Final Report of the

ASA Task Force on Community College Faculty in Sociology

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Task Force Charge:

Given the increasing reliance on community colleges in our nation's system of higher education, combined with the dearth of information on community college faculty in the discipline of sociology, the… task force [is] charged with gathering empirical data on faculty teaching sociology at community colleges, both those who are members of the ASA and those who are not currently members, in order to better understand their characteristics, credentials, professional identity, professional goals, and professional development needs, as well as working conditions and structural arrangements that impact sociology curricula and its implementation in their institutions. Based on these findings, the task force [will] then develop a series of recommendations to Council regarding appropriate and effective strategies for supporting sociology faculty in community colleges.

1. Introduction

Among the various purposes of scholarly disciplinary organizations, three important objectives are: to support academics in their professional roles; to assist them with professional development; and to advocate for the discipline and its advancement. The ASA Task Force on Community College Faculty concludes 3.5 years of work with this report, which calls for the American Sociological Association to take on a new level of leadership and engagement with community college faculty teaching sociology based on an extensive review of the literature, the results of the largest survey of faculty teaching sociology in community colleges that has ever been conducted, and extended and detailed conversations among the 12 task force members.

2. Background

Community colleges are the fastest growing segment of U.S. higher education (Boggs 2010). Nationwide there are more than 400,000 full- and part-time community college faculty, who make up about 27 percent of all faculty members in the United States (U.S. Department of Education, National Center for Education Statistics 2012). There are 7.4 million undergraduates currently taking credit bearing courses in community colleges, comprising 44 percent of all the undergraduates in America today (Kisker, Wagoner, Cohen 2011; AACC 2011). Among all 2015 doctoral recipients, 12.5 percent attended a community college for some part of their studies (National Science Foundation 2016: Table 30). Community college students are more diverse that any other group of students in higher education on every dimension including age, ethnicity, nationality, socioeconomic status, and degree of disability (Boggs 2010; Horn and Nevill 2006)

Both government and private funders are increasingly focusing on community colleges as a crucial element of the nation's higher education system. Starting in the 1990s, the NSF instituted a series of policy changes aimed at increasing grant submissions and awards to community colleges. Other federal agencies have created similar initiatives, including the U.S. Department of Labor, the U.S. Department of Commerce, the U.S. Endowment for the Humanities, and the U.S. Endowment for the Arts (Budd 2011). Some higher education experts have predicted that education at the community college level will receive even greater attention within the incoming administration (Fain 2016). Private funders like the Bill and Melinda Gates Foundation, the Lumina Foundation, and the Carnegie Foundation for the Advancement of Teaching also have launched major initiatives focusing on community colleges and their students (Rowell 2010; Mangan 2013).

In recent years a broad range of disciplinary associations have begun to take action to support community college faculty and students. Some associations have sponsored "two-year curriculum discussions," other have developed Community College Sections, and still others are offering special workshops or conferences on community college teaching. There are a variety of approaches, but it is evident that an increasing proportion of disciplinary associations are engaged in new initiatives to support community college faculty. The Carleton College Science Education Resource Center website includes a hyperlinked list examining "Two-Year College Outreach Across the Disciplines." (Carleton College 2013) The disciplines listed that have taken significant steps to support community college faculty and pedagogy include biology, chemistry, engineering, English, geosciences, history, math, physics, and psychology.

The American Sociological Association has also taken some action to support community college faculty. Starting around 1998, ASA began offering a Community College Faculty Bagel Breakfast at the ASA Annual Meeting. A volume on teaching at the community college level was among those published by the ASA Teaching Resources Center in 2000. The ASA Task Force on "Articulation of Sociology in Two- and Four-Year Colleges" included in its final report (2003) the observation that "despite their increasingly prominent position in higher education, community college faculty complain that they face persistently negative perceptions and are largely ignored…." Moreover, they are "expected to offer a viable lower-division curriculum for the sociology major, but often in a vacuum." The 2005 report of the ASA Task Force on the Undergraduate Major, titled "Liberal Learning and the Sociology Major Updated," included a section discussing the needs of students transferring from community colleges (McKinney et al. 2015).

None of these efforts, however, has resulted in a systematic understanding of the working conditions, professional development needs, or disciplinary concerns of community college faculty teaching sociology. Nor have they suggested ways that ASA might support this important group of academics in their professional roles, assist them with professional development, or advocate for the discipline and its advancement at the community college level.

3. The Task Force and This Report

The Task Force on Community College Faculty in Sociology was established in February 2012. The membership was seated in August of that year and was composed of a total of 12 sociologists, most of whom are currently employed in community colleges. Task force members began by meeting on a monthly basis via conference call to define their tasks, develop a plan of action and coordinate their work. Ultimately the task force developed and fielded the largest survey of faculty teaching sociology in community colleges that has ever been conducted, and published three articles based on analysis of the survey results in a special issue of *Teaching Sociology* focused on community colleges. The first article examined the factors that led survey respondents to their current positions and was titled "Teaching for Social Justice: Motivations of Community College Faculty in Sociology" (Brown et al. 2016). The second article, "Examining the Professional Status of Full-time Sociology Faculty in Community Colleges (Kapitulik et al. 2016), considers the status of community college faculty within the discipline in terms of their autonomy, altruism, specialized training and other markers of a "professional." The third article explores the working conditions of community college faculty, with a special focus on those employed part time. This article is titled "Sociology Faculty Members Employed Part-time in Community Colleges: Structural Disadvantage, Cultural Devaluation and Faculty-Study Relationships" (Curtis et al. 2016). In this way the work of committee members served the ASA by providing a basis for recommendations and insights based on solid peer reviewed research, while also advancing research on community college faculty and supporting the career development of the ASA members who serve on the task force, most of whom work at the community college level. Each of the three articles can be found in full with the supplemental materials for the meeting.

The remainder of the report is divided into four sections. First, a brief description of the methodology for the survey is provided. The second section provides a brief summary of key findings from each of the three articles. The third section presents additional findings from the survey data that were not included in the three articles. These results include information regarding respondents' involvement with professional associations, including the ASA, and their specific suggestions for how the ASA could serve them better. The fourth and final section of the report lists the Task Force recommendations.

4. Methodology

The task force members began by examining a survey of community college faculty teaching physics (Neuschatz et al. 1998) and considering how the topics and items within that survey might inform their efforts. The methodology that was ultimately used is described in Curtis et al. (2016) as follows:

> The data used in this analysis come from a survey carried out in spring 2014 by the American Sociological Association (ASA) Task Force on Community College Faculty in Sociology. The survey objective was to reach a nationally representative sample of faculty members teaching sociology in community colleges. Because there is no comprehensive national list of these faculty members, the task force drew a sample of 300 institutions from the 948 public two-year colleges with IPEDS data for size and locale. The sample of community colleges was stratified to

represent the combination of three categories related to institution size (large, midsize, small) and four categories related to institutional location (rural, suburb, town, city). Task Force members then attempted to identify and contact all of the faculty members teaching sociology in those institutions during spring 2014. The names and e-mail addresses of faculty members teaching sociology at the sampled colleges were collected by contacting college administrators and reviewing college websites and course listings. In addition, ASA members who reported a community college employer as of early 2014 were included in the final sample of 1,730 individuals.

Potential respondents were contacted via e-mail and invited to complete an online questionnaire of 68 closed- and open-ended questions with logical skip patterns based on employment status and other variables. A total of 712 respondents completed the questionnaire, resulting in a net response rate of 43 percent. Responses were weighted for analysis according to the 12 sample strata identified previously, and analysis was completed using SPSS version 23. The data set, while not technically representative because no full population list exists from which to draw a sample, offer a solid cross-section for our descriptive analysis of community college faculty members teaching sociology. (Pg 273)

5. Key Findings from the Articles

5.1 Teaching for Social Justice: Motivations of Community College Faculty in Sociology (Brown, Blount, Dickinson, Better, Vitullo, Tyler, and Kisielewski)

This article examines the factors that lead faculty in sociology to teach at the community college level and whether "community college faculty view their work as a *social justice calling*—an opportunity to work for democratic ideals and social equality by educating students who otherwise might not have ready access to higher education." (Pg. 245, emphasis in original) Based primarily on responses to open-ended survey items, they consider the relative importance for faculty members of "external push factors" (viewing their positions as the result of limited job opportunities or as the best option available given their lack of a terminal degree) contrasted with "a set of personally meaningful internal motivations or pull factors" (preference for teaching over research, planning to teach at a community college until they retire, and choosing to work at a community college again).

External push factors were rarely reported as the reasons for working at a community college. Only 11 percent of the respondents report limited job opportunities as the reason they work at a community college and just 9 percent say the lack of a requirement for a PhD is behind the decision to teach there. The vast majority of respondents (78.8 percent) say they would choose a career at a community college again if they had an opportunity to do so.

Moreover, there is considerable evidence that for many community college faculty members the internal motivations for choosing to teach at a community college take the specific form of a social justice orientation. That is, first, it is expressed as a choice:

I wanted to focus on teaching. I wanted to work primarily with economically disadvantaged students. I wanted to work with rural and non-traditional students. (Brown et al. 2016)

Second, it is seen as a response to inequality:

…With the economic environment we have today, the young people [from disadvantaged backgrounds] are dying to know why it is so hard to get ahead. Sociology really is one of the only disciplines to explain it and explain it well.

Third, it is seen as a form of empowerment:

Particularly in periods of economic weakness, community colleges take those who have been left behind by the high-tech economy and empowers them with the necessary skills to improve their lives. It thrills me to think I may have the opportunity to contribute to this process.

And fourth, they often even explicitly label their work as a "social justice calling":

I am committed to social justice and access to higher education and I see my work at the community college as related to that commitment.

The authors conclude "these professors are not teaching in community colleges because they were pushed into an undesirable position by external circumstances. Rather, they were pulled into community college work by the students, the mission, and the chance to make a difference. Teaching sociology in a community college is a vitally needed form of organic public sociology; it should be recognized as important in its own right with its own rewards and be supported as such" (Pg. 253).

5.2 Examining the Professional Status of Full-time Sociology Faculty in Community Colleges (Kapitulik, Rowell, Smith, and Amaya)

This article examines the professional status of full-time community college faculty teaching sociology from the "trait model" and "process model" perspectives. "Traditionally, sociologists have argued that for a particular type of work to be conceptualized as a profession, it must meet certain criteria, such as: esoteric knowledge and skills, high levels of workplace autonomy, considerable authority, and a sense of altruism. More current approaches to professionalization place greater emphasis on how the structural location and organizational features of a particular group affect their claims to professional status" (Kapitulik et. al. 2016:256).

Table 1 (Kapitulik et. al. 2016:262) examines a series of characteristics that are associated with the trait model. It reveals that the community college faculty who responded to the survey are far more educated than the average American. All of the respondents have post-baccalaureate training and 76

percent have advanced training specifically in sociology. Although 25 percent of the respondents have training outside the field, 83 percent "agreed that a graduate degree in sociology should be required to teach sociology in community college," providing a strong show of "support for the gate-keeping function of credentials" (Pg. 261). They are also actively engaged in on-going professional development (albeit frequently located on their home campuses) and stated that they would like to do more if obstacles to their participation could be removed. Of particular interest is the finding that 79 percent of the respondents would like to participate in a professional sociology meeting. Additionally, the survey respondents report high levels of autonomy (77 percent have autonomy in course development and 96 percent report autonomy in daily teaching). The authors caution, however, "while a large majority of faculty agreed that they enjoy autonomy, a smaller percentage were dissatisfied with the control that administration and outside forces have over their teaching, a potentially growing trend at institutions around the country" (Pg. 264). Other traits of professionalism examined include altruism, motivation, satisfaction, and professional identity. In each case, the results are consistent with the definition of a profession.

However, when examined through the lens of the process model of professions the picture grows more complex. Three key questions animate this theoretical perspective: (1) how do members of the group see themselves? (2) how are they viewed by others? and (3) how do social structural and organizational location impact the group's ability to work as a profession? Among the respondents 70 percent said their primary professional identity was community college or college professor, rather than sociologist. When asked how they are viewed by the larger academic sociological community they said they are disrespected. And a variety of structural and organizational factors—including underprepared students, increasing teaching loads, corporatization of higher education, and increasing emphasis of vocational training--challenge this group's ability to function as a profession. Nonetheless, the authors conclude:

> Combining [the trait and process] approaches leads us to conclude that in spite of a host of structural barriers, these faculty should be considered a professional group. Their specialized training, high levels of workplace autonomy, altruistic motivations, and ongoing engagement in professional development are all characteristics of work traditionally characterized as professional…. It is noteworthy that community college sociology faculty function as a professional group in spite of significant barriers. Structurally, these faculty contend with a lack of institutional support for professional activities, including insufficient financial assistance as well as a lack of recognition of the importance of profession enhancing activities such as conducting research and organizing professional meetings. (Pg. 267)

5.3 Sociology Faculty Members Employed Part-time in Community Colleges: Structural Disadvantage, Cultural Devaluation, and Faculty-Study Relationships (Curtis, Mahabir, and Vitullo)

This article examines the characteristics, working conditions, professional identity, and challenges faced by community college sociology faculty members. A particular emphasis is placed on

the working conditions of part-time faculty members and how those conditions might impact the amount and quality of faculty-student interactions. The quality of interactions between faculty and students has been shown to be linked to persistence and completion rates, course grades, standardized test scores, critical thinking skills, leadership skills, self-worth and confidence, and career and graduate school aspirations.

Table 1 of the article (Curtis et al 2016:274), includes the important distinctions among three employment status categories. The majority of respondents to the 2014 survey (58 percent) are employed full time, with the remaining 42 percent divided equally between part-time faculty members in that status by their own choice ("voluntary part-time") and those who would prefer full-time employment ("involuntary part-time"). Nearly two-thirds of community college sociology faculty members are women across all three employment status categories. The involuntary part-timers are younger and more of them choose two or more racial or ethnic identities. Slightly more than half (51.7 percent) of all community college sociologists have a master's as their highest degree, although nearly half of full-time faculty members and a third of those involuntarily part-time hold a PhD. As might be expected, the three employment categories represent starkly different income levels, with a majority of involuntary part-timers reporting annual income of less than $30,000 while about a quarter of their full-time colleagues earn $85,000 or more.

Table 2 in Curtis et al. (2016:276) provides data on four aspects of community college faculty work. Teaching at more than one institution is a defining characteristic for the involuntary part-time faculty members, 54 percent of whom move among at least two campuses. More than a third of voluntary part-timers teach at more than one institution, as do even 16 percent of full-timers. In addition to teaching, many community college faculty members spend considerable time working with students outside the classroom. The published analysis reveals that 69 percent of the full-time sociology faculty spends five hours or more per week in advising or office hours, while 23 percent of involuntary part-timers and 13 percent of voluntary part-timers have that level of availability to students.

The primary work of community college faculty members is teaching, and the article details two measures of teaching load. A large majority of the full-time faculty respondents are teaching five or six sections in the present term, while the modal load among part-timers is three sections (with considerable variation). In terms of the variety of specific courses taught, more of the part-time faculty members teach only the introductory sociology course.

The faculty survey also inquired about challenges posed by working conditions in the community college, and responses are summarized in Curtis et al. (2016:280-82). The challenge cited most frequently by full-time faculty members is underprepared students. This is a concern among part-timers as well, but with much lower frequency. By contrast, the challenges cited most often by involuntary part-time faculty members focus on compensation and job security. Additionally, responses to both open and closed survey items indicate that part-time faculty feel disrespected by the community college's full-time faculty. Responses to open ended questions make these two points clear:

The utter disrespect and distain of tenured and tenure-track faculty—inclusive of sociology—towards me and other part-time faculty... I have noticed the same kind of condescension on the part of sociology (and other) faculty members from four-year institutions towards community college faculty. This disrespect, distain and condescension—as well as the active resistance of tenured/tenure-track faculty for improvement in wages and other basic benefits for part-time faculty—reflect a clear caste-like stratification system with part-time faculty members in the stigmatized "untouchable" caste, a pariah majority group often labeled "adjuncts" as in "add-ons." (Pg. 282)

The article argues that structural conditions and negative interpersonal relationships impede and devalue the work of part-time faculty members, which has negative consequences for student achievement. It concludes with concrete recommendations for community colleges, professional associations (discussed in subsequent sections of this report), and researchers (Pg. 283).

6. Additional Findings Related to Professional Associations and the ASA

While the articles discussed above provide considerable insight into the working conditions, professional status and motivations of faculty teaching sociology at the community college level, none of the articles includes a complete examination of all of the data related to respondents' professional activities and professional goals, nor of their involvement with professional associations, including the ASA. The articles also do not examine the degree to which faculty teaching sociology in community colleges are aware of and using the broad array of teaching resources available to them, including those offered through the ASA. Finally, the articles do not examine the respondents' memberships in professional associations, including the ASA, nor their specific comments regarding how ASA could better respond to their needs. These topics are of central importance when considering how the ASA might create a more welcoming environment and provide more useful resources for community college faculty members. The Task Force's survey included multiple items related to these three sets of issues, which are reported in this section of their report. Supporting tables and figures for this section are found in Appendix I and are labeled with letters 'A' through 'L' to distinguish them from the tables found the in three peer-reviewed articles discussed in earlier sections of this report.

<u>Professional Engagement</u>

The full set of responses to the professional engagement items is presented in Table A, broken out by employment status. We can focus here on a couple of the items related directly to activities of the ASA: conferences and publications. A majority of full-time sociology faculty members (55.8 percent) have attended a sociology professional conference in the last two years, whereas only 36 percent of all part-timers have attended. The proportions that have presented or presided over a session at a sociology conference are much smaller, at 28 and 21 percent, respectively. Less than 20 percent of all community college faculty members have published a recent journal article, whether research-based or not. And only a few more (25 and 20 percent) have reviewed a grant proposal or journal article.

Survey respondents were also asked about professional activities in which they would like to participate, and the results are presented in Table B. Of particular note are the relatively high levels of interest in attending and presenting at a professional meeting, publishing a journal article, or serving as a journal reviewer. In each case the proportion desiring this avenue of participation is higher than the proportion that have actually done so in the last two years. These two tables provide strong evidence of an opportunity for the ASA to consider ways to make presenting at a conference and publishing in an ASA journal more possible for community college faculty members (see Recommendations 4-8 in the final section of this report.).

What barriers hinder community college sociologists in participating in professional development? The survey asked respondents about obstacles to participation in desired professional activities, which are tabulated in Table C. Lack of time and lack of funding are far and away the most frequently selected barriers, but differences in order and proportions between the employment status categories highlight their different situations. Time was selected as the biggest obstacle by nearly all (93 percent) of the full-time respondents, and is also the most frequent selection among those teaching part time by choice. The issue of time can encompass a variety of dimensions, including having the time to prepare a submission for the Annual Meeting as well as time to attend the Annual Meeting. (See Recommendations 5 and 6.) Time was selected frequently by involuntary part-time respondents, as well, but is second on their list to funding. This aligns with the finding that the part-timers not in that situation by choice more frequently identify their low compensation levels as a serious problem than do other respondents (Curtis et al. 2016:280-81).

The next two most frequently identified barriers are professional and family responsibilities, but again the order and proportions provide further insight. Professional responsibilities are cited by a majority of full-time respondents, likely due to their heavy teaching loads. They were also selected by 42 percent of voluntary part-timers, many of whom have other jobs, and 24 percent of the involuntary part-timers; however, for both categories of part-time respondents, family responsibilities were chosen more frequently as a barrier. Nearly half of respondents teaching part time by choice and a third of the unwilling part-timers selected family responsibilities, as did 38 percent of full-timers.

It is also worth noting that only a few respondents cite inadequate knowledge or skill as a barrier to participating in activities. So it is not that community college faculty members are not capable of engaging in professional activities, it is rather that they are not able to do so. Moreover, many of the community college sociologists employed full-time do have access to at least some institutional support (although not always sufficient and often not used) for engaging in professional development, including travel to conferences and registration for them, as documented in Table D. These resources are typically not available to part-time faculty members, however.

How might the ASA make participation in professional activities possible for community college faculty members? Survey respondents were asked what one resource would most enable their participation, as summarized in Table E. For full-time faculty members, time is what is lacking—no wonder, since most of them teach five or more sections each term. (See Recommendation 5.) For part-

time faculty sociologists, funding is the need, which follows from the low incomes documented above. (See Recommendation 7)

Awareness and Use of Teaching Resources

The primary activity of community college faculty is teaching, and as demonstrated above, teaching is a central motivating factor for these individuals' career choices. This raises the question, where do faculty teaching sociology in community colleges go for teaching resources? Is there room for the ASA to provide additional support? Table F examines awareness and use of TRAILS, *Contexts*, *Teaching Sociology*, textbook publisher materials, and Teaching With Data (a web portal of selected materials and links created and supported by ICPSR at the University of Michigan).

Given the fact that TRAILS has existed since 2010, the Task Force was surprised to learn that 71.5 percent of full time faculty and 81.1 percent of part-time faculty had never heard of TRAILS. *Contexts* magazine was also not widely known—46.7 percent of full-time community college faculty and 63.5 percent of part-time faculty said they had never seen an issue. *Teaching Sociology* was better known among full-time faculty, and 67.5 percent said they sometimes or regularly used it. Still, 40 percent of the part-time faculty said they had never seen the journal. The vast majority of the survey respondents were aware of textbook publishers' materials, and roughly a third said they used these materials regularly. ICPSR's Teaching With Data was somewhat better known than TRAILS, but roughly half of the full-time and part-time faculty reported they had never seen it.

In the past year the editor of *Teaching Sociology* and the editor of TRAILS have been collaborating to include cross-references to the resources in these two outlets. TRAILS search results now include "*Teaching Sociology* related citations" along side TRAILS resources related to the user's search terms. In 2017 *Teaching Sociology* will start including a section highlighting recently published TRAILS resources. In this way, the higher level of awareness and use of *Teaching Sociology* among community college faculty may lead to increasing levels of awareness and use of TRAILS as well.

Membership in Professional Associations

The community college faculty members who responded to the Task Force's survey seem to see value in professional association membership. This is reflected in the fact that every respondent reported being a member of at least one association (see Table G). Among the full-time faculty, 68.4 percent were either current or past members of the ASA while just over half of the part-time faculty reported being current or former members (50.8). However, only 21.7 percent of the full-time and 17.9 percent of the part-time respondents reported being current ASA members. Current membership in regional sociological associations is much higher, at 58.8 percent of full-time and 41.0 percent of part-time respondents. Roughly 40 percent of the full-time faculty report they attended at least one ASA Annual Meeting in the past five years; that number drops to 30.7 percent among the part-time respondents.

The survey also included an open-ended question that asked respondents their major reason for not joining the ASA. These open-ended responses were then coded into 10 categories and are reported

in Table H. Cost is by far the most common reason listed for not joining ASA among both full time and part time respondents. The reasons listed next vary across the two employment groups, with full-time faculty being equally likely to mention lack of funding or institutional support or a professional specialization other than sociology. Among part-time faculty the second most common reason listed is lack of awareness of the ASA, followed by specialization in a discipline other than sociology. Very small proportions of the respondents said they saw no benefit in ASA membership—just 7 percent of full-time and 11.9 percent of part-time faculty.

Another open-ended question asked respondents what factors would increase their likelihood of becoming an ASA member. These responses were also coded and are reported in Table I. Roughly 40 percent of both full time and part time respondents either did not answer the question, said nothing would influence their decision, or they didn't know what would influence the likelihood of them becoming an ASA member. Among full-time faculty who did provide a suggestion, the largest number (18.3 percent) said providing funding would increase the likelihood of them joining. Eleven percent of respondents said that reduced cost would be an inducement (Recommendation 7). Part-time faculty members who provided specific responses echoed both of these factors, although with reversed frequency. They also suggested more outreach and information, which is consistent with the lower level of awareness of ASA among this group. (Recommendation 2). Both groups suggest providing more teaching events, resources and webinars, as well as sponsoring local conferences, workshops, and informal events. (Recommendation 5)

Historic patterns of ASA membership

Figures J and K provide an overview of the number of community college faculty who became members of the ASA between 1999 and 2016. In 1999 just 197 members of ASA were employed in a community college. The highest level of membership was in 2007, when 429 members of ASA were employed in community colleges. After a downward trend, it appears that the number of members may be rebounding slightly, rising to 345 in 2016. As a proportion of total members, community college faculty have ranged from 2.8 percent of ASA membership to 3.7 percent--a level reached in both 2007 when the highest number of community college faculty were members of ASA, and in 2016 when the absolute number of community college faculty members was lower but represented an equal proportion of overall membership.

Together all of the findings related to professional association membership presented in Section 6 of this report suggest that community college faculty in our discipline do believe in the value of belonging to a professional association and act on that belief by joining regional associations. They also see belonging to ASA as potentially valuable, even though they are often unaware of the relevant teaching resources they could access as ASA members. Cost is clearly an issue for these faculty, and either reducing costs for membership and Annual Meeting participation or providing supplemental funding may be essential to increasing their involvement in the association. Increasing awareness of currently available teaching sources as well as increasing community college specific resources may be

another way to increase membership among this group. However, a key element that comes through in the findings presented in the three *Teaching Sociology* articles is that simply providing more teaching resources will not make the difference. Meaningfully increasing ASA membership and Annual Meeting participation among community college faculty will also require conveying to community college faculty teaching sociology that they are valued and respected as members of the discipline doing important work. (Recommendation 1).

If there ever was a time to recognize the importance of sociology in our society, the time is now. Democracy depends on a citizenry that understands sociology. It is time that our discipline recognizes the value of both research and teaching. It is true that we need research to advance the science of our disciplines but it is equally true that we need the teaching of sociology to advance our world. Unfortunately, the marginalization of teaching within the discipline leads to the disenfranchisement of numerous public sociologists who are teaching and living sociology every day. Community College faculty (as well as those at teaching institutions) care deeply about the discipline and the discipline should care more about the work they do. Over 45 percent of students enrolled in an introductory course in sociology in the United States each year are taking this course at a community college (Kapitulik et al. 2016:256). These faculty are most often not members of the American Sociological Association and they would like to be. They care deeply about the teaching of sociology and the students they serve (Brown et. al 2016), they identify as a professional group (Kapitulik et. al 2016), and many of them continue to teach despite difficult working conditions (Curtis et. al. 2016). Through community colleges, the American Sociological Association has an opportunity to reach out and connect to a student demographic that needs our discipline more than ever before. Sociology, more than any other discipline, should model best practices of inclusion within our disciplinary association. It is time that we seek to welcome all sociologists to the table. It should not matter the employment status, the type of institution, the type of work, or the number of scholarly journal articles published. All sociologists should be encouraged to be members of the ASA, and we as a discipline need to build the necessary resources and capacities to help all sociologists do sociology.

7. Task Force Recommendations

The Task Force members offer the following ten recommendations to Council. The overarching goal of these recommendations is to increase the number and proportion of community college faculty in sociology who join ASA and become active, sustained members. This goal not only serves the ASA, but also serves the discipline of sociology, students, and society as a whole.

Recommendation 1: Create a more inclusive ASA Diversity Statement as a first step toward reducing the sense of marginalization felt by various groups within the organization, including community college faculty. **Passed unanimously.**

> The ASA Council has approved the following diversity statement to guide the organization in increasing membership as well as seeking members to serve as candidates for election and appointees to committees:
>
> "Much of the vitality of the ASA flows from its diverse membership. With this in mind, it is the policy of the ASA to engage, recruit, include, and acknowledge people of color, women, gay, lesbian, bisexual, and transgendered persons, persons with disabilities, persons from all types of educational institutions—ranging from research intensive universities to community colleges and high schools, persons from all types of employment statuses, persons who work in government, business, or other applied settings, and international scholars in its programmatic activities and in the business of the Association."

Recommendation 2. Send the three Teaching Sociology articles produced by the Task Force to all individuals on the list of community college faculty who received the 2014 survey. Include a personalized letter from the ASA President and the Task Force Co-Chairs summarizing the recommendations that were passed as a result of the Task Force's work and encouraging each recipient to join ASA to be part of this new chapter in the Association's history. **Passed unanimously.**

Recommendation 3. Add a designated seat on Council reserved for a faculty member from a two-year institution. This position would be an elected position like other Council seats, but only faculty from two-year institutions would be eligible to run for this seat. **Tabled.**

Council conveyed its sincere support for the spirit of this recommendation. However, because members of ASA Council are elected "at large," this change would mean re-conceptualizing the foundational structure of our governing body. Council would like to explore alternative avenues for inclusion and representation for community college faculty and welcomes additional ideas and input from members of the task force on the matter. This issue will also be referred to the Membership Task Force for consideration.

Recommendation 4. Annually send two special letters to all community college members of ASA over the President's signature. In November encourage them to submit papers and workshops for the next

Annual Meeting as well as to renew their membership, and after the Preliminary Program is available give them highlights of the program that are of particular relevance to the community college context— including the community college breakfast and the Teaching Day (see Recommendation 5 below)—and encourage their attendance. **Passed unanimously with the provision that** the Executive Office staff has flexibility in terms of the specific implementation details within the spirit of the recommendation (e.g., perhaps these messages will go to a larger group than the membership).

Recommendation 5. Establish a "teaching day" at the Annual Meeting:

a) Teaching Day would provide a full day of teaching-focused sessions organized in coordination with the Section on Teaching and Learning. It would not be limited to community college faculty, but would emphasize the importance of teaching at all levels. **Passed.** Please note that this will first be offered at the 2018 Annual Meeting in Philadelphia.

b) Fix the section day for the Teaching and Learning Section to rotate only between Saturday and Sunday. **Did not pass.** Given that ASA has a large number of sections and most experience a boost in attendance when their respective section days fall on the weekend, Council felt it could not limit access to these highly desirable days.

c) Include a special session of community college focused roundtables as part of Teaching Day. Require only an abstract for submissions for this session. **Passed unanimously.**

d) Establish a lower cost "Teaching Day Only" Annual Meeting registration fee. **Passed unanimously,** *with the amendment that rather than a one-day registration fee there will be a reduced price registration free for community college faculty. We currently have a reduced fee for several groups, and community college faculty will be eligible for that fee starting in 2018. This will represent a significant decrease in registration cost as Council acknowledges and supports the need for lower-cost access to the Annual Meeting.*

Recommendation 6. Change the date for workshop submissions so they are made at the same time as the paper submissions. Continue to require only a description of the workshop for submission. **Passed unanimously.**

Recommendation 7. Create an Association-wide fundraising initiative in order to establish an Annual Meeting travel fund to assist low-income members of the Association, including sociologists employed as part-time community college faculty. **Passed unanimously.** Please note that such an endeavor requires careful planning, both in terms of the fundraising initiative itself and the ultimate distribution of funds, so this will likely not be operational until the 2018 Annual Meeting.

Recommendation 8. Encourage increased research on sociology in community colleges and the sociology of community colleges by:

a) Adding language to the program descriptions for ASA small grants stating that research on community colleges and partnerships between two-year and four-year institutions are welcomed.

b) Incorporate community colleges and their faculty as a unit of analysis in ASA research whenever appropriate and feasible.

c) Encouraging and supporting the Task Force on Contingent Faculty and the Task Force on Membership to include an examination of community college faculty issues related to their topic wherever appropriate. **Passed unanimously.**

Recommendation 9. Encourage the ASA Membership Department and Task Force on Membership to explore options for and advisability of joint memberships between ASA and regional sociology associations as a means of bringing more community college sociologists into active contact with disciplinary organizations. **Passed unanimously.**

Recommendation 10. Create a community-college focused page on the ASA website, which would include easy-to-find links to relevant ASA content and also a way to join the ASA Community College Faculty listserv. **Passed unanimously.**

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APPENDIX I

Tables and Figures

Table A

Table 6.1						
Respondents Engaging in Various Activities During the Last Two Years, by Employment Status (Percent)						
Activity	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
Attended a sociology professional conference	55.8	36.3	*	31.0	42.0	n.s.
Presented and/or presided over a session at a sociology conference	28.8	21.2	*	16.3	26.0	n.s.
Attended a community college-specific conference	48.3	37.2	*	45.2	29.5	*
Presented and/or presided over a session at a community college-specific conference	22.5	11.9	*	11.0	12.1	n.s.
Attended a professional development workshop at own college	89.2	74.7	*	69.8	78.9	n.s.
Presented and/or presided over a session at a workshop at own college	56.2	19.3	*	19.0	19.1	n.s.
Attended a minicourse, webinar or workshop for sociology educators	27.9	24.4	n.s.	27.6	21.4	n.s.
Conducted a minicourse, webinar or workshop for sociology educators	6.7	5.4	n.s.	7.9	2.3	*
Attended a general teaching-related conference (not specific to sociology)	53.5	42.7	*	51.6	34.1	*
Took an upper-division or graduate-level sociology course	14.5	16.3	n.s.	10.4	21.4	*
Had a research article published	10.2	16.3	*	15.1	17.4	n.s.
Had a non-research article published	17.9	14.0	n.s.	18.8	9.2	*
Reviewed or evaluated a grant proposal or journal article	24.9	20.2	n.s.	26.0	14.5	*
Wrote a textbook or a book chapter	15.3	11.6	n.s.	9.4	13.6	n.s.
Reviewed a textbook or textbook chapter	39.8	27.8	*	27.3	28.2	n.s.
Wrote a grant proposal	22.6	18.5	n.s.	22.7	14.5	n.s.
Received a grant	19.3	13.7	n.s.	19.2	8.4	*
Respondents by employment status	382	262		129	133	
Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.						
Notes : Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * *p* < .05						

Table B

Respondents Desiring Participation in Various Activities, by Employment Status (Percent)						
Desired Activity	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
Attend a professional meeting in sociology	78.5	79.8	n.s.	73.4	85.7	*
Give a talk or preside over a session at a professional meeting in sociology	42.1	51.0	*	34.7	66.2	*
Attend a minicourse, webinar or workshop for sociology educators	54.7	64.3	*	62.1	66.7	n.s.
Conduct a minicourse, webinar or workshop for sociology educators	19.8	31.1	*	25.0	36.8	*
Take an upper-division or graduate-level sociology course	35.5	41.9	n.s.	33.9	48.9	*
Publish a research article	50.3	57.8	n.s.	40.8	73.7	*
Write a non-research article	41.5	41.2	n.s.	32.0	50.4	*
Write a grant proposal	25.3	30.6	n.s.	23.2	37.6	*
Review or evaluate a grant proposal	14.7	26.5	*	25.8	27.1	n.s.
Review a journal article	35.9	47.7	*	40.3	54.9	*
Other	11.1	11.3	n.s.	10.4	12.8	n.s.
Respondents by employment status	369	258		125	133	

Source: ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes: Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * *p* < .05

Table C

Obstacles to Participation in Desired Professional Activities, by Employment Status (Percent)						
Obstacle	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
funding	66.5	74.2	*	65.3	82.0	*
time	92.6	77.0	*	77.2	77.4	n.s.
inadequate knowledge or skill level	4.9	10.5	*	9.8	11.3	n.s.
lack of acknowledgement on performance reviews	5.7	7.4	n.s.	4.0	10.5	n.s.
other professional responsibilities	51.9	32.3	*	41.5	23.5	*
family responsibilities	38.5	39.3	n.s.	45.2	33.8	n.s.
other	14.2	18.4	n.s.	17.7	18.8	n.s.
Respondents by employment status	367	257		124	133	

Source: ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes: Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * *p* < .05

Table D

Institutional Support for Conferences and Workshops, by Employment Status (Percent)						
Support for Travel (predefined response options)	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
No, support for this activity is unavailable	16.4	67.2		69.5	65.1	
No, support for this activity is available but I didn't use [it]	19.1	16.8		16.1	17.5	
Yes, I received support for this activity, but not enough	29.4	8.2		6.8	9.5	
Yes, I received enough support for this activity to meet my [needs]	35.0	7.8		7.6	7.9	
Respondents by employment status	371	244	*	118	126	n.s.
		All Part Time	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
Support for Registration Costs (predefined response options)	**Full Time**					
No, support for this activity is unavailable	16.3	62.7		63.6	61.9	
No, support for this activity is available but I didn't use [it]	17.9	19.7		19.5	19.8	
Yes, I received support for this activity, but not enough	23.3	10.2		8.5	11.9	
Yes, I received enough support for this activity to meet my	42.5	7.4		8.5	6.3	
Respondents by employment status	369	244	*	118	126	n.s.

Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes : Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * $p < .05$. In this case, the significance test is for the category distributions, not the specific percentage figures.

The root of the question reads: "During the last 12 months, have you received institutional support in the form of funding or release time for … ?"

Table E

One Resource to Enable Participation in Desired Activities, by Employment Status (Percent)						
Resource	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
Funding	36.2	51.2		45.5	56.2	
Time	57.0	29.4		32.5	26.2	
Skill development training	3.3	11.5		13.8	10.0	
Other	3.6	7.9		8.1	7.7	
Respondents by employment status	365	253	*	123	130	n.s.

Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes : Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * $p < .05$. In this case, the significance test is for the category distributions, not the specific percentage figures.

Table F

Awareness, Value, and Usage of Sociology Teaching Resources, by Employment Status (Percent)								
	(Predefined Response Options)							
Resource and Employment Status	Never seen it	Don't like it	Not suitable	Not available	Sometimes use it	Use it regularly	N	Sig.
TRAILS								*
Full-Time	71.5	2.7	1.9	5.8	14.8	3.3	365	
All Part-Time	81.1	0.8	2.4	5.5	8.3	2.0	254	
Contexts								*
Full-Time	46.7	2.7	1.6	9.1	26.6	13.2	364	
All Part-Time	63.5	0.8	3.6	10.3	17.5	4.4	252	
Teaching Sociology								*
Full-Time	19.0	2.7	1.4	9.5	48.8	18.7	369	
All Part-Time	40.2	2.0	2	10.9	36.3	8.6	255	
Book Publisher Material								*
Full-Time	12.1	9.4	3.5	1.9	42.5	30.6	372	
All Part-Time	21.0	4.3	3.5	0.8	33.1	37.4	257	
Teaching with Data								n.s.
Full-Time	47.7	0.8	1.9	5.2	27.7	16.7	365	
All Part-Time	51.0	1.6	3.5	3.1	23.5	17.3	257	

Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes : Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * $p < .05$. In this case, the significance test is for the category distributions, not the specific percentage figures.

The root of the question reads: "Please indicate your views on each of the following sociology teaching resources." Note that the first three items are not specifically identified as ASA resources.

Table G

Membership in the ASA and Other Associations, and Attendance at the ASA Annual Meeting, by Employment Status (Percent)						
ASA Membership	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
Current ASA Member	21.7	17.9		13.7	23.2	
Past ASA Member	46.7	32.9		31.5	34.8	
Never an ASA Member	31.6	49.1		54.8	42.0	
Respondents by employment status	304	236	*	124	112	n.s.
Other Associations (Percent Who Are Members)						
Regional Sociological Society	58.8	41.0	*	27.5	50.0	*
Society for the Study of Social Problems	7.5	7.0	n.s.	5.0	8.3	n.s.
State Sociological Association	11.8	13.1	n.s.	7.5	16.9	n.s.
Any Professional Association	100.0	100.0	n.s.	100.0	100.0	n.s.
Respondents by employment status	211	100		40	60	
Number Times Attended ASA Annual Meeting in Last Five Years	**Full Time**	**All Part Time**	**Difference FT/PT**	**Voluntary Part Time**	**Involuntary Part Time**	**Difference VPT/IPT**
0	60.1	69.3		73.9	64.7	
1	17.9	16.9		17.4	16.5	
2	10.6	8.4		5.8	10.6	
3	6.3	3.2		1.4	4.7	
4	1.7	0.6		1.4	0.0	
5	3.3	1.9		0.0	3.5	
Attended in Last Five Years						
Yes	39.9	30.7		26.1	35.3	
No	60.1	69.3		73.9	64.7	
Respondents by employment status	301	154	n.s.	69	85	n.s.

Source: ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Notes: ASA membership excludes respondents who were sampled because they were identified as ASA members and includes only respondents who answered at least one of the two questions regarding ASA membership. Other association membership includes only respondents to the item on association membership. The question on meeting attendance was asked only of current or former ASA members, including those sampled due to ASA membership. Percentages may not total 100 due to rounding. FT = full-time; PT = part-time; VPT = voluntary part-time; IPT = involuntary part-time; n.s. = not significant. * $p < .05$.

Table H

Major Reason for Not Joining the ASA, by Employment Status (Percent)						
	Full-Time		Part-Time		All Respondents	
	N	%	N	%	N	%
Cost	54	47.4	45	35.7	99	41.3
Unaware of the ASA	10	8.8	31	24.6	41	17.1
Specialize in other discipline	16	14.0	18	14.3	34	14.2
There is no benefit	8	7.0	15	11.9	23	9.6
Funding/lack of institutional support	16	14.0	5	4.0	21	8.8
Time constraints	12	10.5	6	4.8	18	7.5
Member of other association(s)	9	7.9	3	2.4	12	5.0
Can't attend the meeting	9	7.9	0	0.0	9	3.8
Other	3	2.6	3	2.4	6	2.5
NA/don't know	8	7.0	9	7.1	17	7.1
Item respondents	114		126		240	
Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.						
Note: The question was asked only of respondents who had never been an ASA member. Categories coded from open-ended responses. Percentages add to more than 100 because some responses fit more than one category.						

Table I

Factors that Would Increase the Likelihood of Becoming an ASA Member, by Employment Status (Percent)						
	Full-Time		Part-Time		All Respondents	
	N	%	N	%	N	%
Nothing, don't know	15	18.3	20	20.4	35	19.4
Reduced cost	9	11.0	17	17.3	26	14.4
Funding	15	18.3	10	10.2	25	13.9
Outreach, more information	2	2.4	15	15.3	17	9.4
Teaching resources, webinars	8	9.8	5	5.1	13	7.2
Other	7	8.5	6	6.1	13	7.2
Local conferences, workshops, informal events	7	8.5	4	4.1	11	6.1
Professional development opportunities	3	3.7	6	6.1	9	5.0
Plan on becoming a member	3	3.7	3	3.1	6	3.3
Specific focus on community colleges	3	3.7	2	2.0	5	2.8
Time	4	4.9	1	1.0	5	2.8
No answer	17	20.7	18	18.4	35	19.4
Item respondents	82		98		180	

Source : ASA Taskforce on Community College Faculty in Sociology survey, 2014.

Note: The question was asked only of respondents who had never been an ASA member. Categories coded from open-ended responses. Percentages add to more than 100 because some responses fit more than one category.

Figure J

Community College Faculty Membership in the ASA, 1999-2016

Note: Data for 2000 not available. *Source*: ASA membership data. Analysis by ASA Research Department.

Figure K

Community College Faculty Membership in the ASA, 1999-2016

Note: Data for 2000 not available. *Source*: ASA membership data. Analysis by ASA Research Department.
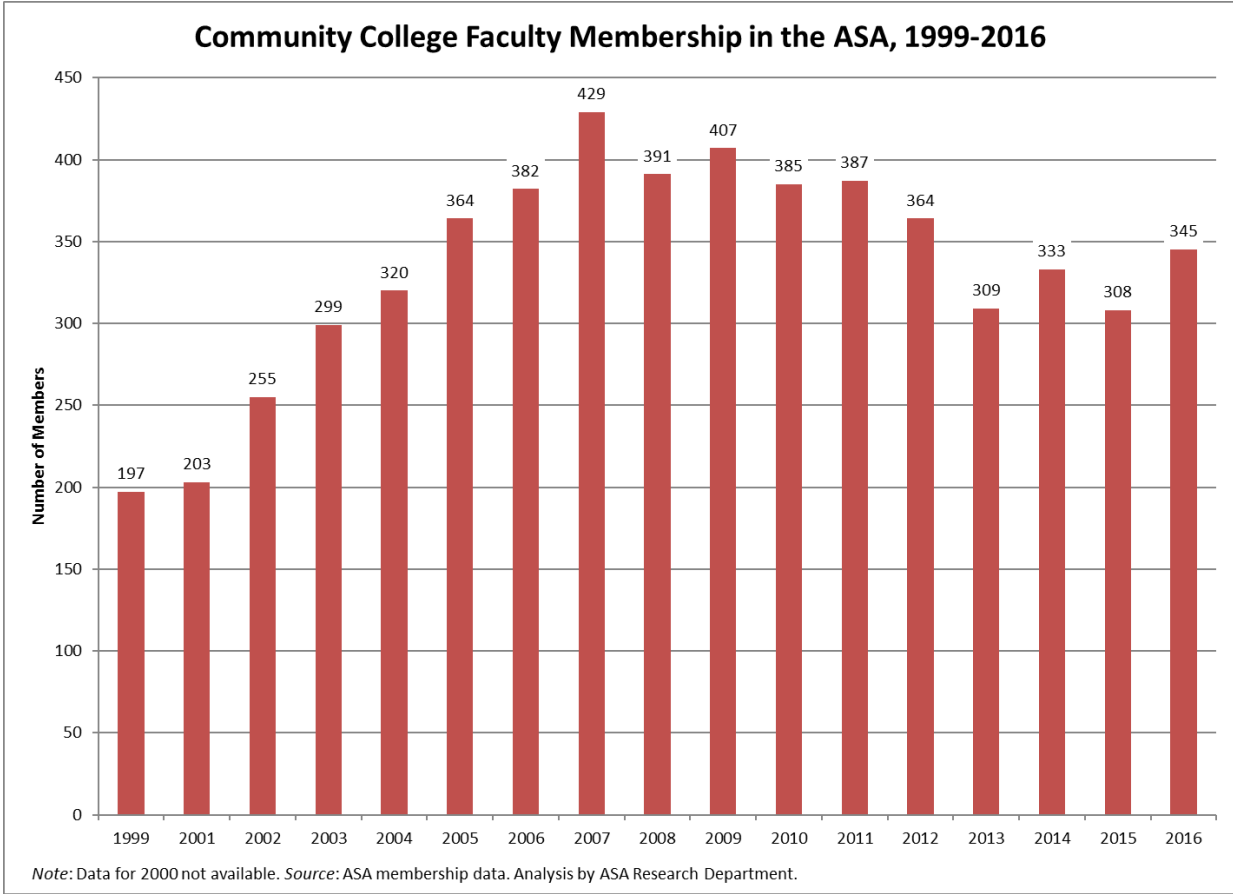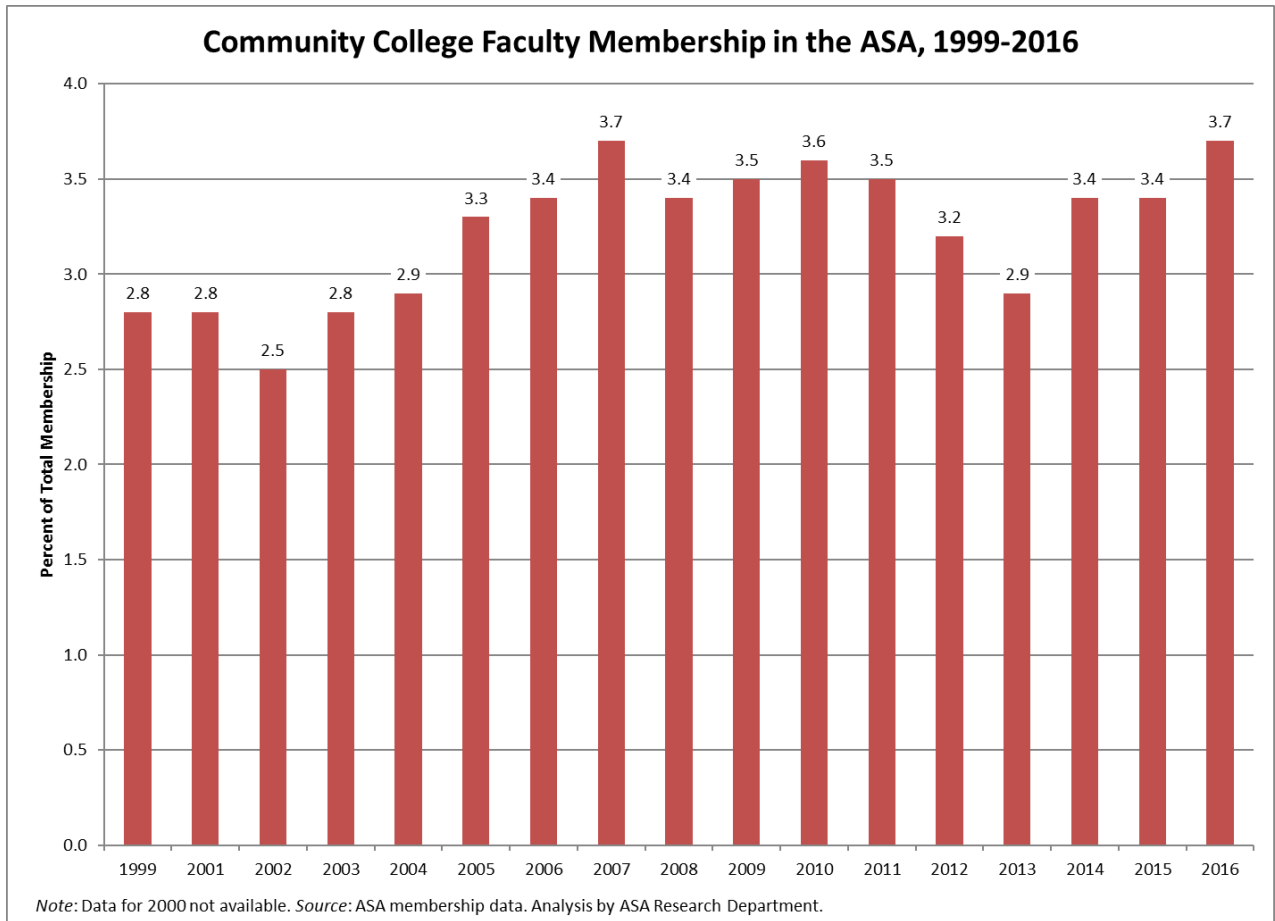
APPENDIX II

Task Force Survey of Community College Faculty Teaching Sociology, 2014

Questionnaire

This survey is part of a larger study that aims to improve our understanding of the work, professional identity, and professional development needs of community college faculty teaching sociology in the United States. This research project is sponsored by the American Sociological Association (ASA). You have been invited to complete this survey because you are currently teaching sociology at the community college level. The procedure involves filling out an online survey that will take approximately 30 minutes to complete. Your responses will be confidential and we do not collect identifying information such as your name, email address, or IP address. At the end of the survey you will be asked if you would like to leave your name and email for follow up, but you are free to leave that question, or any question, blank. Your participation in this research project is completely voluntary. You may choose not to participate. If you decide to begin answering the survey, you may stop answering questions at any time. If you decide not to complete the survey, or if you only partially complete the survey, you will not be penalized. You will not receive a direct benefit if you fill out the survey, however people in the future may benefit from the information obtained from this research. We will do our best to keep your information confidential. No information that could identify a specific individual or institution will be included in any public reports or publications. All data will be stored in a password protected electronic format. Study records will be shared with the study staff at ASA and with members of the ASA Task Force on Community College Faculty, and with Western IRB if requested. This information is shared so the research can be conducted and properly monitored. However, you should be aware that even with the most careful procedures, password protected systems are sometimes compromised, and thus there is a very slim but imaginable risk that your responses could be disclosed without your permission
If you have any questions about this study or believe you have been harmed as a result of participating in this study,please contact:

Margaret Weigers Vitullo, PhD
ASA Director of Academic and Professional Affairs
mvitullo@asanet.org
2023839005
x323

If you have any questions about your rights as a research subject, please contact the Western Institutional Review Board
(WIRB): 18005624789.

By completing this survey, you are indicating that:
• You have read the above information.
• You voluntarily agree to participate.
• You are at least 18 years of age.

Unless otherwise noted, please answer the following questions based on the 2014 Spring term at the community college associated with the email address where you received this survey.

1. Is your current employment status at this community college fulltime or parttime?

fulltime
○ ○
parttime
○ ○

2. Do you work part time by choice?

yes, I work parttime at this institution by choice.
○ ○
no, although I work parttime at this institution, it is not by choice.
○ ○

3. Does your current employment status at this community college include administrative duties in addition to teaching?

4. Do you teach at more than one community college, university, and/or high school this term?

5. Does this institution grant tenure to faculty?

yes
○ ○
no
○ ○
no, I only teach at this community college this term.
○ ○
yes. I am teaching at one other school in addition to this one.
○ ○
yes, I am teaching at two other schools in addition to this one.
○ ○
yes, I am teaching at three other schools in addition to this one.
○ ○
yes, I am teaching at four other schools in addition to this one.
○ ○
yes, I am teaching at five or more other schools in addition to this one.
○ ○
yes
○ ○
no
○ ○

6. What is your current tenure status?

tenured
○ ○
not tenured, but on tenuretrack
○ ○
not eligible for tenure

Other

7. Is your position considered:

permanent
○ ○
temporary
○ ○
other (please specify)
○ ○

8. What is your rank?

Don't know
○ ○
Assistant professor
○ ○
Associate professor
○ ○
Full professor
○ ○
This institution has ranks, but I am not eligible for rank in my current employment status.
○ ○
This institution does not use the traditional faculty ranking system (please note the ranking system used and your title below)
○ ○
▲
▼

9. Which of the following criteria are used to evaluate your performance? (Check all that apply)

10. Which form of academic scheduling is used by this institution?

11. What is considered the fulltime teaching load at this institution?

12. What is your teaching load for the current term (include all campuses for this institution) Please answer both:

courses per academic year OR credit hours per academic year enter "DK" if you don't know courses this term
credit hours this term teaching
☐ ☐
service to the community
☐ ☐
service to the college
☐ ☐
scholarship
☐ ☐
professional development
☐ ☐
student evaluations
☐ ☐
other (please specify)
☐ ☐
quarters
○ ○
semesters
○ ○
other (please specify)
○ ○
Other

13. Including ALL of the schools where you teach this term, approximately how many hours per week are you spending on each of the following activities:

14. How many office hours per week are required at this institution?

preparation for classes grading for classes
committee and administrative work
program/curriculum development
professional development

classroom teaching, not including prep time
advising students/office hours
scholarship/research
other
0 office
hours are not required

  ○   ○

1

  ○   ○

2

  ○   ○

3

  ○   ○

4

  ○   ○

5

  ○   ○

more than 5 (please specify how many)

  ○   ○

Other

15. If you are NOT a fulltime faculty member, do you receive compensation for required office hours? (skip to the next question if not applicable)

yes

  ○   ○

no

  ○   ○

other (please specify)

  ○   ○

16. During the past three years, would you say each of the following has decreased, stayed about the same, or increased in this department?
17. Does this department cooperate with local high schools (high school linkages)?

	decreased	same	increased	don't know
The variety of sociology courses offered.	○	○	○	○
The number of sections of facetoface sociology courses offered.	○	○	○	○
The number of sections of online sociology courses offered.	○	○	○	○
The number of hybrid sociology courses offered.	○	○	○	○
The number of fulltime faculty who teach sociology.	○	○	○	○
The number of parttime faculty who teach sociology.	○	○	○	○
The number of students enrolled in sociology				

courses.

○ ○ ○ ○ ○ ○ ○ ○ ○
The average class size.　○ ○ ○ ○ ○ ○ ○ ○ ○
no
○ ○
not sure
○ ○
yes. If so, please explain below.
○ ○

▲
▼

18. Does this sociology program have any of the following transfer or articulation
agreements?

19. Does this sociology program receive guidance from a communitybased curriculum
advisory committee?

yes no don't know
Blanket agreements with
college or universities in
your state.
○ ○ ○ ○ ○ ○
Agreements with individual
colleges/universities.
○ ○ ○ ○ ○ ○
If other, please explain.
▲
▼
yes
○ ○
no
○ ○
not sure
○ ○

20. Which courses have you taught in the past 3 years at this institution?
(Check all that apply)

21. What percent of your course load do you teach online, facetoface,
or in a hybrid format this semester at this institution? (Please indicate 0%
for formats that you do not use.)

22. How many unique courses (preps) do you teach this term at this
institution?

23. What is the total number of students you are teaching at this institution
(including all campuses) this term?

Percent of Courseload
Online ▼
Facetoface
▼
Hybrid ▼
Introductory Sociology
☐ ☐
Social Problems
☐ ☐
Sociology of Family / Marriage and Family
☐ ☐
Race and Ethnicity
☐ ☐

31

Deviance
◯ ◯

Criminology
◯ ◯

Introduction to Gender Studies / Women's Studies
◯ ◯

Other (please specify)
◯ ◯

▲
▼

1
◯ ◯

2
◯ ◯

3
◯ ◯

4 or more
◯ ◯

24. How much autonomy did you have in developing syllabi for your courses at this institution this term?

25. How much autonomy do you have in deciding how to teach your daily classes at this institution this term?

None. I was given a preexisting
syllabus that I cannot change.
◯ ◯

Some.
◯ ◯

Almost complete.
◯ ◯

Complete. I decided on learning outcomes and designed my course(s) myself.
◯ ◯

None. I am required to use daily lessons prepared by someone else.
◯ ◯

Some.
◯ ◯

Almost complete.
◯ ◯

Complete. I decide what I teach during each class and how I teach it.
◯ ◯

26. Which of the following best describes your own view of your primary professional identify?

27. At what point did you first decide to teach at the community college level?

28. Briefly list up to 3 reasons that led you to teach at a community college.

29. At the end of the 2013-14 academic year, how many years will you have taught at THIS college?

30. IN TOTAL, how many years have you taught at the community college level, including this college?

▲
▼

Community college professor
◯ ◯

College professor
◯ ◯

Sociologist
◯ ◯

Teacher
◯ ◯

Other
○○ ○□
As an undergraduate or earlier
○○ ○□
In graduate school
○○ ○□
During my initial job search
○○ ○□
Other (please explain)
○○ ○□
▲□
▼□
Other
Other

31. Do you consider the position you hold at this college to be your primary employment?
32. Other than community colleges, how many employers do you currently work for?

yes
○○ ○□
no
○○ ○□
0
○○ ○□
1
○○ ○□
2
○○ ○□
3
○○ ○□
4 or more
○○ ○□

33. You have indicated that you are currently employed by an organization other than a community college. Please check the sector(s) in which you are employed. (check all that apply)
34. What is the total number of hours per week that you are currently employed at organizations other than community colleges?

High school
□□ □□
4year
college or university
□□ □□
Private industry
□□ □□
Nonprofit
organization
□□ □□
Military
□□ □□
Civilian government
□□ □□
Selfemployed
□□ □□
Other
□□ □□

35. Do you plan to teach at a community college until you retire?

definitely

○ ○ □
probably
○ ○ □
probably not
○ ○ □

36. You have indicated that you do not plan to teach at a community college until retirement. Please indicate the type of employer and work activity which best describes the work you plan to do.
37. What is the primary reason you do not want to work at a community college until retirement?

Employer
type
Work
activity
better pay
○ ○ □
more opportunity to conduct research
○ ○ □
opportunity to teach courses at a different level
○ ○ □
increased potential for professional growth and advancement
○ ○ □
I'm tired of teaching; I need a change
○ ○ □
Other (please elaborate)
○ ○ □
▲□
▼□

38. Please indicate ALL college degrees you have earned, typing in the major/discipline next to the appropriate degree and the year you received that degree in the box below it. If you had a full double major, list as two separate degrees earned in the same year.
39. Are you currently pursuing a graduate degree?

Associate's major
year earned
Bachelor's major
year earned
2nd Bachelor's major
year earned
Master's major
year earned
2nd Master's major
year earned
PhD discipline
year earned
EdD specialization
year earned
Other degree major/
specialization
year earned
no
○ ○ □
yes – I am enrolled part time in graduate school.
○ ○ □
yes – I am enrolled full time in graduate school.
○ ○ □
Please

40. Next to the graduate degree you are currently pursing, type the major/discipline you are studying. In the box below it, type the year you expect to receive that graduate degree.

Master's
year expected
PhD
year expected
EdD
year expected
Other
year expected

41. Do you have a graduate degree in sociology, or are you currently enrolled in a program to earn a graduate degree in sociology?
yes
no

42. Please indicate, to the best of your recollection, the number of undergraduate and graduate courses you have ever taken in sociology.

Number of Courses
Undergraduate courses ▼
Master's level courses ▼
PhD level courses ▼

43. How often do you interact professionally with colleagues in the following groups
44. Please indicate approximately how many times you engaged in each of the following activities during the LAST TWO YEARS? (Please pick '0' from the drop down menu if you have not engaged in the listed activity.)

rarely or never   about once a term   several times a term   weekly or more often
Sociology faculty at your
community college.

Other faculty at your
community college.

Sociology faculty at other
community colleges.

Other faculty at other
community colleges.

Sociology faculty at fouryear
institutions.

Other faculty at fouryear
institutions.

High school sociology
teachers.

Number of Times
Attended a sociology professional conference. ▼

Presented and/or presided over a session at a sociology conference. ▼▯
Attended a Community College specific conference. ▼▯
Presented and/or presided over a session at a Community College specific conference. ▼▯
Attended a professional development workshop at your college. ▼▯
Presented and/or presided over a session at a workshop at your college. ▼▯
Attended a minicourse,
webinar or workshop for sociology educators. ▼▯
Conducted a minicourse,
webinar or workshop for sociology educators. ▼▯
Attended a general teaching related conference (not specific to sociology). ▼▯
Took an upper division or graduate level sociology course. ▼▯
Had a research article published. ▼▯
Had a nonresearch
article published. ▼▯
Reviewed or evaluated a grant proposal or journal article. ▼▯
Wrote a textbook or a book chapter. ▼▯
Reviewed a textbook or textbook chapter. ▼▯
Wrote a grant proposal. ▼▯
Received a grant. ▼▯

45. If there were no obstacles, in which of the following professional activities you would like to participate? (check all that apply)

46. Regarding the professional activities listed in the previous question, what are the THREE biggest obstacles to your participation?

Secure a fulltime
teaching position in sociology
⌐ ⌐▯

Attend a professional meeting in sociology
⌐ ⌐▯

Give a talk or preside over a session at a professional meeting in sociology
⌐ ⌐▯

Attend a minicourse,
webinar or workshop for sociology educators
⌐ ⌐▯

Conduct a minicourse,
webinar or workshop for sociology educators
⌐ ⌐▯

Take an upper division or graduate level sociology course
⌐ ⌐▯

Publish a research article
⌐ ⌐▯

Write a nonresearch
article
⌐ ⌐▯

Write a grant proposal
⌐ ⌐▯

Review or evaluate a grant proposal
⌐ ⌐▯

Review a journal article
⌐ ⌐▯

Other (please specify)
⌐ ⌐▯

funding
⌐ ⌐▯

time
⌐ ⌐▯

inadequate knowledge or skill level
⌐ ⌐▯

lack of acknowledgement on performance reviews
⌐ ⌐▯

other professional responsibilities
⌐ ⌐▯

family responsibilities
⌐ ⌐▯

Other (please specify)
▲▯
▼▯
Other

No

47. Regarding the activities in the previous question, if you were given just ONE resource to help you participate more, which would you prefer?

48. During the last twelve months, have you received institutional support in the form of funding or release time for (please pick the best answer for each activity from the drop

down menus):

49. Please indicate your views on each of the following sociology teaching resources

Support availability/use
Travel to conferences and workshops
▼▯
Registration for conferences and workshops
▼▯
Curriculum/program development
▼▯

Never seen it Don't like it Not suitable Not available Sometimes use it Use it regularly

TRAILS   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯

Contexts   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯

Teaching Sociology Journal   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯

Book publisher material   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯

Teaching with Data   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯   ◡⌒ ⌒▯

Funding   ◡⌒ ⌒▯

Time   ◡⌒ ⌒▯

Skill development training   ◡⌒ ⌒▯

Other (please specify)   ◡⌒ ⌒▯

If there are other teaching resouces that you use regularly in your sociology classes, please list and briefly describe them.
▲▯
▼▯
Other

50. Are you currently a member of the American Sociological Association (ASA)?

Yes
◡⌒ ⌒▯
No
◡⌒ ⌒▯

51. If you are not a current member of the ASA, were you ever a member in the past?

Yes
◡⌒ ⌒▯
No
◡⌒ ⌒▯

52. How many ASA annual meetings have you attended in the past five years?

37

53. Which of the following ASA activities and resources do you find valuable? (check all that apply):

None
  ◌ ◌
1
  ◌ ◌
2
  ◌ ◌
3
  ◌ ◌
4
  ◌ ◌
5
  ◌ ◌
Teaching Sociology
  ☐ ☐
Contexts
  ☐ ☐
Section Membership and Activities
  ☐ ☐
Annual Meeting
  ☐ ☐
Attending community college breakfast at Annual Meeting
  ☐ ☐
Networking with colleagues
  ☐ ☐
TRAILS
  ☐ ☐
Other (please specify)
  ▲☐
  ▼☐

54. Please tell us the major reason why you have not joined the ASA:

55. What types of services, activities and programming would increase the likelihood of you becoming a member?
  ▲☐
  ▼☐
  ▲☐
  ▼☐

56. Are you a member of any of the following professional organizations? Please check all that apply:

Eastern Sociological Society
  ☐ ☐
North Central Sociological Association
  ☐ ☐
Midwest Sociological Association
  ☐ ☐
Southern Sociological Association
  ☐ ☐
Pacific Sociological Association
  ☐ ☐
Society for the Study of Social Problems
  ☐ ☐
State Sociological Association
  ☐ ☐
Please list all your other professional association memberships below (teaching organizations, community college organizations, etc.):
  ☐ ☐
  ▲☐
  ▼☐

57. Please indicate the extent to which you agree or disagree with each of the following statements about community college teaching

strongly disagree somewhat disagree neutral somewhat agree strongly agree

I have control over the most important aspects of my job.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

I would rather be teaching at a fouryear institution.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

I have ample opportunities to share ideas with other faculty.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

My job is quite secure for the foreseeable future.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

Parttime faculty are undervalued in my department.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

I prefer sociology teaching over sociology research.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

A graduate degree in sociology should be required to teach sociology in community colleges.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

Given my level of education and experience, I consider myself to be underemployed.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

Community college sociology faculty are well respected by the rest of the academic sociology community.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

If I had it to do over again, I would still teach at a community college.

   ○C C☐ ○C C☐ ○C C☐ ○C C☐ ○C C☐

58. To what extent is each of the following a problem for you?

59. What aspects of your work as a community college teacher do you find most satisfying?

serious minor none

Lack of support from my department or division administration.

   ○C C☐ ○C C☐ ○C C☐

Lack of support from other faculty in my department or division.

   ○C C☐ ○C C☐ ○C C☐

Lack of job security (atwill employment).

   ○C C☐ ○C C☐ ○C C☐

Inadequate compensation for part time and adjunct faculty.

   ○C C☐ ○C C☐ ○C C☐

Lack of medical insurance benefits.

   ○C C☐ ○C C☐ ○C C☐

Need to work at more than

one institution to make
ends meet.
⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Lack of resources for doing
research.
⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Pressure to conduct and
publish research.
⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Too many nonteaching
responsibilities.
⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Teaching load too heavy.   ⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Classes too large.   ⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Underprepared students.   ⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
Students' lack of interest in
sociology.
⊖⌒ ⌒☐ ⊖⌒ ⌒☐ ⊖⌒ ⌒☐
▲☐
▼☐
Other (please describe)
▲☐
▼☐

60. What aspects of your work as a community college teacher do you find most dissatisfying?
61. In what specific ways could the American Sociological Association support and facilitate your work as a sociology faculty member at a community college?
▲☐
▼☐
▲☐
▼☐

62. Year of birth:
63. Gender:
64. Country of birth
65. Are you a U.S. citizen?

Male
⊖⌒ ⌒☐
Female
⊖⌒ ⌒☐
TransgenderedFemale
⊖⌒ ⌒☐
TransgenderedMale
⊖⌒ ⌒☐
Other (please specify)
⊖⌒ ⌒☐
Yes
⊖⌒ ⌒☐
No I'm
a citizen of the following country:
⊖⌒ ⌒☐

66. What is your race/ethnic background? (Check all that apply)
African American, Black American, Black
☐⌐ ⌐☐
Asian American, Pacific Islander (add further specification below, if desired)
☐⌐ ⌐☐
Hispanic/Latino(a) (add further specification below, if desired)
☐⌐ ⌐☐
Native American, American Indian, Alaskan Native
☐⌐ ⌐☐

White
☐ ☐
Other (please specify)
☐ ☐

67. Annual Income:

68. Are you willing to be contacted for followup? If so, please list your contact information here (if not, just leave this question blank):

Name:
Email Address:
Phone Number with Area
Code:

Under $30,000
○ ○

$30,000 $
39,999
○ ○

$40,000 $
54,999
○ ○

$55,000 $
69,999
○ ○

$70,000 $
84,999
○ ○

$85,000 $
99,999
○ ○

$100,000 $
124,999
○ ○

$125,000 $
149,999
○ ○

$150,000 and over
○ ○

THANK YOU!
You have now completed the survey.

If you have any questions or concerns about the survey or wish to offer any additional comments or feedback, please feel free to contact:
:
Margaret Weigers Vitullo, PhD
Director, Academic and Professional Affairs
American Sociological Association
2023839005
x323
mvitullo@asanet.org

Our goal is to better understand and support the important work of community college faculty in sociology. Your time and effort in completing this survey is greatly appreciated!