. He specifically addressed learning organizations in education when he said,

> Our fundamental challenges in education are no different than in business. They involve fundamental cultural changes, and that will require collective learning. They involve people at multiple levels thinking together about significant and enduring solutions we might create, and then helping those solutions come about. (cited in O'Neil, 1995, p. 21)

Kofman and Senge (1995) emphasize the depth of the change present in the model of a learning organization when they state the building of such a model is a "community of commitment" (p. 16) in which process and content are inseparable (p. 37).

According to Fearon and Blanco (1996), the learning organization is built around "the supremacy of customer value, the necessity of unbounded cross-functionality, the passion for continuous improvement, the centrality of team working in all performance arenas, [and] the treatment of the organization as a total system" (p. 43).

A model in *Creating Tomorrow's Organization* (Birchall & Lyons, 1995), created by Jashapara, explains the learning organization by illustrating it as the communication intersection between focused organizational learning, focused team learning, and focused individual learning (p. 160). This particular model seems to provide a useful interpretation of faculty work, with its new mix of emphasis on individual, team, and organizational goals and demands.

Preskill and Torres (1999) focus on assessing the measurable outcomes of the outputs of the learning organization and see them as accruing to individuals as well as to the organization itself. Their joining together of the learning organization model with the outcomes work engaged by the college for all learners in the organization adds special relevance to the description of the role of evaluators in the learning organization. Preskill and Torres (1999) say that, "In short, the evaluator's role is to model the learning processes of evaluative inquiry and to help people acquire and practice them" (p. 186). This role of evaluation demanded in the learning organization is a reapplication and expansion of the very work that faculty engage in their classrooms in working with outcomes with students. The new role will ask faculty to engage this process and model the activity at the various levels or foci in the organization, as well as in the traditional focus of their classroom.

The Learning College

Lorenzo and LeCroy (1994) defined 10 points of change needed in the community college: thinking holistically, streamlining governance, redefining roles and redesigning work, diversifying funding, providing

more options (to students), assuring relevance, applying technology, cultivating new relationships, changing success criteria, and facilitating continuous learning. They went on to state, "Change can no longer be incremental. We believe that the preceding 10 points, when taken collectively, can provide both a framework and an agenda for fundamental change within the community college" (p. 19).

According to material published by Palomar College (2001), the Learning Paradigm College is

> a place where faculty are the designers of powerful learning environments, where curriculum design is based on an analysis of what a student needs to know rather than on what the teacher knows how to teach, where compartmentalized departments are replaced by cross-disciplinary cooperatives, and where every employee has a role to play in maintaining a learner-centered environment.

This concept was receiving national attention (see Barr, 1994; Boggs, 1995-1996) during the founding of Cascadia Community College.

Flynn (1999) turned Barr and Tagg's paradigm into 13 action suggestions, which as a whole reflect the concurrent changes that were the expectations of the paradigm model. They included:

- reconfiguring faculty interaction with students employing innovative approaches with measurable outcomes,

- legislative and regulatory agency action advocating reconsideration of traditional educational delivery timeframes,
- re-examination and redefinition of full-time faculty teaching load,
- extended learning for faculty about current external events and involvement in futuring,
- incorporation of institutional assessment,
- additional faculty training to empower them to be effective assessors that would include information technology, identification of learning styles, and modular curriculum development,
- anticipation of future job markets,
- quicker turnaround in development of new curriculum,
- additional development of custom courses focusing on private sector training,
- definition of outcomes for graduates along with development of learning experiences for achievement of them,
- integration of all college employees into a single core training program,
- reconfiguring instructional space for learning utilization, and
- development of a strategic plan making the college the community's technological gateway. (p. 11)

O'Banion (1995-1996) used the term Learning College for a college that "places learning first and provides educational experiences for learners, any way, any place, any time" (p. 22). He elaborates on his previous model (O'Banion, 1997) when he described it as a holistic model advocating the simultaneous inclusion of six elements:

- Creates substantive change in individual learners.
- Engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
- Creates and offers as many options for learning as possible.
- Assists learners to form and participate in collaborative learning activities.
- Defines the roles of learning facilitators by the needs of learners.
- Succeeds only when improved and expanded learning can be documented for its learners. (p. 47)

Each of these models of change emphasizes a move toward recentering education on the learner. They focus on what the student gets as a result, as opposed to what is provided by the system. They look at results and outcomes as the driving forces in the system—as end products and authentication of achievement of ends, as the information feedback to refine further action, and as accountability for the system itself. They demand authenticity of learning and assessment in complex and interdependent settings like those the learner will find him/herself in when the class is concluded. They call for the development of both traditional content knowledge as well as accountability for skills that transfer to life and job. They ask for ease of entrance, engagement, exit, and re-entry to the system. They look to improve efficiency in the process and engagement of knowledge about best practices in learning. They demand

the integration of information technology as both process and content knowledge. They ask the community college to be continually ready to respond to the community it serves, and to respond in timeframes, content, and offerings that are learner, as opposed to institutionally, driven.

Technology

Green (1999), Green and Gilbert (1995), and Kozma and Johnston (1991) concur on the benefits of available and academically integrated technology in the classroom. Creating access to, and the ability to construct knowledge from, real and time-sensitive content, enhancing of particular delivery and individual manipulation of content (especially writing, labs, and simulation), and developing multiple tools of expression are all benefits of a technologically enhanced learning environment.

Dolence and Norris (1995) write of the benefits that technology brings to the scholarship of individual faculty, and of the ability of faculty to work on research collectively via technological means. They term this process a technological shift from network skills to network scholarship (p. 25).

Dolence and Norris (1995), Doucette (1994), Gilbert (1999), Oblinger (1998b), and Rowe (1999) additionally point to the use of technology as a tool for faculty development, as an improvement to pedagogy, communication, extension of community and development of content knowledge. Norris (1992) warns that "we must address the questions of equity of access to all information . . ." (p. 3).

Doucette (1994) specifically addresses how technology enables the learning paradigm by placing the learner in charge of his own acquisition of knowledge and the path he takes to arrive at that end (p. 215). Dolence and Norris (1995) concur, relating how "information age" learners will be able to progress at their own pace and become pilots of their learning experiences. This is a key element in enabling a learner to be the center of his or her own learning.

Collaboration and Seamless Community

Few examples of collocated campuses exist. Examples of collaboration are present in limited form where there is specific articulation of programs (Prather & Carlson, 1994) or as joint use of space, limited to programs or centers (California Commission on Innovation [CCI], 1992).

Rio Grande College in Ohio is a unique example of a public-private partnership that joined state funds with an existing private, 4-year college to provide a 2-year institution at reduced cost and with expanded purpose under the management of a private, 4-year college (Rio Grande Community College, 2002).

Further evidence of institutional collaboration had been laid by involving faculty at the University of Washington, Bothell (UWB) in both the hiring teams for Cascadia faculty, as well as in curriculum design groups and committees. Alfred and Carter (1997) point to the importance of collaboration with K-12, 4-year colleges and universities, and corporate learning centers in the ever-competitive environment of educational offerings. Elsner (1997) comments on the critical impact of involvement of the larger community—both in collaboration with K-12 and with all sectors of higher education.

President Victoria Muňoz Richart of Cascadia Community College was quoted in the *Chronicle of Higher Education* (Hebel, 1999, p. A40) as advocating that 2-year colleges pay attention to producing students with measurable skills by placing a greater focus on interactive learning and collaboration with local businesses and other groups to help students

become more marketable. The article also quoted her as saying, "We have to embrace the global community, we have to address political issues that affect the local community, and the role of the faculty will change so that they are more coaches and knowledge navigators" (p. A40).

Focus placed by the mission statement for cultural diversity would raise expectations both for development of this initiative locally and globally. As Story (1996) states, "In brief, the sophistication or maturation of multicultural education is largely dependent on the leadership and cultural environment of the faculty as well as on the vocality of the local communities" (p. 79). As Cascadia was not located in an area with a very diverse demographic makeup, faculty would need to take even greater responsibility for creating global knowledge and cross-cultural competence.

The expansion of curriculum from goals about culture to goals of living in a diverse and global world has been addressed by many, among them Gleazer (1989), Humphreys (1997), Knefelkamp and Schneider (1997), Raby (1996), Schmitz (1992), and Sjoquist (1993). To create the authentic contexts that will allow the integration of globalization into the

curriculum, Oblinger (1998b) points out the critical engagement of technology in realizing this goal (p. 422).

In addition, outlining the benefits that diversity courses and requirements have on both minority and majority students who are involved in them, Humphreys draws conclusions from her 1997 study that have direct implications for faculty:

> The programs most successful in supporting successful recruitment and retention of students from underrepresented groups include early outreach programs, specialized support efforts, mentoring programs and significant faculty involvement.
>
> Progress in educating *all* students to function in a pluralistic society . . . can be especially challenging in environments that are not themselves diverse. Early research results suggest, however, that factors such as significant faculty involvement, curricular change, and environmental efforts as elements of a larger institutional commitment are all crucial to success. (p. 110)

And in direct relationship to outcomes, Humphreys (1997) states,

> One of the most important suggestions in the research is that institutional commitments to diversity and opportunities for all students to be involved in curricular and co-curricular efforts may positively affect student outcomes generally. A perception that there are institutional commitments to diversity as an element of educational excellence and to student learning about diversity is a powerful determinant of student satisfaction and of commitments to racial understanding. (p. 110)

Innovation and Change

Alfred and Carter (1997) state, "We know that there are no static organizations in an environment of rapid-fire change" (p. 42). They envision the high-performance college as one that is capable of creating and learning from incremental change and revolutionary change simultaneously.

J. F. Moore (1996) metaphorically explains the stages an organization goes thorough as the stages of succession in an ecosystem. He titles the first stage "pioneering the ecosystem." During this stage, the employees are "visionaries aflame with zeal and armed with stiff-backed reserve who focus on identifying the seed innovations that will create radically better products and services than those already available" (p. 70). He purports that the critical job of this era is to define and create value for the customer that offers a viable and exciting alternative to existing options. He goes on to state that this is a time of critical learning for an organization as it simultaneously protects its own ideas and learns all it can from others. Success at this stage means integrating the business with the learning and keeping them both going (p. 71). This is the critical time of

change and transformation, and it is crucial to engage individuals who have the creativity, energy, and attitudes needed to succeed.

The demands of a workplace engrossed in change can be challenging to workers since "rapid changes are creating new rules in the workplace. Key employees are expected to quickly adapt to new cultures, altered priorities, different reporting systems, new job descriptions and levels of accountability" (Donaldson & Folb, 2000, p. 6). Personal ability to be adaptable to change is a key component of success in a rapidly changing environment. In fact,

> The life-long learner acquires new skills throughout their working life. The ability to find new, not pre-programmed solutions to problems that suddenly appear distinguishes the improviser. The creative thinker also finds new solutions, but, in addition to that, they have the ability to reflect over what they are doing and to think of alternatives, including abstaining from doing it altogether. (Anell & Wilson, 2000, p. 4)

The concept of adaptability is echoed by Oblinger (1998a) when she categorizes adaptive, adaptable, and transformative as the three essential skills employees of the workforce for the millennium need to possess (see the "Skills for the Flexible Organization" section, para. 2). Kanter (1995) concurs and places the success of the organization on its ability to focus, be fast, and remain constantly flexible.

As stated by Sushil (2001), "individuals who are able to learn and adapt to the changing requirements are able to grow and evolve, whereas those with rigid mindsets are bound by their own mental roadblocks and are not able to contribute effectively" (p. 2).

In reaching for competence in the new skills of the ever-changing organization, and the new skills that will be demanded of faculty in the new college setting, it is important to count on the learning curves of the employees and the time it will take them to function efficiently in response to new demands. Afuah (1998) speaks to "tacitness" (p. 24) in learning. By this, he refers to the parts of work one learns by doing and experiencing, as opposed to acquiring knowledge by reading, or other, more passive means. This is especially important when looking at many of the new roles faculty were asked to embark upon, since much of the learning will not be complete for them until they have the change to experience it, practice it, and make it their own. He further emphasizes the tacitness of idea sharing and how the proximity of individuals enhances the flow of ideas.

And though the remark may be considered flip, Oblinger goes on to emphasize, "In the Information Age we talk about two kinds of

companies—the quick and the dead" (Oblinger, 1998a, "Skills for the Flexible Organization" section, para. 1). It is this reality—that of not only a willingness to change, but also a commitment to continuous change, and continuously implementing it as a quick response—that makes this a dramatic shift for an educational institution.

Changing the Role, Changing the Job

As new expectations are placed on workers and as they mold their effort to respond to different emphases, the work they are engaging in changes. Parker and Wall (1998) look at work redesign as a conscious process engaged in by businesses. They point to the contradictions between sustained change in job redesign and the need for the human resources offices to create fixed job descriptions to delineate worker responsibility and establish criteria for evaluation. Jobs are interrelated. Changing one often creates necessary change in surrounding jobs. They argue for job descriptions with "fuzziness" to accommodate both the interrelated edges and the continuous change (p. 102).

Cascadia intended to significantly change the setting in which faculty would be expected to work. The contexts of change were many:

expectations for a learning organization, development of the ideas of a learning college, creation of an institution-wide outcomes culture, a high-technology workplace, expectations for continuous change and reorganization into interdisciplinary clusters. The role faculty would play in such a setting could not be expected to be the same as at other institutions operating within a different context.

Review of Faculty Role

Historically, faculty in higher education have engaged in three distinct areas of professional activity within the institution. These categories are most often referred to as teaching, service, and scholarship, or research (Boyer, 1990). Boyer's study goes on to refine this definition into the four dimensions of discovery, integration, application and teaching, enlarged upon in *Scholarship Assessed*, his second Carnegie report on the professoriate (cited in Glassick, Huber, & Maeroff, 1997). Braskamp and Ory (1994) enlarge upon this tradition by dividing the service category into practice and professional service, and citizenship. Dilts, Haber, and Bialik (1994) concur with these terms, but treat citizenship and service as a conjoined category. It is within these

categories that faculty effort is traditionally evaluated and compensated, and within these categories that tenure is traditionally decided.

Accreditation standards address these categories across institutional types as they, in turn, look to evaluate an institution. Dilts et al. (1994) justify the inclusion of each of the categories in institutional evaluation by stating,

> There is simply nothing in the literature, however, that has been discovered that suggests that research, teaching and service have any necessary relationship in general. Consequently, each of these academic activities must be evaluated if they are a portion of the institution's mission. (p. 43)

According to Baldwin (1990), an individual faculty member will have a different mix of elements at different times in his career, and institutions will have different expectations of emphasis as they embrace new initiatives and move in different directions and faculty move to serve those institutional goals (Amey, 1999).

Since a prime mission of community colleges has long been the delivery of the first 2 years of the undergraduate curriculum, the same categories of professional activity, those of teaching, research, and service, have been used to describe the activities of faculty in the 2-year setting (Terry, 1997; Vaughan, 1988).

Vaughan (1988) explains the differences between the university and community college as being the composition of the work as opposed to the categories. He sees a heightened emphasis placed on teaching at the community college, with a subordination of the discipline. Nonclassroom time is spent in preparation, advising, office hours with students, and committee assignments, with no significant emphasis placed on research.

In writing about the university, Dilts et al. (1994) state that there is no evidence to link excellence in research to superior performance in the classroom. It is important to keep in mind that the university definition of scholarship/research is discipline specific.

In their 1977 study, Cohen and Brawer found a significantly greater number of respondents from the community college (87%), as compared to university respondents (57%), had published nothing in the previous 2-year period. Though not an exact replication of Cohen and Brawer's original work, Keim (1989) revisited the question of scholarship evidence in publication production by community college faculty a decade after the original study. Her study showed a low percentage of faculty (less than 33% in the most prolific group) produced formal publications of any type. Swank (1996) studied hiring at a single community college in Oregon. His

study echoed Keim's conclusions in his findings that scholarship was not a highly valued hiring criteria for the large community college.

The traditional view of public or community service is offered by Centra (1980). While acknowledging that even at the university level, service is far from a universal expectation, he emphasizes that for some faculty members, it can be a significant portion of duties. He includes in his definitions problem solving for governmental agencies, teaching of continuing, noncredit education offered by the institution, direct service to community groups, and service to the college though development of programs or oversight of major research projects.

These same types of activities occur at the community college, with emphasis often on the development of new programs. Of major consideration in the new model would be the development of new curriculum, the teaching of skills to others within the college on topics as varied as information technology, the learning college, evaluation, assessment, and peer-to-peer work done through the teaching and learning academy. Expectations for real work done with students and the community challenge the boundaries between traditional teaching and community service in service-learning projects and models.

Grubb (1996) addresses the additional mission of the community and technical colleges in the offering of professional/technical education degrees. He presents evidence to support two key premises relevant to this degree. First, he reports that transfer rates are as high from occupational subjects such as business, computing and technical fields such as electronics, as they are from traditional academic associate degree areas, and second, that greater economic benefit derives from the completion of the technical degree than from the 2-year academic degree.

Because of the dual role the technical degree is now playing in both immediate preparation for the workforce, and on the educational ladder, it is ever more important that the degree require outcomes of technical students that reflect a reasonable set of skills for both academic transfer and immediate workforce use. And in order for the courses taken by students to be accepted by the university, the credentials of the faculty teaching technical courses must meet university expectations for preparation, which often translates into a master's degree as opposed to the vocational certification required for nontransfer coursework.

Despite additional expectations of field currency and a close industry relationship, professional/technical faculty cannot be viewed as

being separate from the rest of the faculty in the other aspects of their faculty role. And with the pressures accompanying the rapid adoption of information technology, faculty in that field can add additional expectations of service to the academic community related to the practical application of their discipline knowledge, in addition to the teaching and scholarship demands that apply to all faculty.

Offering the vocational/technical degree and certifications is not the only special mission of the community college. Because of its role as the open door institution, community college faculty have special roles in preparing underprepared learners who desire to enter postsecondary programs and in providing instruction for adults lacking high school credentials and/or English language skills necessary for both economic stability and academic pursuit.

Learning Facilitator

The universal portion of faculty role could be defined as teaching if one were not concerned with the nuance of vocabulary. The very fact that there is any discussion at all about what to call this central area of faculty work is indicative of the wide variety of interactions that are current in

today's classroom. Though Grubb et al. (1999) point to many examples where instructors have engaged in collaboration, they speak to the norm when they state,

> A defining aspect of instructors' lives in community college is their isolation. . . . The isolation of most community college instructors inhibits the interaction with their peers that might provide them with new ideas about teaching, suggestions about teaching problems, and support for their experiments. (p. 49)

Isolation as an interaction obstacle is broken in the Cascadia model by three forces: (a) the focus on outcomes and the collaborative work engaged by faculty that will create community around their achievement, (b) the creation of the interdisciplinary learning communities for student coursework, and (c) the creation of the Learning Outcome Team (LOT) communities for faculty. While community colleges build upon the examples offered by these same practices in other places, there will be a concurrent new expectation of collaborative skills that faculty will need to possess and refine in order to thrive in this new way.

The term "learning facilitator" is used by O'Banion (1997) to describe the new role of faculty in the teaching/learning process. This is very close to how the Curriculum Learning Design Team (CLDT) and Cascadia as a whole viewed teaching at its best. The new definition

implies a shift from reliance on lecture as a prime delivery mechanism for material, and instead derives from a definition of learning dependent upon the student actively engaging in inquiry, discussion, and connection in expanding the concepts and content in a particular course.

This changed definition also includes the support mechanisms for making and sustaining pedagogical reform, much as suggested by Van Ast (1997), as the shift from the "sage on the stage to the guide on the side" (p. 459) becomes the expectation for classroom community. A wide variety of andragogy and pedagogy is engaged to meet individual needs and challenge the group to grow in content, their expertise as learners, and the acquisition of the college-wide outcomes.

Wilson (1999a) acknowledges that when the shift is made from teacher to learning facilitator, changes in role occur not just with students, but with colleagues and individuals beyond the boundaries of the campus. Part of this change is the emphasis on creating and delivering instruction as part of a team. As Davis (1995) states,

> Faculty will need to learn to work in teams, not only to develop programs and curricula, as we do now . . . but to develop and deliver courses. This is not because it is "trendy" to work in teams, or because the business world is doing it. Teams are needed to achieve things that cannot be done by

> individual disciplinary specialists—no matter how good-working alone. (p. 21)

A striking feature of Davis's teams is that they are not only interdisciplinary, but also include professionals from other colleges, other types of educational institutions, and members from industry and across the community beyond the campus (p. 21).

These heightened expectations for all faculty mean that Cascadia faculty would be stretching their own experimentation with new pedagogies and andragogies continuously while integrating their ever-growing application of assessment-based instruction, simultaneous with teaching or working in an interdisciplinary environment. It is easy to see that such an environment, by its very dynamic nature, will demand that faculty themselves become models of learners in continuous growth in seeking both content and learning theory currency.

A New Research Agenda

The importance of assessment and evaluation of outcomes as well as the very complexity of the system present endless opportunities for faculty to engage in action research and experimentation in the classroom, and to share results and successes with peers. It may offer the opportunity Amey

(1999) envisioned when she stated, "current and future efforts need to focus on creating a supportive learning and development culture that encourages faculty participation in what has long been seen as their most critical function: the development of students" (p. 68). If this inquiry were to develop as a natural and integrated part of faculty role, it would certainly encourage a greater level of research undertaken at this institution than what might traditionally be engaged in other community colleges.

Shulman (2000) writes to this need for institutions to make pedagogy critically important. He calls this making it community property—the subject of academic research and the object of peer review. In his view, the openness with which the academy judges and refines thought about discipline contains an opportunity to create the same sense of importance and centrality in teaching.

Though community colleges are known for the centrality of the teaching mission, the results of research by the Carnegie Foundation for the Advancement of Teaching, as reported in *Change* magazine, showed that, on average, university faculty's time commitment to research and scholarship is only 2.3 hours per week more than that of community college faculty. There was a large gap in the evaluation of this research

and the recognition this scholarship received ("A Changing Understanding of Community College Faculty," 1998).

Hutchings and Shulman (1999) specifically address the types and expectations for research of teaching that investigates student learning and its impact on the teaching profession. It is precisely this type of engaged professionalism that marks the high-functioning, fully integrated outcomes-based institution described by Banta (2002).

Community Partner and Participant

Service to the immediate college community is an area that Jacobs (1990) sees as growing. He cites growth of expectations on faculty in their roles in grant preparation and oversight, college governance, and compliance with state regulation and accreditation. Cascadia faculty engaged in the actual creation of much of the structures for faculty in the new college, and created and implemented the tenure process.

Further, faculty are expected to participate in academic advising and beyond-class activities with students. This, too, is service to the campus community and does not exist apart from the learning that students are held accountable for in an outcomes-based system.

The community commitment is also seen as extending beyond the campus. It involves faculty in outreach into the communities surrounding the college, with expectations for direct contact with potential student populations, and for engagement in community service through development of service learning (Robinson, 1999-2000). Interaction with the general community is also engaged, as community members and businesses are involved in the college in assessment, curriculum development, as intern sites, and as partners in learning. The stated multicultural aims and global reach of the campus also present as yet unstated opportunities for even wider involvement.

Another unique aspect of community was the involvement of the University of Washington, Bothell, community in the work of faculty. More than just neighbors and committee members on shared-facilities committees, some level of community building, at least in related disciplines, and in the use of joint resources and space was an expectation for faculty.

Chapter Summary

Complexity in role, a redefinition of and re-understanding of faculty role within the context of a learning college and a learning organization, and the particular emphasis this college has placed on achieving learning in an outcomes model will all effect change in faculty definition in this particular context. The degree to which the participants understood the implications of these influences and the articulation that they were able to give their definition of role, as it was communicated in the position announcement and accompanying materials, is the focus of the interviews and review of documents in the study that follows.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this investigation is to document and study the thoughts of the college founders as they initially defined faculty role in the new college. Further, the study hopes to explore the relationship between the founders' remembrances and its expression in the initial position announcement for founding faculty. This research draws from three primary categories of information. First, it captures the founders' thinking through interviews, which offer a retrospective of events. Second, the documentation provided by the position announcement is interlaced with themes from the interviews. Third, the research and retroactive perspective of the researcher will provide context and guide the process.

The study is designed to present multiple perspectives by extracting themes from the interviews with founders of the college, by extracting themes from the papers of the college, including those written about the college, and through the retroactive perspective of a participant, the researcher in the study. The combination of these perspectives will allow

greater understanding about the decisions reached in this particular time and place.

Chapter I provided the background that led to establishment of the institution and its opportunity to select, from scratch, an entire faculty who could embrace the change agenda of this new college.

Chapter II provided insight into the problem by connecting it to the literature, thus providing a context in which to situate the conversations that will follow. The literature also provided background for expectations of faculty role in this new concept, and the possibilities of role change and innovation that might have value or connection to the issues Cascadia faced in defining a new role for its faculty.

This chapter defines the model the researcher brings to the study of the problem. The voices of the study's participants were collected and combined with contemporaneous documents to better understand the formation of the revised role for faculty as the institution sought candidates who wished to join the new learning college.

Research Design

Qualitative Design

A qualitative model of inquiry was chosen because the characteristics of the questions sought in this study matched those of a qualitative study. Denzin and Lincoln (1994) describe qualitative research as involving

> the studied use and collection of a variety of empirical materials—case study, personal experience, introspective life story, interview observational, historical, interactional and visual texts—that describe routine and problematic moments and meaning in individuals' lives. (p. 2)

Merriam (1998) points to the worldview of the researcher and the questions being asked as guiding the methodology of the study: "Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive hypothesis- or theory-generating (rather than a deductive or testing) mode of inquiry" (p. 4).

Merriam (1998) further states that the key elements in qualitative research are the emic (insider) perspective, the researcher as the primary instrument for data collection, the use of fieldwork, the employment of

inductive research strategy, and the production of a product that is richly descriptive as opposed to statistical in nature (p. 8).

To find meaning in the actions taken by the founders of Cascadia, the interviewer captured their individual thinking regarding the events involved with redefining faculty role. Guiding the questioning was the researcher, who had lived the experience alongside the participants, contributing her own lens in discovering what held focus for the participants and what was significant in the process. The study was dependent upon the remembrances of the individuals involved, captured through postevent interviews, and combined with an interpretation of the key documents that have bearing on the topic and period under study, as interpreted by the researcher. The researcher achieved a fuller understanding of the meaning of these historical events by seeking themes that emerged from the conversations and publications of the time.

Merriam (1998) emphasizes, "The key philosophical assumption . . . upon which all types of qualitative research are based is the view that reality is constructed by individual interacting with their social worlds." Further, she says, "Qualitative researchers are interested in understanding the meaning people have constructed" (p. 6). It is precisely this match that

compelled the researcher to employ the chosen research technique in this study.

The telling of the story at Cascadia Community College fit the structure of qualitative research well. The question under study was open ended and did not search for a single answer (Yin, 1984). It was a study about innovation (Lancy, 1993). It was a study about the only college of its kind recently initiated, so its journey is unique. The intention was discovery, not comparison.

The study of how faculty role was initially defined was bounded by time in that the period under study commenced with the beginning of the hiring of the first executive, then moved through the hiring of the second CEO, her team, and the curriculum designers, and ended with the announcement of the founding faculty positions.

The understandings of faculty role partially unfolded in the stories told by the participants during the interviews. Carter (1993) describes this approach as a useful methodology in reporting events. It does not mean, however, that the picture created will be entirely self-sufficient, as the researcher chose what to ask, as well as what to report, and brought the

perspectives of contemporaneous materials to the understanding of faculty role's definition.

Selection

The founding of Cascadia Community College offered a rare opportunity for studying the evolution of faculty role in a new institution engaging in educational reform referred to as the learning college. Additionally, the particular model of faculty organization proposed at this site was unique. As the only college engaged in this type of reform at the time of the study, it was worthy of study. The purpose is not to generalize, but to investigate what allowed this change to happen at this place, at this time, and report it as interpreted by the participants.

Interviewing as Methodology

The qualitative one-on-one interview was the preferred method by which to collect the remembrances of the individuals (Creswell, 1998; Rubin & Rubin, 1995). However, due to limits on prospective participants' available time, the researcher chose the focused interview, as discussed by Merton, Fiske, and Kendall (1990). This interview style is characterized as

being open ended, yet led by the interviewer's prompts through a set of themes, developed after the interviewer has had an opportunity to analyze the situation under study. Because of the varied roles of the potential participants, this style allowed conversational flexibility and offered insight into a shared set of experiences. Not only were the perspectives of the participants different, the roles they played put them in different meetings, and with differing responsibility for and understanding of the development of faculty role. It was therefore important to approach the information gathering through a vehicle that (a) allowed for participants' variations of experience, (b) focused on the events under study, and (c) facilitated open-ended responses.

The study explored participants' personal meaning and experiences. The interview allowed participants to reveal their thinking about faculty role, as well as their interpretation of actions taken to create faculty role. This form of interview allowed the researcher to explore meaning as presented by the participants, and to ask them to expand upon answers and clarify statements.

Further, the focused interview model was aptly applied to eliciting remembrances, a goal of this study. Stated merits of this particular tool are

the range, specificity, depth, and personal context expected through its use (Merton et al., 1990, p.12), and those aspects of the focused interview model matched the situation under study. Additionally, this model assumed a placement within context, an understanding tied to a system, and the viewing of multiple perspectives to gain greater understanding of the system. With the use of source texts in addition to the interviews, the researcher brought additional detail to this understanding, creating what Eisner (1998) refers to as "methodological pluralism and organizational holism" (p. 2).

A telephone interview using the same questions was used as a second-choice technique with one participant who had moved to Hawaii and was not available locally. As recognized by Creswell (1998), "A telephone interview provides the best source of information when the researcher does not have direct access to individuals" (p. 124). This was the only practical way to interview this participant. The interview was taken using a speaker phone, and the recording and transcript-production aspects were identical to other interviews in the series.

The interview questions were based on the framing questions, or major themes of inquiry (see Appendix B), but were allowed to flow conversationally from those questions. As Rubin and Rubin (1995) state,

> Researchers listen to each answer and determine the next question based on what was said. Interviewers don't work out three or four questions in advance and ask them regardless of the answers to earlier questions. The interview, like an ordinary conversation, is invented anew each time it occurs. (p. 7)

The framing questions kept the interview on target, but neither limited the conversation to the prespecified prompts nor confined the interviewer to exploring only those preconceived topics and notions. The conversations themselves developed uniquely as the interviewees brought their own experiences to the forum, and as the researcher actively engaged participants to describe their individual experiences.

The researcher followed the pattern of Rubin and Rubin (1995), who espouse three themes in the qualitative interview model:

> to find in detail how the conversational partners understand what they have seen, heard, or experienced . . . that what we hear is affected by the ongoing interpersonal relationship with a conversational partner . . . and that "qualitative research is personal, not detached." (p. 41)

To this end, the researcher moved through the prompts in a conversational manner, allowing herself freedom to follow additional leads presented by

the subjects as they responded to initial prompts. This additional probing was designed to elicit levels of response that might not have been initially achieved by the lead questions and narrowed the communication gap encountered by questions that may not have been initially worded effectively for the participants.

The interviews followed a focused format (Merton et al., 1990) and included primary questions followed with probes and follow-up questions (Rubin & Rubin, 1995). And as those authors anticipated, the questions did evolve over the course of the interviews as the interviewer learned more about the events and as the study progressed (p. 145).

Duration, Scheduling and Technology Used

Each interview was initially scheduled to last 45 minutes. This timeframe was judged adequate to establish rapport and elicit responses to the set of prompts, yet acceptable to the busy professionals who were the participants in the process.

Interviewees were initially contacted by phone, E-mail, or in person, and their willingness to participate ascertained. After a brief description of the interview format, including their access to a complete transcript of the

interview and their right to withdraw at any time, a location and time for the interview was scheduled. The interviews were scheduled at various locations in the participants' workplaces—in their offices, nearby conference rooms, or in semipublic locations of their choosing. In each case, the interview was scheduled in a location that afforded a relatively quiet space, lack of interruption, and an acceptable location for use of the recording equipment (Creswell, 1998).

One participant had moved away from the Northwest and was interviewed by phone. He was able to provide comparable conditions of quiet and privacy for the interview.

Prior to commencement of the interview, written consent for the interview (see Appendix C) was provided to each participant. These signed forms were kept on file by the researcher.

Interviews were recorded using a small audiotape recorder with an internal microphone, placed on the table between the interviewer and participant. In the case of the phone interview, the conversation used a speaker phone and the same recording device. A fresh, separate tape was used for each interview, marked with the date and the interviewee's Cascadia title.

Tapes were transcribed by a professional transcription service. Electronic copies of the interviews were provided to the researcher for her use, and the original tapes returned to her immediately after transcription. The tapes were retained in a secure manner by the researcher and destroyed after the conclusion of the study.

Selection of Participants

Participants selected for interview in the study were those involved in the initial conversations about the faculty who were participants at the college prior to the issuance of the founding faculty advertisement. Interviewees included the following founding members of the college: the Presidents (one whose tenure included the planning stage and another who presided during the institution's founding), the Vice President for Student Learning (VPSL), the Vice President for Student Success (VPSS), three members of the Curriculum and Learning Design Team (CLDT1-3), the Professional Technical Education Director (PTD), and a consultant who had worked closely with the college at that time (C). Due to the small size and collaborative nature of the college's design phase, each of these people was in a position to influence the role and organization of the faculty.

Interviews were eventually scheduled with each of these nine individuals. The Permission to Conduct the Study, found in Appendix G, addresses issues of identification of the participants, as well as setting limits on identification of non-selected individuals. The participants were central to the creation of faculty role both in its framework and design and in the individual elements that came together to form the totality of the role.

Documents and Artifacts

Cooperation of the college was sought in gaining access to documents and individuals, and in using the college identity. The Permission to Conduct the Study can be found in Appendix G.

The researcher had free access to most of the documents referred to by the interview participants. She also had access to documents internal to the college that were contemporary to the period studied. Because of her familiarity with the documents prior to entering the interview phase, she chose to include in the interview a document illustrating a model for faculty organization that was widely circulated during the period under study. As she hoped, the document proved to be a useful tool in reminding and focusing the interviewees on the topic of faculty organization, and

prompted discussion of that issue. This document can be found in Appendix D.

Documents, PowerPoint presentations, and publications that were referenced by participants contributed to the understanding of context and to the analysis of themes. References to these contemporaneous pieces is overtly evident in Chapter IV, and covertly in the understanding and analysis of themes by the researcher.

Appendix F contains the full text of the actual position announcement. Themes from this document were identified and coded in the same manner as the interviews and interwoven with the themes from the interviews so that comparisons could be discovered and contextualized.

The importance of using both an interview approach and a textual one was that

> historical documents and records give not a better but simply a different picture from that provided by artifacts and architectures. Texts can be used alongside other forms of evidence so that the particular biases of each can be understood and compared. (Hodder, 1994, p. 394)

In the comparison, it was also informative to contrast the more public expression found in the documents as opposed to the private perspectives of the interviews. It was for this additional perspective and challenge to

the lived experience and remembrances that the researcher brought in the contribution of the contemporary texts.

Researcher as Instrument

The design chosen for this study involved hearing the participants through the interviews conducted by the researcher. As such, the questions asked, her follow-up on the initial prompts, the importance placed on the researcher's perception of key issues, and the very lens through which the research is conducted are tied to the experience and worldview of the researcher. The research methodology was not intended to remove the researcher from her relationship to the question, but rather to facilitate understanding of the researcher's orientation to the question. The objectivity of the study lies in the consistency of her relation to the question. As explained by van Manen (1990), the subjectivity in such a situation

> means that we are strong in our orientation to the object of study in a unique and personal way—while avoiding the danger of becoming arbitrary, self-indulgent, or of getting captivated and carried away by our unreflected preconceptions. (p. 20)

The philosophical basis for the study is a constructivist understanding of perceptions by various observers, so a view which is personal and informed is not a negative bias, but an additional interpretive lens through which to cast the view of other participants and the study itself.

The researcher's view in this study derived from her employment as a member of the Curriculum and Learning Design Team at Cascadia. She came to the team as a faculty member with over 10 years of experience in a technical college setting in the same community as the new college. At the community college level, she previously instructed in horticulture, adult basic education, developmental mathematics, applied physics, and freshman-year experience courses. She had additionally taught high school vocational horticulture for 14 years prior to coming to the community college. She had participated in curriculum design at the course and program levels in horticulture and mathematics, and at the course level in development of a freshman-year experience course.

As a result of her career experience and academic training, she is strongly endorses outcomes-based, integrated and situated learning, and embraces a constructivist perspective on the learning process. Her

educational philosophy centers on the meaning that individuals create for themselves. The acquisition of knowledge occurs through interaction with an environment in which the individual creates new knowledge by exploration, experience and connection to previously held and re-explored knowledge. New knowledge attaches to and expands from old in a pattern of networks, not of strict sequence.

The researcher believes that learning is richest when it can happen in real environments that have naturally occurring complexity and multiple opportunities for exploration and growth. Immersion in real situations creates interest, ease of knowledge transfer, growth in multiple, simultaneous directions, challenge through encountering diversity, multilayered problem solving, and integration of knowledge bases and sensory input. Learning is best expressed in this same authentic complexity, and measurement of learning is most accurate when it can be captured in authentic contexts against a common language of outcomes.

Outcomes do not negate or narrow the uniqueness of a learner's perspective, but assist in creating a language to discuss this process of knowledge acquisition. Using outcomes language becomes a way for the learner to reflect both achievement and progress, while knowing with

clarity that bringing proof to the achievement will be understood and valued by those who originally stated the outcomes. The employment of outcomes creates a language to allow a conversation between an internal, personal process and external observation of acts that represent, but are not the process itself. Much in the way a heartbeat can be seen in an EKG, outcomes language allows learners and teachers to draw pictures of what is going on internally in the learner, while engaging in conversation about that which is observable.

Lived experience in all its complexity does not exist separate from the academic achievement and intellectual growth of college students. The acquisition of knowledge is not separate from the rest of growth and experience. This knowledge is held from both personal experience and professional exposure to students involved in the freshman-year experience courses taught by the researcher. It is informed by her acquaintance with and acceptance of a body of holistic study that views the development of adults across the traditional academic challenges of college and integrates it with the personal lived experiences of their past, their whole development as individuals, and their actions as free agents seeking new growth.

Each of the researcher's points of belief has not only been expressed in the creation of the college, but will also influence the selection of questions.

During the timeframe of this project, the researcher was a member of the Curriculum and Learning Design Team at Cascadia Community College. She was a participant in the discussions about faculty role. Those beliefs guided the questions she chose to ask to explore the larger question of faculty role. Since that time, she has moved into administrative roles at the school and has enjoyed continued access to the founders.

The researcher's presence as a full participant during the period under study, as well as her presence as interviewer during data collection, has influenced her perception of what is of interest to study in this setting; further, it has colored her perception of data interpretations and their import. Her presence as the interviewer and as a college founder influenced the conversations she held with the interview participants. When referring to observation, Merriam (1998) refers to how "participants will regulate their behavior to even subtle forms of feedback from the observer . . ." (p. 103). In this case, participants knew they were being observed in the shared experience and also had a professional relationship

with the interviewer, so there is no doubt that the researcher's presence was influential on interview content.

Because the study is qualitative, this influence is not a threat to objectivity, but rather, a challenge of separation. The influence of the researcher's insider status on both the conversations and her interpretation of them will be a part of the study. In terms used at Alverno College to describe the process of faculty inquiry into their own practice (Mentkowski, 2000, p. 282), the researcher engaged the tools of "standing beside" the problem under study. It is this process that she also used in the interviews. "Standing beside" means being involved in a situation—in this case, the interview—while simultaneously observing, supporting, and studying the situation as it unfolds. Later, she "stood aside" and in her reflection on the interviews brought greater perspectives and external frames of reference to the study of issues captured in the conversations. The point of this stance was not to maintain neutrality, but to simultaneously engage in action research while maintaining a heightened awareness of the conversations under study.

Because of her involvement in the incidents and timeframe covered by the interviews, her presence as the interviewer influenced the

conversations elicited from other participants, all one-time colleagues in the events under study. Additionally, her personal remembrances of the discussions and issues cannot be completely isolated from the hearing and selection of the data presented in the interview process. Because she entered the field through remembrance, as opposed to contemporaneous study of the events, she did not have the advantage of personal contemporaneous notes or ongoing observation as some participant observers do. She did, however, share with other participant observer researchers the deep understanding of context that living amidst the case study brought. Patton (1990) states that "The challenge is to combine participation and observation so as to become capable of understanding the program as an insider while describing the program for outsiders" (p. 207).

Complete separation from the setting while in the dual roles of researcher and participant observer was an impossibility for this observer, given her employment at the college under study. For that reason, the retrospective interview methodology chosen here employs a level of controlled perspective on the observation of the interviews that case study observation would not have allowed.

The researcher's access to the subjects was greatly enhanced by her relationships to the individuals interviewed. Culturally, she was an insider. She had established herself as part of the group and was taking the same risks and meeting the same challenges as the rest of the founders. She was familiar with the language, vocabulary and nuance of relationship in the setting (Rubin & Rubin, 1995). In many ways, her relationship to the setting and participants shared elements of the ethnographic participant observer as described by Atkinson and Hammersley (1994) in that her orientation to the work remains that of an insider, and her participation in the incidents under study is unbounded, except by the access afforded by her job category. Her continued association with the site, in that she did not exit the study when the study period was over, could not help but influence the content of the shared conversations and the interpretation of the data provided and heard in the interviews.

The researcher's contemporaneous and continued employment at the site both allowed additional access and constrained her ability to speak as an independent researcher might have spoken.

An additional constraint on the research was the autobiographical nature of the interviews. Also influencing the reported stories of the

participants was the time between the experiences and the time of collection (a period of almost 2 years). This lent the perspectives a degree of hindsight and reflection.

Understanding that the researcher is still employed by the college at the time of writing and publication also may have influenced the choice of material to present and the context of its presentation. This is not to intimate that the college had any direct influence on the study or monetary relationship with it. The study was not financially underwritten by the college in any way.

The choice of questions that were asked in the interviews are ones that the researcher believed were important to this particular setting and events. Therefore, in both the direction of the conversations being sought and in filtering the meaning of the conversations, the view here provided cannot be far separated from the researcher herself.

Triangulation

Methodological triangulation is defined by Janesick (1994) as "the use of multiple methods to study a single problem." Triangulation in this study was accomplished through the use of multiple participants' views in

the interview phase, the contrast to the text of the faculty position announcement, and the comparison to the emic view of the participant researcher.

It is hoped that inclusion of these multiple perspectives and interpretations will provide a richer understanding of the data. This approach was not intended to provide an absolute reality or validation of the content studied, but rather to clarify meaning by revealing the complexity of the case and to offer complementary views of it through different sources (Denzin & Lincoln, 1994, p. 2; Flick, 1992; Stake, 1994, p. 241).

Handling the Data

The intent of the study was to reveal both the themes held in common by the participants and to capture unique and personally held insights about the definition of faculty role. To reach that goal, the researcher began with categories stated in the context of the interview prompts and drawn from the literature, and then added categories and themes developed by the participants and the documents.

The interviews of the participants were individually read and coded to identify the interview themes and categorize them. This study employed the coding model presented by Rubin and Rubin (1995) and refined it via rereading. Comments of a similar nature were aggregated together under a theme. A theme included comments relative to it that had differing value for the theme, but were still relevant to the concept. Unique and divergent themes were collected as well as themes that were common to many interviews.

Initial coding modified by additional coding after reading a greater body of the work elicited missed themes or allowed refinement of categories as the work of analysis progressed (Rubin & Rubin, 1995, p. 247). The job announcement was examined in the same manner, searching for correlation with a participant's perceptions, as well as for divergent statements.

The themes of change were analyzed in chart form and converted to brief textual statements once relationships had been discovered. Identity with the original speakers were retained throughout to enable the researcher to look for positional role perception, as well as aggregation of particular sentiments to particular groups or individuals. The retention of

identity was often critical to understanding innovation in role, as the interviewee's perspective in part derived from their positional relationship to faculty. Linkages across categories were also explored.

Chapter IV of this study presents the evidence from the interviews' reflections on the job announcement, and from the personal perspective of the researcher. Chapter V then draws conclusions and suggests questions for further investigation.

CHAPTER IV: EVIDENCE AND ANALYSIS

Overview

In this chapter, the participants themselves provide the words that describe the future for the role of faculty in this new college. Each section presents one of the major themes revealed in the interviews and documents. Each interview was analyzed for themes, then the themes from each interview were combined with like themes from the others. Themes that emerged from the analysis were Interdisciplinarity, Outcomes and Assessment, Organization and Structure, Innovation, Technology, Collocation, Global/Multicultural Perspectives, Complexity, and Anticipated Traits. These themes were triangulated with the themes in the literature reviewed, the corresponding text from the position announcement, and the emic view of the participant researcher.

For ease of reading, comments from the participants have been edited, single-spaced, and identified by abbreviations associated with each participant's job title. The planning President is identified as P1, the Founding President as P2, the Vice President for Student Learning is VPSL, the Vice President for Student Success is VPSS, the Consultant is

C, the Professional Technical Education Director is PTD, and the Curriculum and Learning Design Team members are CLDT1 through CLDT3. Documents are noted conventionally, and research analysis is in paragraph format. Please note that the Consultant was a Cascadia founder and is distinct from the researcher who conducted this study.

The planning President's term did not overlap, nor was it contemporaneous, with the participation of other founders interviewed. His experience predated the other members referred to as founders, and none of the staff or faculty from his administration continued into the "founding" period of the campus as participants interactive in the timeframe represented by the other voices in this document.

Also note that the Consultant, though contemporaneous to the group of founders, did not work daily from the campus, and thus did not participate in the processes in the same way or with similar roles to the other founders. For this reason, her comments are included where appropriate to the emerged themes, but these comments come from a perspective quite dissimilar to the other correspondents.

Documents pertaining to the first faculty position and role were found to be very scarce. Two job announcements exist from this period.

The preliminary job announcement was locally distributed before the official announcement was nationally published. It did not vary in content, but was simply a truncated version of the longer, complete announcement that is quoted in this chapter. A printed version of a PowerPoint presentation provided the 1999 mission statement and captured a snapshot of evolving ideas about the college (Richart, 1998).

Another in-house document, the *Environmental Forecast and College Profile, 1999-2000* (Kerr & Kechter, 2000), was created to assist construction of the 2000 strategic plan. It referenced Senge (1990) and Senge, Kleiner, Roberts, Ross, and Smith (1994) on the learning organization, and Barr and Tagg (1995) on learning-centered colleges. This document foreshadowed these as themes within faculty role, but did not address role directly. It did make early suggestions around governance teams at the institutional level. Official meeting notes or minutes were not kept for the conversations mentioned here by the researcher. During this early phase of the development of the college, participants made private notes for action, and group consensus was reflected in the documents and actions produced, not in meeting notes.

The emic perspective is provided by the researcher's voice at the end of each section. She was a member of the CLDT, contemporaneous to CLDT 1-3 and the founding period defined above. During that time, she reported to the VPSL. The founding period predated the formation of a committee structure at the college, and the researcher was involved in most conversations, other than executive conversations, that were held about faculty role. Much of what college founders discussed and decided at this early stage occurred in meetings involving the entire staff. The small scale of the operation, coupled with the need for diverse opinions and broad expertise, made this format effective. The researcher's primary work group was with the Student Learning group, composed of the VPSL, the CLDT, and often, the VD. Secondarily, along with the CLDT, she was involved with Student Success to create the assessments for collegiate course placement, to discuss the assessment of college-wide outcomes, to promote the college, and to provide orientation to prospective students prior to opening.

In each of the next themes, multiple voices are evident, but they are presented from three distinct perspectives. First, the interviewees' voices are heard as they present their ideas about the theme, and that theme is then

explored. Second, the position announcement is quoted to allow comparison between the college conversation and the printed public face of the theme. Lastly, in each section, the researcher herself will provide her contextualized view on the theme and on the other perspectives.

Interdisciplinarity

A clear and well-articulated idea about interdisciplinarity was shared by the contemporaneous founding members of the college. Interdisciplinarity was embedded into faculty role in multiple ways: (a) through the actual organization of faculty, (b) through the arrangements for assignment of faculty offices, and (c) in the planning of learning communities as part of the teaching expectation.

> It was a fundamental belief of mine, and the Board, and subsequently of the vice presidents that were hired, to create an interdisciplinary organizational structure to enable the faculty to have a broader perspective on the institution as a whole and on other disciplines. The concept was we wanted to organize the faculty in interdisciplinary groups. (P2)

> The understanding that we wouldn't have academic disciplines also would affect their job. So a chemist might be next to an artist, as opposed to having an artist be part of the fine arts department. (CLDT3)

> As instructors, our subject area would take on new richness by having this interaction with other subject area faculty members. (CLDT1)

> Faculty would be willing to work with other faculty; to team teach around themes as opposed to teaching around subjects; and be willing to mold and adjust their instruction in their subject in order to teach to the theme, and in order to expose the other discipline in new and different ways. (CLDT2)

> I guess in the deepest sense of a liberal education, I believe that people need to understand how disciplines interface; how subjects interface; as well as how they bring a unique and deep perspective on the world. (CLDT2)

> So the intent of an interdisciplinary organizational structure was to create something that would enable the faculty to begin to collaborate with one another, and form learning communities, and begin offering courses that joined different disciplines. . . . (P2)

> I think that the structure facilitated the learning community. That had been articulated early on as one of the key components of the college. And to look at the organizational structure to some degree tried to look at those that might be complementary to each other, where those learning communities would develop. (VPSL)

> We would seek people who would be really interested in crossing the lines. Who would truly be interested in being interdisciplinary. (C)

The previous voices share the expectation for interdisciplinary teaching as well as interdisciplinary organization and interdisciplinary physical proximity. Interdisciplinarity meant working from theme-based

material or topics as opposed to traditional approaches centered around disciplinary knowledge. Faculty were expected to develop their own knowledge beyond their discipline's boundaries and to engage in learning as part of the process. And through interdisciplinary work and organization, they were also expected to exhibit an increased attention to the new knowledge that is constructed by working from multiple perspectives.

An additional insight about interdisciplinarity becomes evident as the Professional Technical Education Director addresses hopes for lessening the often encountered split between vocational and academic faculty at many community college campuses:

> We needed to find faculty who would be crossovers, who would be able to deal with curriculum that was interdisciplinary between professional-technical and academic. Because they'd be teaching in a learning community that would have transfer courses, we wanted faculty who would be able to fit with the other faculty. We didn't want to have the separation—a sort of two camps—that often occurs in community colleges between professional-technical and transfer faculty. (PTD)

Richart (1998) hinted at interdisciplinarity in declaring, "Departmentalization and fragmentation has been avoided."

The position announcement stated,

> Faculty will contribute to an intensive and collaborative interdisciplinary process to finalize and implement Cascadia's curriculum and course of study. S/he will contribute content expertise in one or more subject areas to support the achievement of identified learning outcomes through Cascadia's Learning Model. Faculty with experience and/or interest in an outcomes-based interdisciplinary curriculum. . . . Cascadia's curriculum is grounded in a holistic view of teaching, learning, and doing. . . . Commitment to interdisciplinary learning . . . [and have] a second field of expertise or experience. (see "Founding Faculty Positions" in Appendix F)

The lone interviewee who did not place great emphasis on the interdisciplinary nature of faculty role was the first President. From his comments, it was clear that the interdisciplinary initiative for the curriculum and for faculty came after his tenure.

> I think the way that [my successor] took the curriculum was different than I was going. An integrated curriculum was more compatible with what UW Bothell was doing. I think my successor added that. (P1)

A number of related discussions prior to posting of the faculty announcement can be attributed to having directly strengthened the importance of interdisciplinarity from the CLDT perspective. The CLDT had been involved in many discussions with disciplinary groups of faculty from across the state in the development of the curriculum itself. One of

the questions that was asked in those meetings was focused on the contribution of the particular discipline to the general knowledge of the student. Those discussions had been debated within the CLDT group and placed focus on disciplinary difference—in evidence, in presentation, in argument, in perspectives. The group was aware of and interested in bringing these conversations to the fore in the new college in ways that a disciplinary organization does not do.

A number of influences in addition to the founder's individual beliefs about integrated education were present. A likely influence on the conversation was the presence of the University of Washington, Bothell, whose curriculum was interdisciplinary, though not to the extent that Cascadia was proposing. Since the new college would be collocated with this higher education body, a continuity of program was seen as a plus for students moving through the two institutions. Also, there was influence from the Washington Center for Improving the Quality of Undergraduate Education at Evergreen State College, and from the model of education offered at that college. One of the curriculum design team members was a graduate of that institution, and others on the team had participated in various activities of the center.

In the hiring for their own positions, the members of the CLDT, including the researcher, had addressed their collective stance toward interdisciplinarity, and since that time their commitment to an interdisciplinary college had been extended through their own lived experience of being an interdisciplinary team in their positions as the CLDT. Each team member brought to this job a variety of interdisciplinary team experiences, but all shared the recent experience of the team itself, which had combined them across disciplines to create the curriculum. This firsthand experience in interdisciplinary collaboration had not always been easy for the CLDT members, but the realization of the product quality produced in such an arrangement and the way in which it brought new information to the discussion was evident to all, and because of the success of their own efforts, they could believe that other faculty could also find success in interdisciplinary collaboration.

Collectively, the statements show a consensus in a willingness to make a commitment to organizing faculty differently than at other institutions. Traditional disciplines would not be used as the primary organizing structure, and expectations were high for collaborative teaching that would span disciplines in creating learning around themed curricula.

The new college would seek faculty with a willingness to teach in community as opposed to solo in the classroom. Founders expected faculty to be qualified in multiple disciplines and skilled in understanding multiple disciplinary perspectives. Ideas of holism in the curriculum and a connection to a philosophical stance around liberal learning were present in the statements.

It may be easier to share the founders' vision for success in the collaborative interdisciplinary model when combining it with the outcomes model revealed in the next theme. Taken together, the outcomes model provides a language of commonality across disciplines that allows faculty to teach together and reach common goals that reside beyond disciplinary-specific knowledge.

Outcomes and Assessment

Another foundational theme embedded in the role of faculty was the centrality of outcomes to the practice of teaching. The founders of Cascadia had little trouble agreeing on what outcomes were or how outcomes and assessment were tied to one another in a college that was defining itself as outcomes based. A consistency of interpretation ran

through the conversations, revealing that the respondents share this understanding of what it means to be outcomes based.

> General learning outcomes [were] what we wanted all students at Cascadia to be able to do when they graduated. (CLDT1)

> The whole concept of leaving behind the old mental models, and jumping into something new; as well as focusing the faculty's time and thrust on outcomes—in other words, what students learn as opposed to how it's being taught, or the teaching itself—I think attracted a lot of the faculty who were already wanting to do that, and probably were in environments or colleges that were not quite ready to go there yet. (P2)

> And so, for me, outcomes, student learning outcomes, helped change the frame from "What is it that teachers want to teach?" to "What is it that students should be learning?" And I think that's a profound difference. (CLDT2)

> It was a dream come true, in my mind, to have an interdisciplinary group of faculty sitting around the table trying to figure out, "Well, how are we going to teach communication in all these various contexts?," substitute "life-long learning"; substitute whatever one of the outcomes you want, but "How are we going to do it?" and "How can we know that we've done it?" I mean that can be a very rich conversation—one that you'd die to have on campuses, you know. (VPSS)

> And that to really look at learning actively, and communicating with clarity, and interacting in diverse environments, and so on, really is an important part of what they're about. And it's not easy to tell who's going to fit in that mold, you know; who's really going to be open to that. So, that would be part of the people. (C)

As the shift between addressing outcomes moved to creating the means for documenting the learning, the founders again found common ground in a complex understanding of what assessment brought:

> Certainly there's an adjustment for faculty coming into that environment, so that takes a certain amount of energy right there. Having sort of a dual personality, where you're looking at . . . one of the learning outcomes, or one of the components of the college assessment, or diversity, or what-not, while still trying to hang on to a discipline, and at the same time trying to teach, in the same time trying to look at curriculum. Those were major, major pieces that had to somehow flow together. (VPSL)

There was recognition that the assessment of outcomes was multitiered:

> Assessment of the intended outcomes that were manifested in COGs and identified as the college learning outcomes, the program outcomes, and the discipline outcomes. These were the outcomes that had been identified in the curriculum. And so, looking at assessment at all three of those levels, and having it be comprehensive, and having it be authentic were very important. (VPSL)

And as the conversations turned to how to capture the outcomes that had been identified, it was clear to those most closely associated with student learning that the assessment work of the founding faculty would be work for which off-the-shelf solutions were not available:

> I think some of the interesting conversations that we had in turning to assessment, to some degree was a harder

> conversation to have than doing the learning outcomes. Then the deeper question came as to, "Well, how do we know that students have achieved that?" And I think that . . . we were really starting to get into that and to say, "What can we do to assist faculty in adopting assessment strategies that are authentic and are meaningful in measuring the learning outcomes that had been fairly clearly identified in the curriculum development piece?" (VPSL)

> What's a 2-year college supposed to do by the end of those 2 years versus what's a 4-year college supposed to do by the end of 4 years? So, even when looking at models of a 4-year university, there didn't seem to be a lot of models out there of what their endpoint was supposed to be when you were getting a B.A. or a B.S., so how were you going to be part way to that goal? (CLDT1)

> The thing that we all said that we wish we had more time to do was spend developing an assessment system, or a set of tools, or whatever . . . in retrospect, that was probably the most important thing. . . . We had the goals, but we didn't have the road map on how to get to the goals; and I think that's what having a set of assessment tools would have been. We needed a few people that were experienced in assessment so that they could take leadership in that. (CLDT1)

Faculty were not envisioned as the sole owners of assessment. Three participants specifically addressed the idea that nonfaculty members of the community would be expected to participate and accepted as participants in assessment of student work and in making assessment integral to their own work:

> I think starting with the outcomes at the various different levels, and having those outcomes reflect the principles of the

> institution—maintaining that integrity—that's the sustaining beacon, if you will, that helps to probe into these other areas, and to allow those to come forward and be incorporated more broadly. It would, inevitably, expand the role of faculty because it was necessary to expand the role of faculty to get these outcomes. It even goes beyond looking at the role of faculty. Who's to say that a Student Services person isn't in a better position to assess or to provide instruction—a co-curricular instruction—and to assess a particular outcome than faculty members? And, again, we're all contributing as a whole, not necessarily hanging on to individual differences. (VPSL)

> The whole campus would be committed to the implementation of these outcomes—not just the faculty. . . . I'm talking about the dynamic going the other way. . . . I'm talking about things that maybe the rest of the campus doesn't normally think so much about—namely, outcomes, implementation and assessment of outcomes—that the people who don't traditionally think so much about those things, or that it's not so much part of their job description, would indeed see it as part of their job description. (VPSS)

A shared and complex understanding of assessment was found among the contemporaneous founders. The definition included triangulation, diverse assessment measures, and inclusion of measurement to external standards.

> I think it's interesting to bring in external evaluators to look at a skill that's been taught across the curriculum for a year or two and help them learn how to assess that outcome. They can bring a new perspective, a really fresh and realistic perspective. (CLDT2)

> I also had no problem saying one person is responsible for creating the curriculum and creating the instruction, and have it being evaluated through a perspective of someone else. Because this, again, provides triangulation, and I think that helps to strengthen the connection between the two as opposed to having them being more of a closed loop. (VPSL)

> Assessment needs to be extremely diverse in order to be able to get the best from everybody; in order to get what they truly know and can do. There needs to be multiple means of deciding that people have mastered skills and abilities. And that's part of teaching for diversity, too. (CLDT2)

> They're beginning to get the idea about assessing skill standards. (PTD)

Despite the perceived legitimacy by the founders in the proposed model that includes nonfaculty engaging in assessment, there was conversation about this role change and concern that acceptance might not be universal.

> Student services certainly can have as legitimate a role in assessing student achievement or assessing institutional effectiveness as the academic side. (VPSL)

> "This is my bailiwick. I'm a faculty member. Teaching is what I do. You don't touch it, because you're not faculty." I think there's some of that as a barrier. (VPSS)

Richart's (1998) statement in the vision for that year included the phrase "improved educational results." And the mission in that same year

included "learner centered . . . learning and teaching institution which emphasizes student achievement and educational excellence. . . ."

The position announcement stated:

> [The curriculum] is outcomes-based and guided by four overarching Learning Outcomes: 1) Learn Actively; 2) Think Critically, Creatively and Reflectively; 3) Communicate with Clarity and Originality; and 4) Interact in Diverse and Complex Environments. Faculty members are expected to foster student achievement of discipline-specific learning outcomes as well as college-wide and transfer degree learning outcomes. Assessment is key to the design of the curriculum and the success of students. Consequently, a heavy emphasis is placed on continuous authentic assessment of student learning, instructional programs and practices, and institutional effectiveness. Faculty will play a key role in assessing outcomes in all of these areas. Assess student learning and instructional/institutional practices; identify course and program learning outcomes; identify and implement assessment measures to achieve course, program, and college learning outcomes; design develop and assess curriculum, (see "Founding Faculty Positions" in Appendix F)

The CLDT had been actively creating the college-wide learning outcomes and embedding them in the curriculum writing efforts for the year prior to the creation of the faculty announcement. The outcomes statements had undergone 13 revisions and were hotly debated among the CLDT, the PTD and the VPSL during their creation. The entire campus had been involved in numerous discussions about the outcomes, and there

was general consensus that their use would be a driving force for campus focus. The College Learning Outcomes (Appendix F) were presented to the Board of Trustees of the college as part of the regular monthly curriculum updates during 1999.

The trepidation expressed about assessment accurately reflected two distinct issues. First, the campus was moving ahead rapidly toward opening and had not yet created a structure for assessment of the outcomes. And second, the shared experiences of two of the CLDT members, one of whom was the researcher, indicated that it would be critical to involve the founding faculty in the creation of the assessments. Based on this past experience, doubt existed that all or even most of the faculty would come with a deep understanding of outcomes work. Further, we believed that working from an outcomes model involved a philosophical commitment, a set of understandings, time to integrate the assessments into the classroom, and time to hold the cross-discipline conversations about student work that would create both a common understanding of meaning and the tools to assess work across the campus. We struggled to understand how there was going to be the time to accomplish those purposes, both initially and on an ongoing basis as part of the expectation of teaching.

Conversations among the members of the CLDT also focused on wondering how we could assure that within the pool of applicants at least some individuals would be experts in the area of outcomes/assessment so that the faculty would have peer leadership in this area. With so many discipline areas, and so many other attributes, we knew that this expertise would be a critical element, yet one whose lack would not eliminate a candidate from consideration. That particular degree of uncertainty was a concern, because without peer expertise and leadership, it was difficult to imagine how this fundamental change could be enabled.

Since the college founders had declared a commitment to an outcomes-based curriculum, it was consistent, though novel, to see its residency in influencing the structure of the organization itself.

Organization and Structure

The unique primary organization of faculty in interdisciplinary teams, known as Learning Outcomes Teams, was an untried experiment. Since the structure reinforces the interdisciplinarity of the curriculum, and also reflects the orientation to the outcomes, these three themes remain tightly interrelated. The comments that follow were initiated with the

interviewees by reference to the diagram shown in Appendix F. This diagram refers to the interdisciplinary makeup of the faculty groupings.

> Traditionally, faculty are all lumped together by subject area. And you have very little opportunity to meet with people outside your subject area. I thought [this model] was really strong, because you naturally congregate with your subject area colleagues. And so, why not create a structure where you would naturally congregate with your nonsubject area? So, you have both, you have both levels of organization: a formal organization with your nonsubject area colleagues; and then the informal organization, which forms anyway, with your subject area colleagues. (CLDT1)

> In looking at faculty organization, the intent was not to inhibit faculty from talking with their peers within the discipline but that we would organize faculty in clusters where they would be from different disciplines, where they could consider various aspects of learning. And the intention was that for the first couple of years the college was up and running, each one of those clusters of mixed-discipline faculty would then focus on particular outcomes for the college. I think that was, to some degree it was symbolism, to sort of do that, but I think it was also a way to manifest that we're asking people to think about things both narrowly and broadly; and the seriousness of looking at it broadly was represented in this model. (VPSL)

> The concept was an interdisciplinary group of faculty, but then was expanded to include an interdisciplinary group of employees. So it was not just faculty, and it wasn't just full-time faculty. It was full- and part-time faculty; it was people from the business office, people from the President's office, people from Student Success who would gather to figure out how to implement and assess outcomes across the whole enterprise—not just within the classroom, but also within the other services. That breaks down traditional barriers. And

> so, it sets up a culture, or an atmosphere, in which collaboration across traditional boundaries is natural. (VPSS)

> This allows us to organize around student learning. And it, I hope, asks faculty to look at the role of other members of that academic community in the promotion of student learning. Students learn from every interaction, every artifact, every publication, everything. I would hope it would have faculty think of themselves as not the sole purveyors of the wisdom of liberal education, [but rather] that they share that responsibility with all members of that community. (CLDT2)

In a view of organization in a broader sense, to be built upon models or derive from business models, one founder looked to purposeful inclusion of elements in the organization of the new college:

> I had read a lot about the learning organization, and the seven habits, and also about the learning college. And, in fact, I had, I think, included in here, bits and pieces of the Barr and Tagg article. And so, I found myself trying to train the Board, and whoever, so that we could move toward this kind of organization that would be the learning organization and the learning college. (C)

The position announcement addressed the organization and structure changes envisioned by the college both in the totality of the position offering as well as the specifics:

> Cascadia is organized around principles that allow for access to information, collaboration, and communication. Faculty will be organized into five interdisciplinary groups formed around the four College-wide learning outcomes (Learn, Think, Communicate and Interact) and Assessment. A primary function of each group will be to research,

> synthesize, recommend, and implement assessment measures and practices that will provide focus and advice for the rest of the college. This structure promotes a constant emphasis on learning outcomes, student success, cooperation, cross-disciplinary connections and fluidity and flexibility in resource sharing and decision-making. (see "Founding Faculty Positions" in Appendix F)

The intentionality of this shift from discipline to outcomes was openly discussed at CLDT meetings. It was hoped that there would be evidence in the founding faculty of knowledge about and a concentration of energy toward learning, its assessment, and its centrality to classroom practice. It forced focus on what mattered, the accomplishment of students, and it expressed interest in doing so in authentic environments. At the same time, this was understood as an open conversation, one which would be continuous in challenging the faculty and the others on campus who would share the interest in student learning, to continue to engage in ongoing conversation about what enabled learning to occur, and what was its evidence. It was understood that this structure would promote those conversations.

It was also discussed that this would not be the only structure present. The Vocational Director had presented a matrix model that showed both horizontal and vertical organization—one direction by

outcomes, the other by disciplines. It was always assumed that the disciplines still needed to be present for content functionality, and for those conversations of discipline-based interest that would be natural and critical to content, disciplinary scholarship, and discipline-related research. This model, one familiar to the group from matrix organization in business contexts, was the assumption of how the organization would look. It was just that the primary organizer would be the outcomes, the discipline secondary.

In summary, primary faculty organization would be around the learning outcomes, with an informal secondary organization around disciplines. By definition, this interwove the themes of outcomes and interdisciplinarity. Nonfaculty would also be involved in the organization around the outcomes, and they would be participants in the conversations about assessment of student learning. Making this change was an intentional attempt to change the disciplinary-based paradigm, and it would be repeated in the physical organization of faculty offices, including those of associate faculty. It was the widely held belief of the founders that this degree of interdisciplinary organization around outcomes was novel. It was not the only innovation that would change faculty role.

Innovation

The additional areas addressed here stretch the innovation further yet, and among the quotations, individual ideas are evident. In the major shift from a teaching to learning emphasis, founders commented on those aspects of change that were more than just a shift in emphasis, but representative of innovation in educational reform:

> We were focusing on being a learner-centered institution. And I, I've sometime had people correct me, "Don't you mean learning?" I said, "No, I really did mean learner-centered institution." I don't think we fail because of our failure to provide learners with information; we fail because we fail to focus on the learner and what their needs and directions are, and, and we fail to monitor and adequately track and reinforce them at critical points in their educational program. And that's why community colleges, in my judgment, have relatively high dropout rates. We don't give as much attention to our students, in many cases, as, as my insurance agent gives me. Having said that, that's not to say that the community colleges aren't the best in doing the things we do. In fact, we do much better than any other educational institution I know of; but we could do much better. So we built a learning model that was focused on the learner and tracked, really, learners from the time they made an initial contact—even before that—to the time they, they left the institution, and after. That model . . . required a certain kind of faculty as well. And it required a faculty, obviously, that had a commitment to a learner-centered, not a faculty-centered, model. (P1)

> Everything. Everything. There was nothing that we did that was traditional, other than the fact that they were teaching their discipline. But they were teaching it differently. They

knew that they were expected to teach it in different ways. I mean everything—from how to do tenure, to how to organize them. We were asking these individuals to, on faith value, accept the work of all of us who had been there, including the Curriculum Learning Design Team. We had put all the structures in place. We hired them in July; we were opening the school in September. There was no time to change things. It was, "You come; you adopt; you stay in; and then we'll assess." (P2)

I think where I expected to see the difference was in the expectations that they had for their course and how they conducted their course. What I would see would simply be a shift in perspective of what the faculty were trying to achieve; that they were really looking at learning. They were thinking about themselves more as educators and less as discipline experts. I think that there's a greater understanding of helping the student to succeed holistically. And I think a sense more of responsibility, on the part of all of the faculty, to have a role in that. To recognize that the effort here is to help the students achieve all three levels of outcomes, and to do it in a systematic way; and to take ownership that when the student completes their courses, to have made a significant contribution to the student actually having achieved the outcomes; and having relevance to their role and to what their role within the college and what the institution stands for and represents. I would see the shift from narrow to broad in their activities and assignments. And that's a major shift. The faculty are not trained for that. They're not recruited for that. Basically faculty are rewarded and hired based upon their ability to succeed in a discipline. They're not trained, and they're not expected to be able to look more broadly at education of the individual. And I think this was a way of being able to provide that bridge, so that individuals could still bring their expertise, and provide them with a learning opportunity and an expanded opportunity to take on what I considered all along to be a much more important role than just simply the conveyor of discipline. They really were

becoming designers of learning activities, facilitators of learning, assessment of learning, and documentation of learning that students then could take with them on a tangible, sustainable basis. (VPSL)

Learning rather than teaching? Well, students' voices heard a lot more than teachers' voices: collaboration among students in the classroom. Not so much judgment from instructors about right and wrong answers, but more creating a frame for exploration, and struggling through ideas and misunderstanding. If they are creating the meaning in the classroom, not having meaning told to them, then baby steps need to be allowed, mistakes need to be made. I think also we need to have realistic standards about what students look like as they are moving from novice, taking little steps towards expert. What do we expect? And that scares people—to have evidence that their students are grappling and are struggling. People don't like that, for some reason. It looks too messy. But that's how learning is. (CLDT2)

I think knowing that the organization was learning-based as opposed to teaching-based, so that students would play a bigger role, would influence their [faculty's] day-to-day work. (CLDT3)

So we were looking for people who, who had a great respect for learning and the power of learning in all individuals, including themselves. And for people who were willing to continue to learn, who knew that learning is active and ongoing and it's lifelong. I knew that shifting the way faculty teach—which is what I was interested in—from your typical lecture mode to a more interactive and participatory learning style, where the students become partners with the faculty, where the students are engaged in their own learning, when we use a lot of the new technologies to access information, etc.—I knew that something like that could only happen in a community college, at first. So, there was great attraction to come to a college that had been designed on the pedagogical

> principles of a learning college, which, the researchers at the League for Innovation had published and promoted quite a bit, as well as others. (P2)

The planning president had unique ideas that were not enacted by the later team of developers, but they were innovative and model breaking in their own right. While these particular ideas did not get incorporated into the eventual framework adopted by the later administration, their influence in bringing new models into the conversation may have been both influential and pivotal in allowing reform to be considered.

> The faculty model that we were building . . . was highly differentiated; the tasks were differentiated. One of the fundamental problems that we have in this profession, as far as I'm concerned, is that we remain a cottage industry. And that means we each go into our classrooms and we engage 20, or 25, 30 students, maybe, and we replicate everything that we do. We do this over and over again. So if you want to give faculty salaries that are commensurate with the responsibilities they carry, you need to lever their talents. And the only way you can do that is to serve larger groups of people. By using the faculty member as the master, so to speak, and paying them a decent salary. We were thinking at that time, in those days, $70,000 and paying associates or mentors lesser amounts of money to work with students, so that you got a combination of the individual attention and the faculty curriculum development, faculty oversight of the process, and quality assurance, and other issues that only fully qualified faculty are really qualified to deal with. We had built that out and had tested it. The other part of that model was that we believed that you could, on a statewide basis, develop curriculum using the Internet. I put together a white paper for the state board that proposed a statewide curriculum

> development model that would have the faculty of the state funded with state funds to develop curriculum that could then be used by any faculty in the state and it would be universally available. Using this approach, we could create a model that would provide individual attention to students, provide lead faculty with salaries that were substantially higher than faculty typically make. We looked at the FTE funding. We felt we could accomplish it: as long as we differentiated the staffing. We did some numbers to see if it would fit. "Can we do that within our existing funding structure?" And the answer, the place where we needed wide-scale cooperation and separate funding, was in the curriculum development phase for the Internet curriculum, because it wasn't something that any one institution could tackle. It had to have at least a consortium. And, and at the time there was some funds for Internet development, actually, so we were hoping that we could tap into those; it didn't turn out that way. (P1)

Richart (1998) stated that "Cascadia's design is progressive and continually responds to today's needs and tomorrow's emerging requirements." And the mission statement for that year declares the college "will be an exemplar of the 21st century community college. . . ."

In the position announcement, innovation is inherent in the mix of expectations, but can also be seen explicitly in the following statements:

> Expand the variety of instructional delivery options available to students. Also needed are high levels of energy, creativity, and motivation to design and implement effective teaching and learning practices . . . tolerance for ambiguity and change. (see "Founding Faculty Positions" in Appendix F)

Innovation was imbedded in the experiences of the CLDT during the period of curriculum development. Innovation was being incorporated into the way they developed curriculum. The CLDT was expected to participate in activities sponsored by the League for Innovation in the Community College, presenting at national conferences focused on reform. They were expected to incorporate research into their work. From this perspective, it was not a far leap to holding similar expectations for the faculty who would follow them. Although part of the expectation was expressed in outcomes work and in teaching as learning, there was an expectation that innovation itself would be a continuous process at the campus. Whatever boundaries of innovative practice would be on the horizon, this college would be willing to consider them, and willing to invest time and effort in initiating programs, reforms, and experiments along some of those new boundaries. Recognizing this as part of the paradigm was very appealing, and daunting, at the same time.

Radically new ideas of a differentiated faculty were introduced, but not implemented by the planning President. This scheme, based on use of statewide curriculum development efforts and involving a tiered faculty

engaged in both different work and at different compensation levels, was not continued with the next presidency.

Innovation was expected on the part of the founding faculty. Expectations for pedagogy that was learning- and learner-centered were clear. Respondents categorized these factors in many ways, including caring about the outcomes of the course as opposed to caring about what the faculty wanted to impart, the interactivity of participants in an active classroom, and the shift to the importance of what the student actually learned as opposed to what was presented. Faculty would view themselves as educators in addition to disciplinary experts, and they themselves would be expected to be continuous learners. They would use technology in creating learning. And they would incorporate research about learning as well as research about discipline in their activities as educators.

Technology

As mentioned previously, the technology infrastructure and planning at Cascadia was state-of-the-art for the time of its opening. Classroom, lab, library, office and student access to computing was universal. It was simply an assumption that all employees would be using computing for

everything from internal communication to student registration, classroom presentation, grading, and information access. At the same time, founders were aware of the difference in environment that this posed as related to many of the institutions from which they would be recruiting faculty.

> The technology aspect was going to be greater than at other colleges, just by virtue of the infrastructure that was being built. . . . We were building buildings wired for, with the latest technology, all types of computer access. So, my expectation—and the, I'm sure everybody's expectation—is that we were going to have a lot of technology. I don't really think that factored hugely into our decision of which faculty to hire. I mean, I don't think we ever said, "Well, this person is great, but I don't think they can use a computer; I don't think they'd be comfortable here." But we definitely wanted to have people there to use all this expensive infrastructure. I mean it made the faculty's role more difficult. I think there was an expectation that we would have all sorts of information on the web, that the faculty would be posting their course syllabi, and that we would be really linked with the outside world seamlessly. And, that's added time for a faculty member. (VPSS)

> I think students have access to great technology, and so that necessarily changes how a faculty member thinks about his or her classroom. (CLDT2)

> So, the role of the faculty now is to [be] able to assist and work with the students to understand, to critically analyze and understand the knowledge that's available to them. And to help them navigate through that enormous amount of knowledge that is not knowledge, but information that is now available, to acquire a knowledge that's relevant and meaningful. (P2)

> And, and technical skills would have helped, but that probably wouldn't have been the main consideration; it would have been somebody who had an interest and empathy for learning and for students. The master teacher at the campus would not have to be an Internet expert. I mean, it would certainly be helpful for them to be knowledgeable in the computer. Their expertise was in the delivery of education. I mean, they were teaching and guiding and overseeing the process. (P1)

Emphasis on development and expansion of distance delivery was great at the time of Cascadia's creation. The founders differed on how fast they envisioned Cascadia developing a robust distance program, but not on whether it was something that would develop:

> I would have liked to at least have had an online degree opening out of the box. But now I realize that that one was pretty unrealistic on my part. But we'll be there. We'll definitely be there. (P2)

> If we were going to be leaders in online education, (that was another big thing that was out there) we need to have a few people who are experienced in online education. So, not everybody . . . but we needed to have a core group that did have that experience. (VPSS)

> I had come to believe that distance education is just simply another delivery mechanism. In some cases it makes sense to do it and to focus on it in its own right. In other cases it's just to augment other forms of instruction. I was looking at it as a matter of, "What makes sense? How does it complement the curriculum? It will grow over time; it's not a chief venture." Capitalize on it when it made sense to do so. But not to make that a major initiative, simply because there wasn't going to be enough time. And I knew it was going to take more time than

> what the faculty were going to have under the best of circumstances. (VPSL)

> I had actually seen the college as being very few bricks and mortar. That really we would be very electronically based and meet students anytime, anywhere, really, with a lot of online stuff. And maybe now we're all a little more disenchanted with online learning, but it was a bigger thing at that time . . . seeing students but also doing more. . . . And I thought we'd be doing much more of that. And self-paced learning, as well. (C)

> We also thought by using the Internet materials that we would give students greater flexibility in pursuing their program, so the student would not, in every case, be on campus every day the class met. So a student might interchangeably attend class or not, using the Internet on some days and attending campus or classes on other days. And, and that provided, in our view, the means, also, to give students the ability to move through their programs at varied paces, depending on their level of needs for support. So that individual could, in fact, take the entire course via the Internet; could take the course entirely in the classroom; could take it in any combination. (P1)

At the intersection of technology and outcomes was the vision for an e-portfolio that would illustrate outcomes achievement for each student who completed it. The development of this technological tool preceded the hiring of faculty. One founder commented,

> And the other big thing was the e-portfolio. We had been talking about this electronic portfolio well before the college doors opened for students. And it didn't seem like until the end of, or maybe even the beginning of, Year 2 of operation, that the electronic portfolio is something that has actually become widely accessible and expected of students. So, yeah,

> I think the technology made it more difficult for faculty. (VPSS)

> And there were so many things to watch for, that even if somebody was probably really technologically deficient, it just wouldn't have been that important. You know. We figured that was something that we could train if they had the other skills. (C)

Richart (1998) declared that Cascadia Community College is "technologically advanced—connecting all to world wide resources, a college preparing students with 21st century workforce skills," "emphasizing essential skills including . . . computer literacy." And the mission states that the college is "technologically advanced. . . ."

The position announcement stated,

> The shared state-of-the-art facilities. Classes will be delivered in a variety of timeframes and delivery formats—including (but not limited to) learning communities, technology-based education, Instructional Television (ITV), and modularized instructions. Classes may be offered in daytime, evening, weekend, short-term, accelerated, self-directed, or asynchronous (online, telecourse, etc.) formats. Design and support the student electronic portfolios. Experience using instructional technologies. Design and support the student electronic portfolios. (see "Founding Faculty Positions" in Appendix F)

From the perspective of the participant researcher, the conversation about technology was not at the all-college level of discussion as had been the conversation about outcomes. Technology was assumed, not

something that was argued for. The role shift it would expect of faculty did not receive the time and energy in discussion among the CLDT and the VPSL as did other issues. And maybe because these deep conversations did not happen, the conversations above were less nuanced, less developed, and more superficial. The actual experiences of the CLDT in this area were not as extensive as their experience in other aspects of faculty role. The VPSL had direct experience in online learning, and did addresses the challenge related to time involved in faculty development of such courses. It may certainly be that the inexperience of the faculty in the new technologies was not recognized as critical simply because the team as a whole had not previously experienced this shift in those particular ways themselves.

During the time that the CLDT was developing curriculum, it discussed clarity about the expectation for technology skills on the part of graduates from the new college. To ascertain what the expectation about student technology proficiency would be at the transfer level for our students, the team reviewed nationally normed assessment instruments for technology proficiency. The CLDT and VD discussed that there appeared to be a gap between wider, business and community expectations about

technology skills than we found evidence for in our informal survey of 4-year faculty who would receive our students.

Our own past experiences in the colleges we had come from led the CLDT and VD to both individual and collective skepticism about achieving the high expectation for technology-rich attitudes and advanced skills that the new college was seeking or for which the job announcement was advertising. As the interview comments attest, the founders hoped for technologically savvy and early adopter profiles among the faculty it would hire. At the same time, the conversations were centered on the ability to use computer technology, to use the Internet, to engage in teaching in the online setting, and to teach technology as a subject. The conversations did not include expectations for technologically innovative pedagogy or seek expertise of individuals who were pushing the boundaries of learning in this newly open environment.

Back at the time of the CLDT formation, it had been an early hope to include a team member who would have faculty experience in a high-tech area. This hire did not occur. There was early recognition of the importance of this voice, and later, the involvement of the IT director did sometimes speak for the need, but there was no formative faculty voice for

the integration of technology from a faculty perspective in the discussion of faculty role.

Certain members of the team were aware of the thinking about innovation in technology that went far beyond the expectations stated in the job posting, and these members held private conversations about the potential in this area. Expectations about technology were conservatively tempered in favor of other expectations that took precedence.

Each of the respondents were themselves technologically proficient, and that inherency and knowledge of self-proficiency may have been an influential factor in situating the issue from their own perspectives. This was, in fact, voiced specifically by one participant. There appeared to be no divide along administrative and CLDT opinions on this. Further, technology was seen as a dynamic issue by the respondents and that was congruent with their personal comfort in embracing change in general. It was noted that learning/relearning technology would take time, but it was not seen as a barrier or oppositional to other educational goals. Rather, it was just an environmental factor that would be assimilated.

Concern about the challenge of technology was not particularly evident in most participants' comments. Though the change to the learning

environment was acknowledged by all, and its impact noted, it was not seen as an issue that might revolutionize learning or present insurmountable barriers to hiring. It could be attributed to an almost assumed underlying optimism that faculty who would be attracted to a place where so much technology was present would be those who either already had skills or who would be willing to learn new skills in order to be successful in the new place. Within the conversations of the founders, it was perceived as an issue that was interesting and doable, as opposed to being a barrier or a detriment. The founders realized that technologies would open new pathways that would require change, so they desired that faculty hired would be able and willing to attain the knowledge to use them.

The responses from founders showed less uniformity and consensus around this theme than around the concepts of outcomes and assessment: The statements by the founders in some cases do not build from point to point. They acknowledge the omnipresence of technology on campus, and subscribe to its impact on student learning. At the same time, they recognize that the founding faculty would come to the campus with a range of expertise in technology. And yet, they do not explain the gap between

those two points. The learning curve for faculty acquisition of knowledge and a commitment to a practice that embraces technology, and maybe even more important, the willingness of faculty to incorporate technology into their practice remain unresolved issues. The vision is present, yet the pathway to bridge the gap in faculty skills and expertise has not yet been created. The statements reveal great faith as opposed to an expectation of finding rich expertise.

Collocation

As a topic, collocation was not spontaneously discussed by any participant other than the planning President. During his tenure, the temporary physical location of the campus was across the street from the temporary University campus. This was not so for the other founders beyond the founding president's first year.

> I guess I wasn't overly optimistic that the University faculty was going to welcome, with open arms, the community college faculty. There was too much evidence in prior experiences with universities that led me to question whether they were going to be embracing. But I think we had an extraordinary number of good people in the faculty who genuinely wanted that to happen and who expressed the desire to [by asking], "How can we do those kinds of things?" So, we were fortunate in that way . . . that the good people at the U of W and the good-people-to-come at Cascadia would

> make a sincere effort to build bridges. But I didn't have a vision of interwoven fingers I'm holding up here now. That was beyond our wildest dream. (P1)

Richart (1998) speaks to the college's collocation with the University and goes on to expand Cascadia's community by describing it as "A partner with the community, industry, government, and other educational institutions." Specifically, she states, "Co-location with the UW, Bothell campus offers both the community and students shared spaces which avoids costly duplication and reflects a shared community of learning and teaching," and elaborates with "The joint facility design reflects a feeling of community, integration of activities and student needs."

The position announcement stated, "Cascadia, co-located with the University of Washington-Bothell . . . the shared state-of-the-art facilities are currently under construction on a 125-acre campus in the city of Bothell . . ." (see "Founding Faculty Positions" in Appendix F).

The CLDT worked directly with faculty from the University of Washington in the construction of curriculum, classroom design, and on hiring committees. From the participants' perspective as CLDT members, this collaboration was unique in that it was happening with a new partner,

in this case the 4-year University, but collaborative work itself was not new. It was not unusual to my role, nor did it require new knowledge or skills. Only the partner had changed. Members of the CLCT were aware of the potential for collaboration in research as well as in the classroom.

It seemed so natural that collaboration would develop where it made sense, it was not viewed as remarkable. For those reasons, it may not have carried the significance of other portions of the job description. This scant mention in the position announcement, coupled with the lack of spontaneous mention by the founders gives scale to the expectation for cross-campus collaboration as a factor in faculty role. Although undeniably a unique opportunity, compared to other changes, this particular aspect involved incremental growth from an existing role as opposed to a shift that fundamentally changed what faculty would do.

Global/Multicultural Perspectives

An example of disciplinary variance of perspectives is seen in the following three founders' comments on Cascadia's choice to integrate its values for globalism/multiculturalism across its curriculum:

> Many campuses now are going through the refurbishing, or the renovating, the revising, of curricula to reflect worldwide

> perspectives as opposed to Western perspectives. So we wanted to start with world perspectives. In terms of teaching for equity and encouraging pedagogy, andragogy, that encourages inclusion . . . we also talked about that through collaborative learning and providing models within the faculty and staff of as many different perspectives as possible. I think those things are also important. Needs to be in the make-up of the people, as well as in the make-up of the curriculum; and then in the practices, the teaching and learning practices, too. (CLDT2)

> I think my big thing was thinking about not only the kinds of people that we hired, but the kinds of skills that they brought to teaching students about multiculturalism, and modeling that for their students. At other schools, diversity kinds of roles might have been relegated to a diversity director or a director of multicultural student services, for instance, whereas at our institution that position didn't exist. [Faculty] were hired with the expectation that they'd be taking on roles like that, that really were outside of their training, but they were expected to contribute to. So that was a big, a little different part of the job. We knew that a lot of the learning community themes would be about diversity. By hiring the right kinds of people, and hiring the people that have the passion to do these things, we knew that diversity would be a part of what happened on campus. (CLDT3)

These diverging viewpoints explore the lack of unified vision seen in other innovative areas, and also call to question how change that is inherently interdisciplinary and imbedded meets the needs of articulating to more traditional institutions. It opens questioning into how change occurs not in isolation, but also as part of larger frameworks that may not be as ready for change as the institution that is innovating.

Richart's presentation (1998) states that "Cascadia will embrace a culturally rich environment where everyone will find their cultures valued and celebrated, where everyone will be encouraged to build a stronger society committed to work for the good of each and all." The curriculum "will express positive values such as: respect, tolerance and civility—interpersonal and team skills—collaboration and compromising. . . ." And the mission statement includes the phrase "culturally rich."

The position announcement stated,

> The College is designed to create a culturally rich learning environment that employs best teaching and learning practices, and diverse pedagogies and delivery methods. Diversity and affirmation of difference are hallmarks of the Cascadia culture. The curriculum is explicitly designed to promote skills, knowledge, and awareness about pluralism and equity. Applications are especially encouraged from potential faculty who share our passion and vision to make Cascadia the state's premier campus for multicultural innovation and student success. Experience in facilitating the success of individuals representing a broad range of academic, socioeconomic, cultural, ability, and ethnic backgrounds. Commitment to pluralism and the ability to work effectively in a diverse workplace and educational environment. (see "Founding Faculty Positions" in Appendix F)

Most of the CLDT discussions at this time integrated the discussion about globalism and multiculturalism into the conversations about the outcome to "interact in diverse and complex environments." In defining

that outcome and in imagining that it would be embedded in each course, the expectation that a faculty member would teach and internalize diversity was an assumption of the team. In developing courses with specific content that would meet the cultural knowledge requirement in the Associate for Integrated Studies Degree, the CLDT acknowledged that hired faculty would need to be able to teach to those outcomes. Service learning was planned in the curriculum in each discipline.

The comments show a commitment to inclusion of diversity as a value and the ability—as a classroom, campus, and community expectation—to teach multicultural and global content. Cascadia was explicit in its commitment to diversity in the position announcement, its mission statement, and the outcomes. The founding faculty would be expected to share a commitment to diversity, and would include individuals eager to work in communities beyond the one defined by campus boundaries.

Complexity

There was a shared current in the founders' commentaries that recognized roles were expanding for faculty members who came to

Cascadia. The comments fell in to three subcategories. First, roles were expanding due to the conscious decisions of the founders to come from the philosophical stances of a learning college. Most of these comments have been captured in the specific categories above, but the VP for Student Learning offered this observation about the totality of faculty role:

> I think the part that was not as well thought out as it should have been was "What is the role of permanent faculty?" And I think that it was envisioned originally as being "Whatever needs to get done, the faculty will do." I think that hindered, hampered, a quicker fulfillment of the learning-centeredness component of the college, because I think there were too many distracting components to that. Granted, there were never enough people in any place to do anything, and granted that there were certain philosophies about compartmentalization, and they still have to be integrated with Student Services and advising and all those kinds of things—the integration of it. I don't think that it was enough structure put in place to really clearly prioritize, articulate, what the ongoing role of faculty would be. It seemed to be, in some people's minds, more of a catch-all than more of a purposeful structure and alignment of priorities with needs, and . . . and needs with ability to fulfill those needs. (VPSL)

His comments were echoed by the Consultant:

> I remember bringing in a matrix of the kinds of things needed in three columns. One would be the teaching and learning; one would be institution building; and one would be student support, tutoring and advising. If we could have balanced the three columns, it could have been an exciting thing. It would be great to have faculty in on all of that, as long as they didn't have to also do a full column in the teaching/learning area. (C)

Both the P2 and the VPSS also confirmed the expectation of faculty advising.

Second, the projected use of faculty for ongoing outreach and recruitment activities was also novel, and not universally supported. The VPSL felt there were higher priorities for faculty time, and the VPSS recognized the role as new to faculty:

> Faculty would be involved, everybody would be involved, including faculty, in student recruitment efforts, going out into the community. It was part of what they would be doing ongoing. But in terms of having faculty across the curriculum, from all different disciplines, involved in an ongoing way in student recruitment and talking with prospective students and that kind of thing, I think that was new as far as I knew. (VPSS)

And some expectations were not new, but were a variance from the expectations that faculty might routinely encounter elsewhere, or expectations that were based on disciplinary expectation:

> There are a lot of internships required by our community colleges, but we have a higher percentage of time that is spent in internship. So that, of course, creates this contact with community that sometimes, then, goes beyond. (PTD)

> Service learning is another big one. We never talked about that really, but that was a big piece too. And I think it influenced, certainly influenced, the curriculum. In every subject, we created a service-learning option. So that was important—that faculty would teach them. (CLDT2)

Third, the participants understood that in opening a college, there simply would be a different work set required to build the institution. These tasks included creation of the faculty structures, committees, and ongoing curriculum expansion to keep pace with growth. Time and effort also needed to be invested in hiring, recruitment of students, building external community awareness, and in creating the processes and paperwork that supports all that a college does, both internally and in complying with external regulations and mandates. Most participants had given thought to the myriad of tasks ahead.

> The critical curriculum that was developed by the CLDT would be placed in the hands of faculty. But immediately there was going to have to be a continuation of that by the full-time faculty. The complication, of course, is that the full-time faculty would be teaching at the same time as developing. That was a matter of some concern as to just how much could faculty do, given that they were trying to implement a new curriculum at a new college, and at the same time realizing that the curriculum development process had to continue. It was always clear, in my mind, that those were significant processes. My concern was to try and help structure faculty loads so that they could spend their time on what I perceived to be most important; and that is to pull the curriculum together with the assessment, and get that manifested in the curriculum, and work out those bugs that might pop up. (VPSL)

> Part of why I was afraid of the workload is because I'm sure that I would have been so intellectually and emotionally engaged in my practice, that both the teaching and the

> interaction with colleagues, that [laugh] I think it would have spent too much time on it. But that's not necessarily a bad thing. I think it takes that kind of commitment from the faculty at the start, 'cause it's demanding; there's a lot to be done. There's more to do to start a college than there is to maintain a college. (CLDT2)

> Gosh. I just remember that list of all the job duties and expectations, and thinking, "What on earth? This is not possible." And the teaching was one bullet out of a list of, like, 15 bullets. Whereas, at an established college, teaching was the main bullet out of maybe five things. And here we had 15 or more things. (CLDT1)

> Time. Time is another. Time and energy. And focus. (VPSS)

> But it would be interesting to have this list of all the things that need to be built when you're starting a college. (CLDT1)

> I just wondered if they would be concerned about what the workload was if they were having to learn new pedagogies, and be expected to be able to teach—I mean, all these things are wonderful exciting things. As a teacher you look at them and you go, "Wow! I want to do that!" But you also temper that with, "Gosh, do I have the energy to do it?" (C)

The first President envisioned that new nonfaculty positions would be added in other areas to take on some of the newly envisioned responsibilities attendant to his model:

> In administration we had an individual responsible for—not for registration or for admissions—but for the first quarter a student was with us. So from the beginning, first contacts, through the first quarter. Because we believed that a lot of community college students who have longer-term goals drop

> out in that first quarter. And so somebody who had to be responsible for their success—getting them into the second quarter, so to speak—was. (P1)

And one founder commented on the multiple-expert skill set the college was seeking:

> Well, with the particular example of diversity, but also with other examples like service learning or collaborative learning expertise, or assessment background, we were looking for people that had training in multiple areas. So, somebody, for instance, could come to us as an expert within a discipline, but also having a particular expertise with web-based instructional platforms; or could come to us with the example off being an expert in art, but also having this background with cultural studies. We were looking for people who had multiple passions, multiple disciplinary expertise. In an organization that's team-based, that's truly collaborative, nobody is expected to have every expertise and every experience in the world. . . . What we were looking for were people that were open to the possibilities inherent in different disciplines and inherent in different pedagogical or whatever kind of methods they might be. (CLDT3)

The position announcement was silent in direct reference to complexity as such. However, as emphasized by an interviewee, the very number of bullets that defined faculty role and the diverse elements included in the description spoke loudly to the multiple expectations that Cascadia held for the founding faculty. The description does mention "a second field of expertise or experience" and requests "a tolerance for ambiguity and change."

The CLDT at this time discussed the expanded role responsibilities resting with the new faculty. Most of the changes involved adding to faculty scope; nothing was seen that had been moved away to create new space. We discussed the hope that efficiencies could be found in the new practices that would allow the shifts to be incorporated into the workload, but as so much was new, there were not best practices in most areas that could be depended on for replication, no models of efficiency and "doability" at hand. And visualizing the faculty as learners meant that it would be a messy process as they found their way in the new territories and invented the processes.

The sustaining hope was that the proposed model was going to be better for student learning, and that we had to trust that unknown to achieve the goals. If we believed in our own ability to engage the problem as learners, we would find a way.

One of the many ways in which the founders looked at the faculty was driven by their own experience of creation of the college to date. They knew that their own experiences to date in founding a college were not like experiences from their past, working in established institutions. They recognized that the work to be engaged by the first faculty would be more

complex due to the additional work still in progress in a rapid expansion of college offerings and the initial growth of the institution. Mentioned tasks included additional curriculum development, online capacity development, and development of governance structures. These comments could be categorized as recognition of a time-phased role for the first faculty—a role peculiar to the initiation of the college—followed by a role once the initial structures had been created with their own participation in that process. It is interesting to note that since the interviews took place after this initiation, interviewees' awareness of the difference may have been influenced by their own experience of the process as well.

Anticipated Traits

Each of the founders expressed specific desirable aspects of the faculty members they hoped to hire. Knowing the complexity of the job faculty were expected to undertake and the new elements that would undoubtedly challenge them, the founders specifically commented on traits that would allow someone to succeed in the environment they envisioned:

> I think what I felt would be different is that they'd all be exceptional. I expected us more to be all on the same page as far as what it takes to build an institution. (PTD)

I wanted to see how people would approach problem solving in a group, in a collaborative process. And whether they would listen to other people, be able to change their minds, for instance, if somebody else said something. (C)

Willingness to try new things. Ability to work closely with peers, because we knew that there was going to be a long, difficult road ahead, and we all needed to work together as a team. Couldn't have loners or individuals. We needed team players. Energetic, experienced, creative, collaborative, subject-area specialists. (CLDT1)

Creative. Creative in the classroom with students. Willing to be foolish with students, if that's what it takes. Try new things, even if they don't work. You know, certainly try group work, fieldwork, introducing things in new ways. Whatever it takes. Being very open to being watched by colleagues, not just feeling that their little classroom was their little safe place. That they would be open to improving. And very open, also, to sharing and mentoring others. (C)

Flexible, open-minded. Not rigid. Guess that's the opposite of "flexible," so, flexible, flexible, flexible, willing to compromise, creative. Willing to look at a situation and come up with an interesting way to solve a problem. So, good problem solver. Tolerant, patient, willing to change; willing to adapt, of course, knowledgeable about some aspects of pedagogy. Having a really deep understanding, at least some understanding of human learning. Yes, in addition [to their subject area]. (CLDT2)

I think we expected people to really know an awful lot more about a learning college than they really did. (PTD)

What we were looking for is mixtures. We were looking for people who were experienced, were seasoned, very confident, very knowledgeable, had some good ideas. And we were also looking for people who weren't restricted by their experiences

and seeing only a particular way of doing it; that were more open to trying different things. . . . I didn't worry about that [finding someone with skills in each area]. I felt that the people we hired, in effect everybody was a leader, because everybody had something. That's what was, the new college was about, is for people to come in; be able to exercise their thoughts, their insights; be able to put it into practice, were effective in doing so; and that everybody was going to be able to do that. And it was just a matter of then sorting it out afterwards. (VPSL)

You want differences. You don't want a cookie-cutter, of course. So I guess another thing would be willingness to stand up for what you believe in, at the same time that you're willing to compromise in order to accomplish the ultimate goal of the institution, which is to help students learn in the best possible way. (CLDT2)

I mean, it's almost like thinking of them as artists. The public at large understands that artists have to completely focus on their painting or their sculpture or their music or their art. That is a total, absolute focus. Well, the same focus exists for good faculty members because they have to stay on top of their field, their discipline, constantly. And in order to stay on top of their discipline, and be able to translate it effectively to a student for learning, you also need to have that holistic approach of understanding how people work, how people learn, how people behave. And that takes an enormous amount of time and preparation to be a good faculty member, because not only [do] you have to be on top of your field like an artist has to be, you have to be absorbed in your field. But now we know that that's not sufficient—that in addition to that you need to be a member of a larger community, to be able to translate your discipline, your knowledge, in a way that others can learn from it. And that's why we would never, we would never, I hope at least while I'm here, we're not going to take that away from the faculty, because that's what gives them the most joy. (P2)

> Along with the knowledge, a philosophical commitment, also, to at least some of the ideas of Cascadia. That teaching in teams is towards interdisciplinary goals, is valid and important—that students need to practice thinking if they're going to become good thinkers. Some basic tenets of philosophical communality needed to be seen. (CLDT2)

Richart (1998) recognized some differences early on, and stated that "Our organizing principles include high performance expectations of all college employees, emphasis on collaborative team communication and decision-making."

The position description directly addresses the following as important attributes:

> Collaborative work skills, commitment to interdisciplinary learning, commitment to pluralism and the ability to work effectively in a diverse workplace and educational environment, high levels of energy, creativity, and motivation to design and implement effective teaching and learning practices, tolerance for ambiguity and change. (see "Founding Faculty Positions" in Appendix F)

It is evident that the founders were aware that the founding faculty would be called to participate in environments that were not duplicates of their past experience. The list of traits is partly autobiographical of the experience of the founders up to that time as participants in the creation of the new institution. The words are intense and passionate because they reflected their own experience.

There was a uniformly high expectation expressed across the small campus that faculty that were exceptional were going to be found to fill the new positions. Average was not going to be good enough. In addition to the themes of interdisciplinarity, learning-centered pedagogy and pluralism that have already been discussed in other sections, there were high expectations for energy, creativity, problem-solving ability, flexibility, open-mindedness, openness to change and ambiguity, difference from one another, risk-taking, collaboration and subject area mastery. The search was on for excellence, expressed across a range of attributes and abilities, and passion for learning that was contagious.

Chapter Summary

A clear difference existed between the planning President's vision and that of the group of founders who joined the college after the arrival of the founding President. All participants and their visions showed evidence of an awareness of moving beyond the existing models of traditional faculty role and the incorporation of new expectations for faculty who would join this institution.

Areas of passion and touchstones for the founders were the incorporation of interdisciplinarity, outcomes and assessment, changes in governance and structure, innovation, technology, the collocation with the University campus, multiculturalism/globalism, and complexity. Founders also commented on the traits that faculty would need to possess in order to thrive in this new environment. Each of these themes included major points that both defined the theme and articulated what the founders' expectations were for faculty role in relation to them.

Interdisciplinarity took on multiple meanings for faculty role. It encompassed the ideas of teaching in a learning community, where faculty would team teach to a theme with someone outside of their own discipline. That made assumptions that faculty would expand their own learning in reflecting upon and moving beyond their own disciplines and the perspectives that encompasses. It also meant opening one's practice to peers. The interdisciplinary organization of faculty in governance and in office location emphasized the new situations that would challenge faculty as they moved from traditional institutions to Cascadia. It brought with it an expectation for flexibility, adaptation, and creativity in integrating these practices into a daily life of teaching research and broader community

participation, and bringing issues and concerns forward within the governance structure.

Though distinct as a theme, the incorporation of outcomes as a model for practice intertwines with the ideas underlying interdisciplinarity. Outcomes were incorporated at multiple levels and each brought implication to faculty role. Classroom practice in an outcomes model where assessment is integrated into the teaching is a reform pedagogical model. Work engaged both within and across disciplines accompanies the establishment of college-wide outcomes, and incorporating nonfaculty into those conversations would also shift the role of faculty even within the reform to outcomes. Outcomes work requires faculty to place a focus on learning as opposed to a focus on teaching, and that would be new for many, and a way for some to lead in this area of pedagogy.

As previously mentioned when addressing interdisciplinarity, the faculty would be organized in different structural and governance roles. Comparing these to the traditional disciplinary organizations that faculty would come from, the success factors in this new model were largely undefined, and the pool of incoming faculty would need to develop, as opposed to bring in the experience that would make the model a success.

Much of the definition would not come until faculty themselves came and created the models. Predictions made from themed conversations pointed to the importance of collaboration, creativity and flexibility to embracing this change and whatever changes would impact faculty role. This theme elicited the least concrete reference to faculty role per se, in large part because it was untried and even those who were proposing it had not yet lived it. Existing models of best practice did not exist, and the elements being included had models only in idea, not in practice.

Innovation was not so much a separate theme, but a theme that emerged in each conversation across the other themes. When so many singular innovations were being adopted, the net effect would also be innovation in itself. The concepts of a college that could be both learner- and learning-centered would require a response in faculty actions that would imbed novel responses and initiating actions in faculty role. Faculty role would include a continuous dynamic response to the learner in making the process individually responsive, and to the learning in assuring its accomplishment. To be effective, new tools, instruments, and approaches would have to be incorporated into the classroom and into the college by the faculty in charge of the learning. The founding president had seen

some of these portions of role reallocated in a new tiering of faculty, a change that was not implemented. The later founders simply included it in the expectations for all.

Technology was the theme that built upon the physical opportunities the new college had incorporated into its building plans. Most founders addressed technology expectations as skills expectations—the ability to use a computer and basic programs, the ability to navigate the internet and access and bring to their classes information relevant to the topic, and the ability to use a computer for classroom presentation and/or, for some, to teach distance learning courses. The idea of a college-wide e-portfolio was also publicized, but there was no highly nor universally shared mandate that all faculty hired would have the hoped-for skills. The shared expectation was for a willingness to develop expertise, as opposed to a requirement to have the expertise. There was hope that some of the faculty hired would be early adopters of technology, and that they would provide a core of technology thinking and skills that could support and bring the others into the innovation this area really promised. Since the college's professional/technical programs were only in technology, there was also

some expectation that that group of faculty would have influence and leadership potential in this area.

The themes of collocation held more importance to the first President than to later participants. He predicted the traditional academic hierarchical elements that are often evident in the relationship between 2- and 4-year institutions' faculties. The experience of the researcher, which was also that of the other CLDT members, incorporated the potential for joint work in research, in the classroom, and in curricular development processes. Although that level of collaboration was novel, it was not a theme that attracted much discussion by the interviewees.

Certainly, the new college held high expectations about the incorporation of diversity as a value in all that the college did, and as a personal, internalized value in the faculty it would select. But because of the interdisciplinary nature of the institution and the emphasis on outcomes, the teaching of and the incorporation of multiculturalism/globalism into the curriculum at all levels raised expectations that faculty would also act on their values within the curricular context. This was an enhanced expectation for faculty whose discipline fell outside of disciplines where this knowledge traditionally

resided. Additional expectations about leadership in this area residing within the faculty were also mentioned.

Other nontraditional role expectations were discussed. These included the role of faculty in launching service learning and individualized learning projects, outreach and recruitment done by all members of the faculty, and the expectation for faculty to do academic and career advising as appropriate to their discipline. In each of these shifts, there existed a shared responsibility and a collaborative expectation for interaction with others, on or off the campus, who were not in faculty roles. In addition to these specifics, there was expectation that this first set of faculty would have additional roles as builders of the new institution. This role would diminish, but because the new college would declare innovation as a tenet of its identity, there was also expectation that this would not disappear after the first flush of invention, but continue to inspire new innovation and new knowledge to continuously re-invent and ever freshen the college. For this reason, the college sought faculty with second or multiple fields of experience and expertise, and sought faculty who would welcome creativity and ambiguity.

The anticipated traits section is not so much an independent theme as a collection of expectations that would enable the emergent faculty role to be accomplished. As a theme, it carries significance because faculty who were expected to apply to Cascadia would not likely be able to point to past experience to show evidence of expertise in many of the role expectations they would encounter at Cascadia. Because the work would not replicate past experience, conversation about traits carried an import particular to this search that might not have been encountered in searches where specific replicated skills would be easy to equate within the job context. The prevalence of such statements throughout the interviews was evidence that each participant was thinking about indicators for success of this group. Words that resonated from the interviews included creativity, flexibility, collaborative, innovative, open, experienced, knowledgeable, confident, passionate, artists, and exceptional. Specifically mentioned expertise was expected in subject area, across disciplines, in pedagogy, and in educational reform.

The interviews revealed much shared vision around most of the themes that emerged from them. Positional and individual bias was evident based in the perspectives of the individual respondents, but the

overall vision was shared within the group. A distinct break was seen between the two eras of presidencies, but among those contemporaneously present, the documentation in the position announcement seems to capture the group and individual expectations for the founding faculty.

CHAPTER V: CONCLUSIONS

Overview

The most dramatic finding from this study may be the degree to which the founders were able to integrate their vision into their descriptions of faculty role. Far from presenting a disjointed description of the situation, team members were able to reinforce and enhance one another's vision and provide detail to a description of what their hopes and dreams for these faculty positions included.

At some point in the interviews, each participant commented on the break from tradition in at least one area of role expectation. Most commented on the change in multiple areas. All were aware of trend and change efforts considered "reform" in the community college world, and most, if not all, were anxious to situate the multiple role reforms in this new college to see how the experiment could work.

Faculty role, as envisioned by the planner and founders of Cascadia Community College, had changed and evolved from a traditional model into a new hybrid. This new expectation was not only an expansion in job

expectations, but an expansion in collaboration with new internal and external community partners.

Interdisciplinarity

The most innovative idea that emerged as a major theme from the interviews was the break from disciplinary organization. Explored as a theme in both the discussion of interdisciplinarity and in the discussion about governance and structure, the idea of organizing the college in a purposefully non-discipline-based model was new. This conversation, and the theme of outcomes incorporation, was both deep and prolific. Across the board, this experiment in interdisciplinarity was greeted with enthusiasm and richness of detail.

In this particular conversation, an idealism emerged that was almost wistful in its search for creating a model in which learners benefited more deeply from the engagement. This one reform seems to incorporate the college's values on collaboration, diversity, and understanding to a greater degree than other individual changes in the expectations for faculty role. Examples of this idealism were found in a comments regarding a return to the one-room schoolhouse, the coming together of prof/tech and

academics, creation of an intentional community of learning, the deepest sense of a liberal education, and the collaborative nature of the classrooms engaging in the integrated model.

The researcher could visualize what interdisciplinarity looked like in the classroom. Her own field of expertise, horticulture, is an interdisciplinary one. She had also taught in classrooms where math and physics were applied subjects, drawing from and teaching to professional technical learners. The holistic approach used in those classrooms was itself both authentic and interdisciplinary, and provided thematic models for future practice in other disciplines.

Interdisciplinarity was seen by the founders as worth trying, and would affect faculty role in multiple ways: at the class level with learning communities pursuing theme-based learning, at the housing level with office location by LOT assignment, and at the professional development level with a turning of focus toward outcomes while maintaining attention to discipline-situated knowledge. The conversation about this broad experiment, which focused on the holistic creation of knowledge, seemed to stem both from a connection to ideals about learning and knowledge

construction as well as from the education reform agendas addressing inefficiencies and "silo politics."

Again, these ideas are consistent with the research on educational reform in two ways: (a) They correspond with the movement toward becoming learner- rather than teaching-centered (i.e., toward promoting collaborative work with students); and (b) they corroborate the circle of peer collaboration referred to by Davis (1995), a theory wherein he extols the added value provided by collaborative environments. These ideas echo the thoughts of Copa and Ammentorp (1997), Cross (1998), Schneider and Schoenberg (1999), and Tinto (1997).

At the same time, it was hoped that learners would find a greater usefulness to knowledge acquired in such settings and discover a greater relevancy in the multidisciplinary curricular content. The interviewees also stated that greater development and acquisition of learning tools might occur in these broader spaces.

Also predicted was growth and engagement of the faculty as learners. Other predicted benefits included greater respect for disciplines beyond one's own and greater excitement in the acquisition of new knowledge through participation in interdisciplinary communities. It was

also believed that such participation would assist faculty in gaining broader perspectives on the institution as a whole. This move purposefully challenges the averages provided by Grubb et al. (1999) on the isolation of current faculty in community college classrooms. And the predicted team-based activity embraces Davis's (1995) wider definition of peer teams as those that include not only a broad range of experts from across disciplines and locales, but nonfaculty input as well.

In a very real sense, this model, by embracing interdisciplinarity, encourages faculty to break the isolation of their classrooms by inviting a peer to see them as they work, and to become a partner in it. That, too, is a shift from the traditional paradigm. It requires faculty who are trusting of their peers and open to that level of exposure and growth.

Additionally, by accepting the presence of another discipline, the faculty member has to be willing to stretch to see the perspectives of that discipline. It requires commitment to new learning. When combined with an outcomes approach, a philosophical change may occur as well, and if not change, certainly new learnings. These are not simple or lightly implemented reforms.

Outcomes

The centrality of outcomes to Cascadia's vision of itself directly aligns with Ewell's (1994) vision of full integration of outcomes into the everyday fabric of an educational institution. There also was widespread acknowledgment that engagement in such practice is an engagement in the pedagogy (or andragogy) of learning, as opposed to a practice centered in deepening discipline-based knowledge. This initiative broadened faculty role and invited faculty to grow in knowledge about learning and its application.

The pedagogy becomes imbedded in the context and the expectation of knowing how to create learning that is centered in the act of content teaching. This theme of thought is consistent with the outcomes work of Alverno College, as described by Hutchings and Marchese (2000) and detailed by Mentkowski (2000)—e.g., when outcomes/assessment work is so inseparable from the learning process that it becomes it.

At both the CLDT and administrative levels, the outcomes conversation was rich with nuance. All seemed aware and excited to move toward a model that could enhance and document, to a greater degree, both the achievement of and the process that is learning. In all programs it

embraces Elbow's (1986) theme of "keeping the end in sight," and by becoming embedded in both the authenticity of the professional technical programs and in the outcomes focus, it echoes Cappelli (1992) in those programs.

It was clear that the founders were placing the learning model on an outcomes-based foundation. The faculty would be expected to use this model to define classroom practice. Outcomes were important at multiple levels. Assessment and attainment of outcomes extended beyond the classroom, and assessment would include other campus individuals beyond faculty. Assessment was thought to be a wide variety of practices leading to multiple expressions of attainment, with a high value placed on authenticity. Not only would the role of faculty shift, but so would the role of others who might not have previously, nor traditionally, been involved in assessment. The position announcement is explicit about these expectations and clear in its expectations for faculty.

The conversations showed a great degree of concurrence with the 21st-century college models developed by Barr (1994), Boggs (1995-1996), and O'Banion (1997). It was obvious that the participants were versed in their own understanding of the meaning of reform in this

area. In part, this may be attributed to the context and setting of the outcomes movement as a familiar part of education in Washington state, both at the K-12 and higher education levels.

The CLDT had participated in outcomes discussions among themselves and with the wider group of founders. They had also participated as college representatives in K-12 planning efforts, and had, in varying degrees, familiarity with the work at Alverno College and across the Washington state system. By the time of the construction of the position announcement, all of the contemporaneous interviewees had participated in League of Innovation activities, and all had had opportunity to engage in reading and research on the topic. This experience was part of the strengths that some of the founders brought to their positions.

In sheer volume of words, the participants were enthusiastic in their desire to discuss outcomes as related to role shift. Collectively, the participants' remarks demonstrated that this change in focus from teaching to learning, including the provision of evidence of learning, is a key issue that can bring meaningful reform to the process of learning not only for students, but for all involved with the college. This was seen by the later founders as fundamental. It was also seen as the greatest gap, with most

participants expressing concern or acknowledgment of the untried pathway to its incorporation. It is worth noting that even in the Planning President's remarks, though he predated the conversation on outcomes, he felt the one thing that would make a difference in the way faculty might be viewed by the university was the evidence provided by the students themselves, an outcomes-based statement.

Universally, the participants viewed the changing of focus from teaching to learning as a major shift in the role of faculty. Fully understanding that this movement is not new, the founders spoke of attracting a few experts, of attracting faculty already engaged in a practice centered on assessment and outcomes and who might be looking for a place where this idea was more universal or central to the teaching experience.

The depth of understanding shown by the participants and the bias exhibited in the incorporation of such a model to such a degree was emphasized through the comments in the study, and the reasoning echoed the literature with both depth and breadth of understanding—from both theoretical and practitioner viewpoints.

Organization and Structure

By physically organizing the college around outcomes, with the goal of achieving interdisciplinarity, the founders launched an intentional experiment in reform. Comments made specifically about this aspect tied together the themes presented above and perceived the structure as an expression of those ideas taken to logical conclusion. If the founders were going to create a community that formed around those ideas, then they could physically form both office location and primary work group—in this case, the LOTs—in a way that created interdisciplinarity and centered on the exploration of outcomes.

A distinct feature of these conversations was their inclusiveness regarding personnel beyond the faculty. The rest of the college was seen within the outcomes context as well. The faculty role had expanded once again, as they would now be expected to include other staff in conversations once seen as being the purview of academics alone. Again, this echoes Davis (1995). Asking staff to expand their role as well was a shift from the traditional role in which faculty had sole power in the conversation about learning.

It is clear from the interviews that the founders had expectations that changing the model of organization would bring change to the way community members interacted, and this would affect faculty role. This purposeful experiment in reorganization would bring unknown challenges to faculty role as it evolved, and would alter the expected time and effort allocated to assessment of outcomes at a level beyond the course.

Physical organization of office space in mixed-discipline clusters was the easiest change to understand. The researcher had worked in other colleges where her office space was shared with other disciplines, and had found this to be a mutually beneficial situation. However, the impacts of interdisciplinarity on other aspects of organization such as budget flow and the daily actions traditionally ascribed to departments were more difficult to grasp.

Although no founder interviewed referred to this organization as arising directly from ideas of the learning organization (Senge, 1990), the ideas in the learning organization clearly intersect those found in this particular aspect of Cascadia organization. Kofman and Senge (1995) capture the same ideas when they individually refer to structures in which process and content are inseparable. As an entirely new model of faculty

organization, this innovation was a journey into uncharted waters. Models from other institutions that might offer insight by lived example, or offer a foundation as a best practice, were absent. The innovation was undertaken to break the curricular insularity of the disciplines and to bring a focus of thinking to achievement of outcomes across the campus. It would bring new voices into that conversation. Yet much more was unknown in the model than was known. The development of the leadership structure and its critical ties to the budgeting of resources would not be developed until after the faculty were hired and could participate in the process.

The structure around outcomes was both intentional and innovative. It would combine faculty in primary groups around outcomes and become an organizational structure for the college. Additionally, it would disturb the traditional role of faculty as singular assessors of student work and would include participant voices from across campus in that conversation.

Innovation

Innovation, as referred to in this study, divides into two individual categories. The first category includes specific innovations the college had decided to adopt, and would look toward its faculty to enact. The second

form of innovation was innovation itself. This was an expectation that innovation would be an ongoing and continuous process, as opposed to a singular leap forward in adoption of a new model.

What set innovation apart as a theme was the interviewees' acknowledgment that these ideas represented a shift from past practice. The newness of shifting perspective from the tradition of teaching to a practice centered from the student viewpoint was one such idea. Participants variously saw this as being both learn-er centered and learn-ing centered. The literature makes a clear differentiation between the two, and although various respondents used the terms to match those meanings closely, they also used them in a looser context by including practices that center on the student as well as those that place focus solely on the learning. Both imply that pedagogy needs to pay more attention to the perspective of the student and interact with students in ways that engage and create relevant experiences for them. It was this fundamental shift from a focus on subject to a focus on learning that was most notable in the exchanges.

The categorization of the college as a learning college can be informed by the models referred to in Chapter II. Barr (1994), Boggs

(1995-1996), Flynn (1999), Lorenzo and LeCroy (1994), and O'Banion (1995-1996, 1997) categorize the details of the reform referred to by the term "learning college." Within those categories, interviewees specifically mentioned the primacy of becoming learning centered, being learner centered, the importance of outcomes and assessment at multiple levels, and the cross- or interdisciplinarity of the learning context. These models often refer to faculty as "learning facilitators." While this shift in terminology may be seen by some as educational jargon, changing the name does clearly recognize that new expectations accompany the title.

Cascadia did not choose to rename the job of faculty other than to include the word "founding" to recognize the initiation of the new college. They did not choose a new title to embrace the multiple innovations they had now imbedded in the position. The first President realized that in his model of differentiation or levels in faculty role, new titles would apply. It may be that constraints deriving from presence within a state system influenced this choice.

Innovation as a concept was not difficult for the researcher to envision. A more difficult concept was posed by the concept of continuous innovation. One of the promises that brought the researcher to this college

was the very promise of creating something new, something different from the organization she had worked in previously. The unknown was in the concept of always being on the journey as opposed to creating something new and settling in to enjoy it. Would she and others have the stamina and motivation to continue to change, or would some change be enough?

Innovation as an ongoing process was a theme developed in the literature search. The comments of the interviewees tended to focus on the specific changes to be enacted at the college's beginning, rather than focusing on a long-term future of continual innovation. However, by initiating a college that incorporates change based on new models of best practice, and that expects the incorporation of an ever-changing new knowledge edge, the team reinforced the language in the position description that candidates would have a "tolerance for ambiguity and change" (see "Founding Faculty Positions" in Appendix F). These comments, when connected with the anticipated traits of flexibility, openness, creativity, and energy, mirror well the comments by Donaldson and Folb (2000), Oblinger (1998a), and Sushil (2001).

Technology

Though the themes represented in this portion of the inquiry ranged over the same topics as the literature, the degree of expectation appeared to differ somewhat. The literature addressed technology's contribution to reform in education practice (Dolence & Norris, 1995; Doucette, 1994; Green, 1999; Green & Gilbert, 1995; Kozma & Johnston, 1991). The participants talked about technology as being a realistic expectation, but did not address the level of reform the technologists envisioned.

Technology was the expectation. It was to be a fixture in the everyday activities of the campus. But despite the expectation for omnipresent technology, the uses that the founders envisioned faculty making of it were fairly conservative. It may be that founders, having worked in state-funded environments, were operating from a conservative view of the technological resources that would be available, even in what was considered a state-of-the-art campus. But for whatever reason, technological solutions were seen by the interviewees primarily as tools, as opposed to dramatic solutions to revolutionize learning. Despite inclusion of technology in the job announcement, the participants' remarks placed

technology expectations at a reasonable and conservative level compared to private-sector, industry innovation.

The interviews did not reveal a vision of faculty who would uniformly be ready to move immediately into the kinds of scenarios described by Doucette (1994), Gilbert (1999), Oblinger (1998a), and Rowe (1999). These researchers theorized that faculty would be able to use technology to improve pedagogy, as a tool for professional development, to develop content knowledge, and to communicate and collaborate. A more accurate reflection about founders' expectations would be that some faculty would be ready to do most of that; some would be ready for some of it; and all would be open to the idea, but would need development to enable them to realize the goal.

Opinions differed among the respondents about the degree of integration of distance learning in the new curriculum, especially as it related to the teaching role of the new faculty. Dramatic shifts are evident in the evolution of this vision as promulgated by the Planning President, Founding President, and the VPSL. When each of these ever more conservative shifts is seen in the greater context of funding availability, constraints placed by timeframes on opening, and construction-completion

estimates, the conservative trend toward traditional face-to-face learning is more understandable. Again, the group hoped that some faculty would have the skills to teach at a distance, and some experience doing so, but this was not a universally expected skill.

On the one hand, the technology conversations illustrated an expected gap in faculty expertise in this area, and acknowledged a high expectation. On the other, the comments illustrate that the hiring process would not allow technology to become a litmus test, thus avoiding the danger of eliminating otherwise qualified candidates. So though the campus was highly technological, was building an e-portfolio and hoped to expand into distance or hybrid distance delivery models, it would not commit to selection of champion faculty, or seek the same universal acceptance of technology that it had for outcomes-based learning. The understanding of a vision for technology was present in individuals within the group—including that of the researcher, who had integrated web technology into her practice—but it appeared to be tempered by the presence of other, highly valued characteristics in the total description of faculty role.

At opening, the college expected and experienced the inclusion of technology in the everyday work of students, staff and faculty, but did not have intranet-based distance learning options generated from the campus. They were able to tie into the statewide online learning network, but delayed development of in-house-generated courses until later. The infrastructure had been developed, but the content was to follow.

Global/Multicultural Perspectives

Three critical pieces of multicultural and/or globalism emerge from the conversations. The first is actual diversity in its many perspectives in the faculty who would be hired. Both the position announcement and the founders acknowledged a wish to search for diversity in the hiring process.

The second global/multicultural perspective is an awareness and ability in all faculty to value pluralism and become leaders around that theme. Story (1996) speaks to the critical leadership role that faculty need to play in multicultural education. Gleazer (1989), Humphreys (1997), Knefelkamp and Schneider (1997), Raby (1996), and Schmitz (1992) each address this importance.

The third global/multicultural perspective is the expectation of inclusion of those ideas in the specific courses taught by each faculty member. Each interviewee from this group approached the topic from a perspective that related to situation in classroom practice. They echoed the underlying themes of the literature, and also included in faculty role the service learning opportunities mentioned in the literature by Humphreys (1997).

In addition to expectations for diversity to be manifest in the hiring, inclusion of global and multicultural perspectives was expected in the curriculum itself. The researcher had been involved in conversations about how the campus could grow, through distance learning, to be interactive in real time with global partners. Additionally, the founders expected faculty to teach in ways responsive to a multicultural and diverse student body and to take on formal leadership roles such as that of multicultural director, a role not traditionally emerging from the faculty ranks.

Expectations for Traits

With the depth of understanding that the founders brought to the conversations about faculty role expectations, the traits to support those

came as no surprise. It was also predictable that since there had been so much agreement on the themes, the group also concurred on the traits.

The group held uniformly high expectations that they would find exceptional individuals who would welcome the new challenge—individuals who could problem solve in context, think creatively, and collaborate. Flexibility was mentioned by most participants, as well as attitudes that embraced experimentation. Faculty role would include a dedication to pedagogy in addition to strength in subject knowledge. Another theme of this conversation was that differences were to be valued and that not all individuals had to be expert in everything so long as the mix ended up with the collected expertise.

A key concept was supplied by one respondent when she used the phrase "philosophical commitment." Another stated that they were "looking for the exceptional faculty that you find at other community colleges." The founders had high hopes in this search for faculty that could fill the role expectations they held. Conversations revealed that some participants, especially among the CLDT, called for leaders or champions for each of the themes. Greater trust was evident in management's

comments that the leadership would be achieved serendipitously through the mix of selected individuals.

The literature predicted the concept of job interrelatedness (Parker & Wall, 1998), and Davis (1995) and Wilson (1999a) addressed the collaborative nature of the new roles, especially as they relate to professional collaborations with nonfaculty individuals. Robinson (1999-2000) provided one of many predictors for inclusion of service learning.

With so many points of change occurring at once, the founders' expectations for energy, creativity and exceptionality are not surprising.

Complexity

In each of their own ways, the founders commented on the aggregation of roles as the challenge area for the new college. They recognized the growth from the traditional in scope of duties in combination with high expectations for growth of new learning associated with each of the themes in the conversation.

The interviews revealed that the founders knew that the multiple shifts from the traditional would not be an easy task. People would need to grow into the new roles, and would not have prior experience to replicate

in doing so. Adopting new pedagogies, learning to teach in a more interactive manner, learning and using new technology, and working with outcomes and creating interdisciplinary learning communities offered challenge. Bringing the assessment piece into the curriculum was another such task. Opening their practices to wider publics would also require adjustment.

New responsibilities would accompany the new roles. There was an expectation that faculty would have a greater role in student academic advisement. The faculty would also be expected to be involved in recruitment of new students to the college. And the new relevancy of curriculum included both internships and service learning, additional roles for faculty involvement.

In many ways the idea of "fuzziness" surrounding the conversation about role definition replicates the conversation about outcomes and interdisciplinarity in relation to the curriculum. All three attempt to integrate formerly separate, bounded systems. In each case, the status quo is disturbed, but expectations are constant in that the former system retains much of its integrity. Yet, while remaining recognizable, and retaining functionality, it gains a new identity from the addition of new perspectives,

new opportunities for access, and enhanced features. No longer are the boundaries fixed. Each calls for new perspectives and simultaneously expects innovation and unexpected discovery at the interfaces. In each case, it is the faculty member who will be the explorer.

The idea of complexity is an area that leaves much ground for further inquiry. It is this area that takes on the total role and tries to reconcile the parts. The time-honored academic role comprised of teaching, research and service, as asserted in various forms (Boyer, 1990; Braskamp & Ory, 1994; Dilts et al., 1994; Glassick et al., 1997; Terry, 1997; Vaughan, 1988), has not diminished but has gained a host of new specialties.

The work of faculty in this new location needs more than three descriptors. It is no longer discrete, but collaborative, and the edges have become blurred with other job descriptions. Little has diminished, but many new expectations are present. The perspectives have moved from triadic to multiple. Nothing has gone away, but the role has taken on new dimensions and needs a broader description to encompass the work.

A New View

When approached as a totality, the role of faculty has shifted in this new place. The changes in context have affected each other portion of the faculty's traditional role. Once the construct changed from teaching to learning, every other aspect was affected. Where once subject-area expertise, the ability to "deliver" that to others, and the strength to operate autonomously were valued, now the value shifted to passion about pedagogy, openness to the environment, an expectation for continuous learning, and skill in collaboration. These shifts are not so much a trade as they are an expansion. Expertise in pedagogy does not replace skill in discipline; it layers on top if it. Openness and collaboration layer on top of autonomous decision-making but do not obliterate its need. A call to define outcomes asks that faculty dig deeper into the discipline to reorganize and prioritize the essences within, while simultaneously looking for shared space in the disciplines intersecting it. And, as a result of the open discourse and focus on transparency of practice, individual decisions are more evident, and at greater risk of open discussion and new learning.

The model provided in Figure 1 places faculty role in the context of outcomes, assessment as learning, and technology, and brings together the

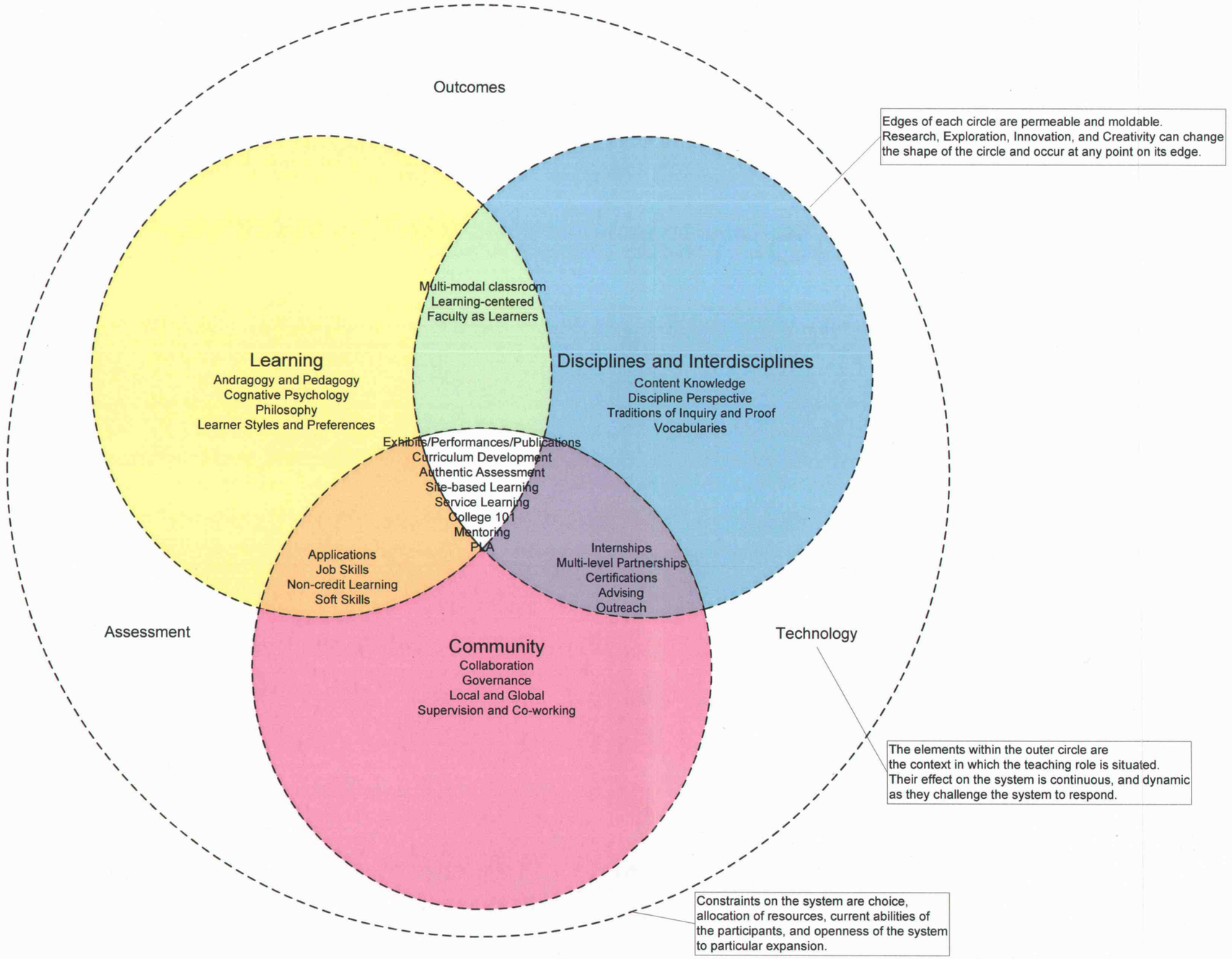
Outcomes
Edges of each circle are permeable and moldable.
Research, Exploration, Innovation, and Creativity can change
the shape of the circle and occur at any point on its edge.
Multi-modal classroom
Learning-centered
Faculty as Learners
Learning
Andragogy and Pedagogy
Cognative Psychology
Philosophy
Learner Styles and Preferences
Disciplines and Interdisciplines
Content Knowledge
Discipline Perspective
Traditions of Inquiry and Proof
Vocabularies
Exhibits/Performances/Publications
Curriculum Development
Authentic Assessment
Site-based Learning
Service Learning
College 101
Mentoring
PLA
Applications
Job Skills
Non-credit Learning
Soft Skills
Internships
Multi-level Partnerships
Certifications
Advising
Outreach
Assessment
Technology
Community
Collaboration
Governance
Local and Global
Supervision and Co-working
The elements within the outer circle are
the context in which the teaching role is situated.
Their effect on the system is continuous, and dynamic
as they challenge the system to respond.
Constraints on the system are choice,
allocation of resources, current abilities of
the participants, and openness of the system
to particular expansion.

Figure 1.

environments of disciplines, community and learning. Each of these circles is representative of a domain of operation for a faculty member in the new role. Both within those domains and in the intersections lie the learning. It is the acquisition of content and skills and the actions that arise from the totality of the domains that become the faculty role.

From this figure, it is easy to see the tri-dimensionality of the issues involved. Disciplines have not disappeared, but situated in the context of outcomes, assessment, and technology, they will be approached differently, be taught and learned differently, and be assessed not just for disciplinary truth, but for evidences of growth in the outcomes that span the disciplines.

At its juncture with the community are those loci of learning that move from formal classroom and lab space to situated and real experiences. These apply equally to students and faculty as faculty continue to learn and renew their own learning bases through internships, community consulting, and service learning. This is also where community expectations intersect with pure academic endeavor. Certifications for students and faculty, industry standards and workplace expectations, as well as the broader demands of academe for recognizable courses and outcomes, must be factored into the theoretical aspects of

curriculum content. Actions arise from within the community that are indeed of academic interest—and not simply as matters of study, but as appropriate matters of and locales of action. Surely this intersection includes governance on the campus as it always has, but it also places an expanded definition of community on each faculty member as a participant in the greater environment beyond campus.

The third domain is learning itself. Obviously, learning is not new to teaching. What is new is its visible separation from disciplinary content and the institutional acknowledgment of it as a distinct domain that will require separate address, its own scholarship, and its own centrality to the faculty member. The changed expectation is not just that learning will take place, but that the faculty member engaged in a complete practice will care deeply about that practice, devote time and energy to her practice, and engage in learning about learning both as a student and for her own students. Keeping up with what you teach becomes a multiple response to being engaged in one's discipline, growing in one's understanding of learning, and keeping abreast with the technology to allow one to function and facilitate learning, for both self and others, in environments that are undergoing continuous evolution.

The literature supports each of the observed themes as being pertinent to faculty role. Each theme, when taken separately, was not innovative and had occurred in the past as related to faculty role, as supported by the literature. What came through clearly in the interviews was the degree of expectation for all of the themes to apply to all faculty. As one respondent stated, each faculty member did not need to be a leader in all fields, but there would be leadership in each field within the core group. But this was not the entire picture. The key difference was in the expectation that each faculty member would be expected to learn the missing pieces, and that faculty role was an integrated whole of all of the themes.

Without doubt, the expectations evidenced by the conversations yielded an expansion in the breadth of knowledge and actions that comprise faculty role.

A key concept in development of the learning college was the idea that technological efficiencies could be used to offset some of the expansion of the job role. Few glimpses of answers were put forward by the respondents. The VPSS mentioned the use of the e-portfolio in this way, and the college made choices to include Credit for Prior Learning as a

logical piece of its outcomes philosophy. Each of these are but small examples of how new responses must be brought to the new context to create the efficiencies that will allow stabilization of the new job to fit workload expectations. In the model developed, there are different and expanded expectations than were present in the past. In breadth, depth, and in provision of evidence, the model will require creativity and energy to tame and institutionalize. New solutions need to be realized to allow faculty to gain and retain competence in their newly situated jobs.

Recommendations for Further Inquiry

This study is solely a snapshot of a first action by a new college. Although it may leave a more complex understanding of the expectations for first faculty in the thinking that preceded their hire, it is entirely limited to that narrow question. The study makes explicit their expectations for faculty role in this new learning college. Through their conversations, they expanded and changed the focus, the work and the audience for faculty work. In clarifying what the new expectations are for faculty, many unanswered questions arise from this study. As in most historical

snapshots, the ongoing story is left untold, and leaves the field open for further exploration as to what happened next.

This study focuses on what the founders were seeking in founding faculty. Left unexplored is what they found. Did the search yield the individuals sought? What individual strengths and collective strengths were exhibited in the group and did they match expectations?

Of further interest is the reform itself. How did the changed faculty role embrace both a "Renaissance man" template while simultaneously seeking excellence in realms of ever-expanding knowledge normally expected of subject-area specialists? How did faculty balance the role of learning and assessment specialist, cutting-edge androgogist, and discipline knowledge expert? How did that expectation manifest itself at this location over time, and how will it influence the other governance systems, evaluative systems and compensation systems that will arise to support this vision?

Disciplinary leadership has been a traditional hallmark of faculty selection. Should additional benchmarks and criteria for leadership in each of the theme's traits of outcomes, innovation, technology,

multicultural/global practice and interdisciplinarity be defined, and if so, how could they be assessed?

Were the founding faculty as eager to move to the new paradigm as the college was to create it? How much of the vision and what parts of it were realized in various timeframes—e.g., a 2-year, 5-year, or 10-year period? What external and internal forces worked for and against the achievement of the founders' visions? How did that vision shift over time and through the new individuals who joined the college in subsequent hires?

How did other faculty systems adapt to the change? How did the role shift affect tenure, contracts, ongoing evaluation and assessment, and time spent in particular activity?

This study is about the founding faculty, full-time members of the academic community, hired for tenure positions. How did the change in expectations for this group change expectations for associate (part-time) faculty?

What other innovations in role for other individuals were changed to match new expectations for faculty? How and were other nonfaculty

positions shifted and/or created to fit the new model and support success in it by all members of the community?

What innovations followed the vision to allow its achievement? How did the institution evolve to find structural support, time and compensation to enable faculty to acquire the new skill sets expected? How would they embrace the multiplicity of themes and learn how to integrate them into their practice? How would the campus find resources to support the ongoing integration of its ideas in a state system that supports traditional expectations?

How did students, the public and other internal and external campus constituencies react to the changes in faculty role? Did the changes result in changes in student learning that can be supported by evidence?

This study has done nothing more than to attempt to capture a snapshot of what is now Cascadia Community College's history around the topic of faculty role evolution. It has tried to hold a kaleidoscopic frame, to capture an image in an ever-changing series of frames that embrace the many influences present in the first call for founding faculty. The glass has shifted, and it is in the hands of those who follow to report on the unpredictable picture in the next period.

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APPENDICES

APPENDIX A: GLOSSARY OF TERMS

Course Outcome Guide (COG): A document created by the curriculum designers to define a course. COGs are course frameworks and serve as precursors for a syllabus later written by faculty. Each COG contains basic course information, including credits, title, course coding, course description and prerequisites, course topics and outcomes, and other definitive course information.

Curriculum and Learning Design Team (CLDT): The group of four individuals at Cascadia designing the academic curriculum. Though these four team members were all former faculty, and had all been hired into faculty-level positions, their duties were devoted to curriculum writing and college development. In references to faculty role at Cascadia Community college, these positions are not included in those statements.

e-portfolio: A web-based document used to collect documentation of achievement of Cascadia's learning outcomes, including examples of student work, reflections from self and stakeholders in the learner's education, and records of learning compiled by the student.

Founding Faculty: The initial group of full-time faculty hired to begin work July 1999.

Founding President: The President who led the college from 1998 through the present, and was responsible for hiring of the first faculty.

Founders: The group of employees who served the campus, reporting to the Founding President. For the purpose of this study, this term refers to those individuals who were employed by the college prior to the hiring of the faculty, who had a significant influence in the definition of faculty role and who agreed to participate in the study.

Interdisciplinarity: An approach to understanding that integrates practices, theories and constructs from two or more disciplines. Content is

usually studied in context and acknowledges conflicts brought from disciplinary perspectives.

League for Innovation in the Community College: An"international organization dedicated to catalyzing the community college movement" (League for Innovation in the Community College, 2003).

Learner centered: A perspective that demands that learning and services be designed and operated to best serve individual student needs. "[I]nstitutions 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, 1999b, p. 2).

Learning centered: Learning, not teaching, is at the center of decision-making. Learning-centered organizations make learning their highest priority. They place learning first in every policy, program, and practice (O'Banion, 1999b).

Learning Community: A variety of learning strategies designed around a common theme, question or questions, or student grouping to encourage students to have opportunities for deeper understanding and integration of the material they are learning and more interaction with one another and their instructors. Often cross- or multidisciplinary in nature, learning communities can take many forms: from a cohort of students who take classes together that the faculty do not coordinate, to programs of coursework that faculty team-teach (sometimes referred to as coordinated studies), to courses that are linked thematically and share some common sources and projects in which both (or all) faculty jointly plan and assess (linked classes). Communities may be open or closed, referring to a requirement for enrollment that students take both classes, or allow students to enroll in one course only. In a broader sense, the term is used to refer to the entire community in which all active participants—students, faculty, staff and administration—are viewed as learning together as active participants in learning, and guided by common goals.

Learning Outcomes – Originally written by the CLDT as the Student Learning Outcomes, these were later redefined as the College-wide Learning Outcomes, and are usually referred to simply as the Learning Outcomes. These four specific outcomes were (a) think critically, creatively and reflectively; (b) communicate with clarity and originality; (c) learn actively; and (d) interact in diverse and complex environments. They were written to act as guides to both curricular (student) evaluation and to evaluation of employee work and the learning environment at multiple levels.

Learning Outcomes Teams (LOTs): The interdisciplinary groupings of faculty and staff that focused on the achievement of the Learning Outcomes. These four groups were the primary unit organization for faculty, and included faculty, staff and administrators in the discussions about assessment of learning outcomes.

Planning President: The President who led the college through its initiation and planning stages, 1994-1998. Though certainly a founder in all aspects of that term in common language, he is differentiated from that group for the purpose of this study by the designation Planning President to keep separate the time periods referred to in the study.

Vice President for Student Learning: The direct report to the president, responsible for instruction, student government and athletics.

Vice President for Student Success: The direct report to the president, responsible for student services, lifelong learning and assessment.

Vice President for Business and Enterprise Development: The direct report to the president responsible for instruction in credit- and non-credit-bearing professional/technical programs and for professional continuing education, as well as the chief business officer for the college.

APPENDIX B: FRAMING QUESTIONS FOR THE INTERVIEWS

When did you join Cascadia Community College?

What was your official title from the time you started until Feb 2000, and what did that encompass or mean at Cascadia?

What was your role in influencing or designing the faculty job description and/or organization?

Do you think that faculty at CCC were being asked to do anything different from faculty elsewhere? If so, what and/or how?

How did you come to this understanding of faculty role or expectations? Why and how did you support it?

What influenced your thinking about why this would be an experiment worth trying?

What evidence did you visualize that would indicate a shift from teaching to learning?

What kinds of changes did you expect faculty to make in their work?

- In the classroom?
- In preparation?
- In development?
- In evaluation?
- In decision reaching?
- In communicating?
- In the beyond-campus community?

What were your hopes for this shift?

Did you support that shift? What part? Why? How?

APPENDIX C: CONSENT TO PARTICIPATE

INFORMED CONSENT FOR INTERVIEW

I agree to an audio taped interview with Sharon Buck on (date) . I understand that the interview will be used for a study documenting and discussing the development of thinking about faculty role and faculty organization at Cascadia Community College.

I understand that I will receive no compensation for my participation.

I understand that I may withdraw from the study at any time prior to its publication, and that answering any or all of the questions is strictly voluntary.

I will be identified as the source of my comments by title and/or role at the college during the specified timeframe. No attempt will be made to screen my identity. There are no foreseeable risks as a result of participation in this study. Potential benefits include a sense of satisfaction from having your thinking and influence on this new model of faculty organization acknowledged.

The tape of my interview will be transcribed by a professional typing service hired by the researcher. Original tapes will be returned to Ms. Buck after transcription, and no copies, hard, electronic, or tape will be retained by the third party.

I will be provided with a transcript copy of the interview for accuracy checking. At that time, I also have the right to strike as to source any comments I feel uncomfortable with identifying with me. The original tape and the transcript will be handled and stored with confidentiality as to my identity.

I understand that any questions I have about the research study or specific procedures should be directed to Sharon Buck, POB 2513 Redmond, WA 98073 (425) 881-5476.

If I have questions about my rights as a research subject, I should contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator at (541) 737-3437 or IRB@oregonstate.edu.

My signature below indicates that I have read and that I understand the procedures 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.

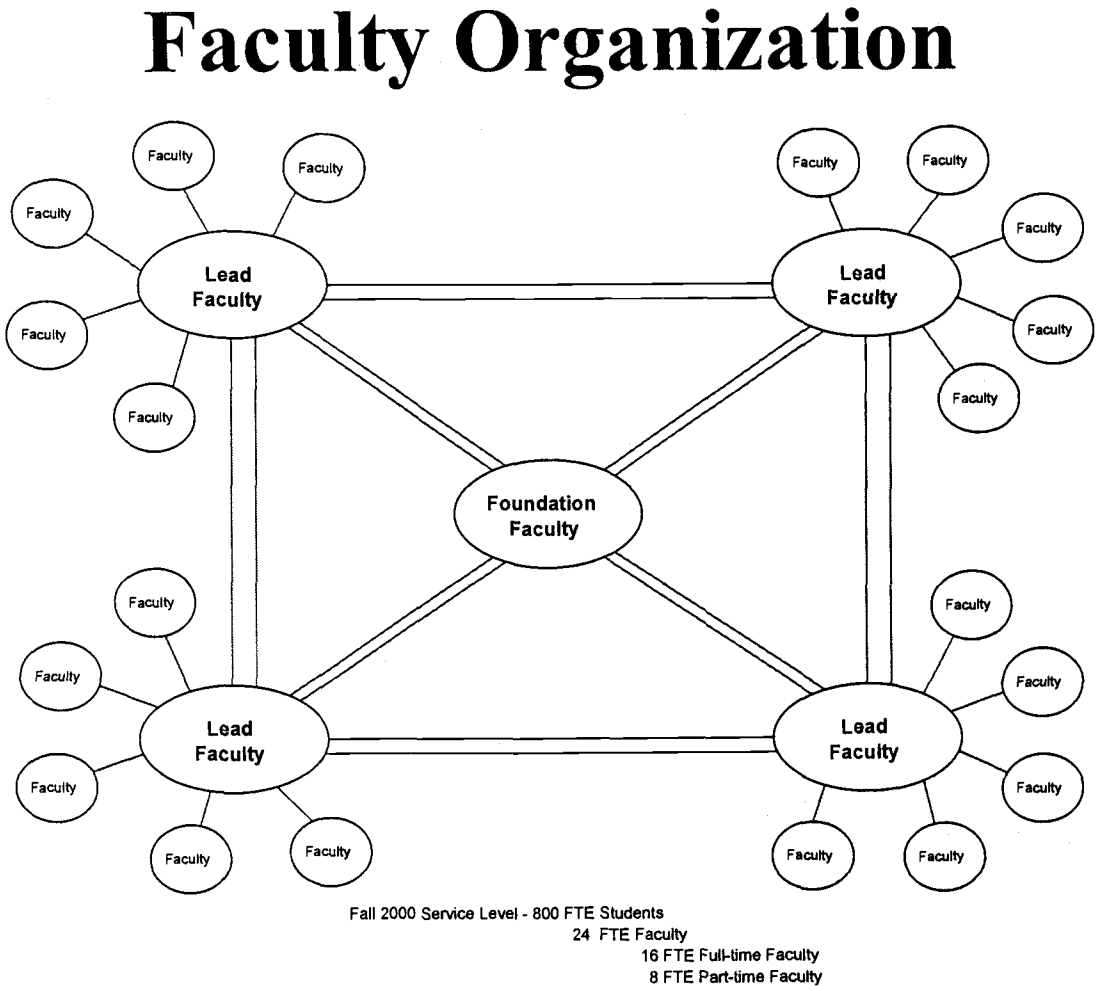
Signature of subject

Name of Subject

Date Signed

OSU IRB Approval Date: 4/10/03
Approval Expiration Date: 4/10/04

APPENDIX D: ILLUSTRATION OF INTERDISCIPLINARY FACULTY ORGANIZATION



From *Building a Completely Learner-Centered Community College*, by V. Richart, 1999, unpublished PowerPoint manuscript, Cascadia Community College, Bothell, WA.

APPENDIX E: CASCADIA COMMUNITY COLLEGE MISSION, VISION, VALUES AND LEARNING OUTCOMES

Cascadia Community College

Vision

Cascadia Community College will be the learning college for the 21st Century.

Mission

Cascadia Community College will be an exemplar of the 21st century community college, a learner-centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution that emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise and other educational institutions.

Institutional Core Values

As a learning organization Cascadia continually strives to reach the highest levels of **quality** in its academic, student and administrative programs and services through continual analysis, assessment and improvement. Our quality indicators are our institutional core values.

Diversity
Diversity and affirmation of cultural differences are hallmarks of a true learning community. Pluralism, diversity and equity are therefore at the core of Cascadia's mission. Individual difference is affirmed and celebrated in our community of learning.

Access
Cascadia serves learners with a broad range of knowledge, skills and experiences through open access to programs and services. We nurture new and expansive patterns of thinking, encourage respect for self and others, and provide a safe, healthy and barrier-free learning environment.

Success
Cascadia places high value on the academic and personal success of all students. The Cascadia learning model approaches the learner holistically and integrates personalized support services into the academic experience to best assist the learners achieve success. Student achievement is a hallmark of our mission.

Learning
All members of the community are learners and we strive to make learning relevant and connected. Learning is transformative and personal and is tailored to the needs and goals of our students. Learning is integrated and interconnected therefore our programs are interdisciplinary offering technological fluency, global understanding, and linked with the community, area enterprise and other educational institutions. Educational excellence characterizes our mission.

Innovation
As a learning organization, Cascadia values creative pathways to fulfill the college vision and mission constantly encouraging collaborative learning and growth. We continually expand our capacity to create high standards of performance through the acquisition of new knowledge and our commitment for constant responsiveness to the needs of our community of learners.

Environmental Stewardship
Cascadia is honored to protect and preserve the college's community wetlands and to develop their intellectual, academic and social value for the region and the nation. We value the conservation of natural resources and embrace environmentally sustainable practices.

Approved by the Board of Trustees
September 21, 1999

DRAFT 10/25/99 – VERSION 13

College Learning Outcomes

These college outcomes are the learning goals for all members of Cascadia Community College. When practiced as lifelong habits, they encourage personal growth, enhance productive citizenship, and foster individual and cooperative learning. As they are assessed inside and outside the classroom, these outcomes guide learning, decision-making, and actions by all members of the college community.

Learn Actively - Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.

- ✓ Develop expertise, broaden perspectives and deepen understanding of the world by seeking information and engaging in meaningful practice.
- ✓ Construct meaning from expanding and conflicting information.
- ✓ Engage in learning, both individually and with others, through reading, listening, observing and doing.
- ✓ Take responsibility for learning.

Think Critically, Creatively and Reflectively - Reason and imagination are fundamental to problem solving and critical examination of ideas.

- ✓ Create, integrate and evaluate ideas across a range of contexts, cultures and areas of knowledge.
- ✓ Recognize and solve problems using creativity, analysis and intuition.
- ✓ Examine one's attitudes, values and assumptions and consider their consequences.

Communicate with Clarity and Originality – The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.

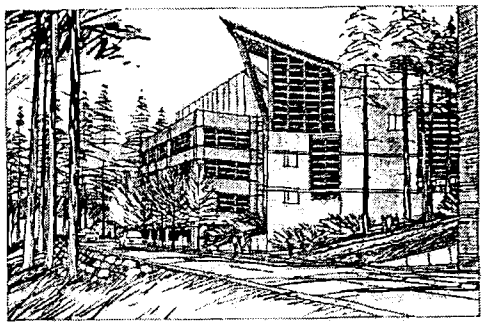
- ✓ Organize and articulate ideas for a range of audiences and purposes.
- ✓ Use written, spoken and symbolic forms to convey concepts creatively.
- ✓ Use technology to gather, process and communicate information.

Interact in Diverse and Complex Environments - Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.

- ✓ Build interpersonal skills through knowledge of diverse ideas, values and perspectives.
- ✓ Collaborate with others in complicated, dynamic and ambiguous situations.
- ✓ Practice civility, empathy, honesty and responsibility.

CASCADIA
COMMUNITY COLLEGE

BOTHELL, WASHINGTON



A Preview of Coming
Faculty Openings

Applications Accepted
November 19, 1999

Interviews
February – March, 2000

First Year Start Date
July 1, 2000

About the College

Located approximately ten miles northeast of Seattle, Washington, Cascadia Community College has a number of unique characteristics. Most notably, Cascadia is a new community college. Cascadia is more than new facilities, however. It is a college whose mission reflects the integrated nature of learning with a curriculum that is outcomes-driven and authentically assessed. Those outcomes and assessments will be the foundation for evaluating student learning, individual performance, and institutional effectiveness. The curriculum will enable students to gain content depth and breadth within discipline areas and general intellectual abilities in a diverse, multicultural learning environment. As the curriculum is developed, "best practices" are being researched, developed, and implemented to align identified learning outcomes with teaching practices, student support systems, and individual and institutional performances.

Cascadia's standards

- Exceptional student scholastic achievement
- Student mastery of high academic standards
- Faster student progress, resulting in savings for both the student and the state
- Strengthened economic growth in the region
- A new model and standard for education

Another of Cascadia's unique characteristics is its co-location with the University of Washington-Bothell. The joint campus is currently under construction and will be completed by September of 2000 when Cascadia opens its doors to serve 800 full-time equivalent students.

Designing a college responsive to the community and the students of the 21st Century is a responsibility that I find exhilarating, filled with opportunities and promise for all involved. Journeying forward to September 25, 2000, our vision for the student body is clear—all students of Cascadia Community College will be engaged in a learning environment respectful of their individual styles and needs. We are searching for faculty who are not only dedicated to teaching and learning, but also concerned with each student's goals and dreams. If you're looking for a teaching environment where you can make a difference, Cascadia is the college for you.

Dr. Victoria Muñoz Richart
President of Cascadia Community College

Cascadia's Mission

Cascadia Community College will be an exemplar of the 21st century community college, a learner centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution that emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise and other educational institutions.

The Learning College for the 21st Century

Are you looking for an active, exciting, and innovative role in facilitating student learning for the 21st century? Do you view learning in broad integrated holistic terms as well as discipline-based terms? Do you believe that learning should be outcomes based and authentically assessed? If so, Cascadia may be the place for you to invest your talents, energy, and experience. Interested?

Learning Environment

The College's vision is to create a culturally rich learning environment that employs best teaching and learning practices, diverse pedagogies and delivery methods, and technology-supported student support and learning activities to enhance learning outcomes and foster student success. Faculty will play a substantial and comprehensive role in the fulfillment of that vision. Faculty are being recruited for their ability to contribute to a diverse learning environment that fosters the achievement of cross-discipline learning outcomes. To achieve those outcomes faculty will employ and blend traditional and emerging pedagogies to expand the continuum of instructional options for students. Those strategies include (but are not limited to): learning communities, team teaching, thematic interdisciplinary courses, evening/weekend cohorts, learning portfolios, lectures, learning laboratories, Interactive Television, and asynchronous learning (online, telecourses, computer-based, etc.).

Faculty Role

In addition to facilitating and assessing student learning, faculty will have broad responsibilities that fuse instructional and student support services. Those responsibilities include (but are not limited to): student recruitment, academic advising, student mentoring, part-time faculty selection and mentoring, curriculum development, outcomes identification, instructional delivery methodologies, development of assessment measures, program and course administration, and program/process/performance evaluations.

Cascadia's new facilities, which are co-located with the University of Washington–Bothell, are currently under construction in Bothell at the intersection of I-405 and SR 522. Classes begin at the 127-acre campus on September 25, 2000.

Additional information on Cascadia's learning-centered vision and curriculum is available on the Cascadia website (http://www.cascadia.ctc.edu). Specific job descriptions will be provided in the position announcements that will be available by November 19, 1999.

Coming Faculty Openings

Since we are recruiting the entire faculty, we are seeking individuals with advanced degrees and expertise in a number of areas, including:

- **Developmental Education**
- **Arts and Sciences** (broad range of disciplines)
- **Information Technology** (academic transfer and professional-technical programs)
- **Business**
- **Education**

Serving the high technology need in our area is one of Cascadia's strategic directions, so our initial recruitment will place an emphasis on recruiting faculty who are able to teach in high technology areas.

In fact, Cascadia's Fall 2000 professional-technical programs, designed to train students for immediate job placement, will focus on degree and certificate programs in Business and Information Technology. We are seeking faculty who have a wide range of technology expertise, with specialized backgrounds in at least one of Cascadia's degree areas. These include:

- **Network Technology**
- **Software Programming**
- **Web Development**

Individuals who have education, interest and experience in interdisciplinary pedagogies, alternative teaching/learning methodologies, and/or second areas of expertise (through training or experience) are especially encouraged to apply for our upcoming academic transfer and professional-technical faculty openings.

Position Descriptions and Application Materials

Position descriptions and required application materials for Cascadia's faculty openings will be available on **Friday, November 19, 1999** through Cascadia's website (**http://www.cascadia.ctc.edu**), by e-mail (**applicant@cascadia.ctc.edu**), by phone (**425.398.5532**), or via regular mail (**19017 120th Avenue NE, Suite 102, Bothell, Washington 98011**).

Cascadia Community College is an Affirmative Action /Equal Opportunity Employer

CASCADIA COMMUNITY COLLEC

Founding Faculty Positions

For consideration, applications must be received by Friday, January 14, 2000
Tentative Interview Dates, February 21, 2000 - March 10,2000
Date of Initial Employment: July 1, 2000

The College

Cascadia Community College is Washington's 33rd and newest community college. Cascadia, co-located with the University of Washington-Bothell will offer classes in the fall of 2000 to serve 800 FTE students. The shared state-of-the-art facilities are currently under construction on a 125-acre campus in the city of Bothell (approximately 18 miles northeast of Seattle) The College is designed to create a culturally rich learning environment that employs best teaching and learning practices, and diverse pedagogies and delivery methods.

Cascadia's Founding Faculty

Cascadia Community College is recruiting founding faculty with expertise and experience in the full range Arts and Sciences disciplines, Developmental Education, English as a Second Language, and Information Technology. Faculty with experience and/or interest in an outcomes-based interdisciplinary curriculum, alternative pedagogies, learning technologies, and collaborative work are highly encouraged to apply.

Course of Study

Cascadia's curriculum is grounded in a holistic view of teaching, learning, and doing. It is outcomes-based and guided by four overarching Learning Outcomes: 1) Learn Actively, 2) Think Critically, Creatively, and Reflectively; 3) Communicate with Clarity and Originality; and 4) Interact in Diverse and Complex Environments. Faculty members are expected to foster student achievement of discipline-specific learning outcomes as well as College-wide and transfer degree learning outcomes.

Assessment is key to the design of the curriculum and the success of students. Consequently, a heavy emphasis is placed on continuous authentic assessment of student learning, instructional

programs and practices, and institutional effectiveness. Faculty will play a key role in assessing outcomes in all of these areas.

The curriculum is designed to meet student needs. Classes will be delivered in a variety of timeframes and delivery formats—including (but not limited to) learning communities, technology-based distance education, Instructional Television (ITV), and modularized instruction. Classes may be offered in daytime, evening, weekend, short-term, accelerated, self-directed, or asynchronous (online, telecourse, etc.) formats or combinations of several formats. Some classes may be offered in open-entry, open-exit format.

Advising

Cascadia's learner-centered focus is best exemplified by our commitment to student success. Faculty will be responsible for advising students and facilitating the achievement of their educational goals. Faculty advising provides constant feedback into the efficacy of the curriculum, course offerings, schedule of classes, and overall institutional responsiveness to our learners.

Diversity

Diversity and affirmation of difference are hallmarks of the Cascadia culture. The curriculum is explicitly designed to promote skills, knowledge, and awareness about pluralism and equity. Applications are especially encouraged from potential faculty who share our passion and vision to make Cascadia the state's premier campus for multicultural innovation and student success.

College and Faculty Organization

Cascadia is organized around principles that allow for access to information, collaboration, and communication. Faculty will be organized into five interdisciplinary groups formed around the four College-wide learning outcomes (Learn, Think, Communicate, and Interact) and Assessment. A primary function of each group will be to research, synthesize, recommend, and implement assessment measures and practices that will provide focus and advice for the rest of the college. This structure promotes a constant emphasis on learning outcomes, student success, cooperation, cross-disciplinary connections, and fluidity and flexibility in resource sharing and decision-making.

Context and Responsibilities

Faculty will contribute to an intensive and collaborative interdisciplinary process to finalize and implement Cascadia's curriculum and course of study. S/he will contribute content

expertise in one or more subject areas to support the achievement of identified learning outcomes through Cascadia's Learning Model.

Under the direction and supervision of the Vice President for Student Learning, the faculty will engage in a variety of learning support and institutional leadership/development activities such as:

- Prepare and teach assigned classes
- Assess student learning and instructional/institutional practices
- Advise and mentor students
- Facilitate student learning through in-class and out-of-class activities
- Identify course and program learning outcomes
- Identify and implement assessment measures to achieve course, program, and college learning outcomes
- Maintain up-to-date knowledge within teaching field(s)
- Maintain up-to-date knowledge of adult learning and trends in community college education
- Design, develop and assess curriculum
- Participate in team-based activities, student co-curricular activities, and college governance
- Define course of study based upon Cascadia's Learning Model
- Incorporate pedagogies that support best learning practices
- Design and support the student electronic portfolios
- Expand the variety of instructional delivery options available to students

Minimum Qualifications

- Masters degree from a regionally accredited institution or equivalent (please document)

- Experience in facilitating the success of individuals representing a broad range of academic, socioeconomic, cultural, ability, and ethnic backgrounds

- Curriculum development or related experience

Preferred Qualifications

- Second field of expertise or experience

- Experience with non-traditional teaching methods

- Experience using instructional technologies

Important Attributes

- Collaborative work skills

- Commitment to interdisciplinary learning

- Commitment to pluralism and the ability to work effectively in a diverse workplace and educational environment

- High levels of energy, creativity, and motivation to design and implement effective teaching and learning practices

- Tolerance for ambiguity and change

Terms of Employment and Start Date

These are full-time, nine-month, tenure track positions. The nine-month faculty salary range is $35,000 to $50,000. Initial placement is dependent on education, experience, and related attributes. In the initial year of operation, all faculty will be paid for work that begins on July 5, 2000 to prepare for the College for its September, 2000 opening. The college offers an excellent benefit package.

How and Where to Apply

Please visit our website at www.cascadia.ctc.edu for official application materials. Application materials may also be requested by e-mail (applicant@cascadia.ctc.edu) or by phone (425-398-5532). Positions are open until filled. To receive full consideration, please submit the following by 4:00 pm on Friday, January 14, 2000. A completed application will include the following:

- Letter of application (not to exceed 2 pages) that

indicates how your educational background, experience and personal characteristics fit the minimum and preferred qualifications and important attributes

- Responses to supplemental application questions (Word 97) (PDF)
- Cascadia Community College Application form (Word 97) (PDF)
- Resume or Curriculum Vita
- Copies of transcripts (Unofficial copies are acceptable; official copies will be required upon employment)
- List of five professional references (name, position, mailing address, telephone number, e-mail address).
- Federal & State Reporting Form (optional) (Word 97) (PDF)

Positions are open until filled. Application materials received in the Human Resources Office by **4:00 p.m. on January 14, 2000** will receive first consideration. Send completed application materials to:

Human Resources Office
Cascadia Community College
19017 120th Avenue NE, Suite #106
Bothell, WA 98011

Cascadia Community College is committed to creating and supporting a diverse faculty, staff and student population. Individual differences are celebrated in a pluralistic community of learners. Applicants are encouraged to apply without regard to disabilities, race, color, religion, sex, sexual orientation, national origin, age, marital or veteran status or the presence of a non-job related medical condition. Persons with disabilities needing assistance in the application process may call (425) 398-6395.

APPENDIX G: PERMISSION TO CONDUCT THE STUDY

CASCADIA
COMMUNITY COLLEGE

Office of the President

November 20, 2000

School of Education
College of Home Economics and Education
Education Hall
Oregon State University
Corvallis, OR 97331-3502

Dear Dr. Haverson:

I am writing this letter in support of the research project that your graduate student, and Cascadia employee, Sharon Buck, wishes to undertake. Ms. Buck has shared with me her intent to research how Cascadia created its faculty structure and faculty roles.

To the extent possible, and without violating any confidential records/documents, she will have access to public records and documents, both in print and electronic, which relate to her topic. She will be able to interview, with the participants' individual permission, those employees who are involved with the issue being researched, and ask pertinent follow-up questions related to this topic.

Cascadia Community College occupies the rare status of being one of the few new community colleges opening at this time and has enjoyed national visibility. This means that the institution will be identified in this study, whether named or not, and opinions and experiences of participants, who have willingly participated in this study, even though referred to by title rather than by name, will be recognizable. Those employees mentioned will give their permission to be identified. Those employees who do not wish to be identified will not be mentioned and/or recognized in the study.

We are happy to be able to cooperate with this research project and look forward to the publication of her results.

Sincerely yours,

Dr. Victoria Muñoz Richart
President

c: Sharon Buck

vmr112001

18345 Campus Way NE · Bothell, Washington 98011-8205 · 425.352.8810 · 425.352.8265 fax · www.cascadia.ctc.edu · info@cascadia.ctc.edu