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Perceptions of the other: Voices of adjunct and fulltime community college faculty

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Perceptions of the other: Voices of adjunct and fulltime community college faculty

by

William Wayne Backlin

A dissertation submitted to the graduate faculty

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Education (Educational Leadership)

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Ames, Iowa

2012

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DEDICATION

This dissertation is dedicated to my family

who make my existence complete:

- Jolene, my wife, for her patience, love, and support;
- Aaron and Jeff, my sons, who make me laugh;
- Lauren and Katie, my daughter-in laws, for their loving kindness;
- Jack, my grandson, who reminds me how precious life truly is; and
- In loving memory of my parents (Rodney and Shirley Backlin) and in-laws (Gordon and Lois Thompson).

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ABSTRACT

The practice of hiring adjunct instructors was initially considered to be an anomalous event (Todd, 2004). Community college employment of adjunct instructors, however, witnessed a 50% increase during the 1970s (Cain, 1999) and, by 1984, adjunct instructor utilization in community colleges rose dramatically with an additional 80% growth. Over a 33-year period, 1970-2003, the employment of adjunct faculty in the academe increased 422% (Bouton, 2010). With such a strong adjunct presence within the community college, one question came to mind: How do adjunct and fulltime faculty perceive the other?

The purpose of this study was to investigate adjunct perceptions of fulltime faculty and, vice versa, fulltime faculty perceptions of adjunct faculty. With an increasing presence of adjunct instructors within the community college environment, it was deemed important to illuminate the experiences and perceptions held by each strata of faculty concerning the “other”.

Ethnomethodology was used to conduct this study. Four community college liberal arts fulltime faculty members and four community college liberal arts adjunct faculty members were selected as research participants, utilizing a purposive sampling technique involving four research sites, which were located in the same geographical location within the continental United States. One liberal arts fulltime faculty member and one liberal arts adjunct faculty member who taught in the same field were selected from each of the four sites. Data gathered from semi-structured interviews and institutional artifacts were analyzed to identify emerging themes. From the data analysis,

four themes emerged regarding adjunct faculty perceptions of fulltime faculty: (1) *The great collegial divide*; (2) *Mentoring: Fact or faked*; (3) *A conflict of we-ness*; and (4) *Cultural exclusion: An administrative contribution*.

Four additional themes emerged from the data analysis regarding fulltime faculty perceptions of adjunct faculty: (1) *Doppelganger: An adjunct experience*; (2) *A Planet of the Apes relational disconnect*; (3) *Dysfunctionally functional*; and (4) *An economic response: Hired guns and institutional blight*. Finally, eighteen suggestions for best practice within faculty culture were provided, one suggestion involving the possibility of adjuncts serving on hiring and textbook selection committees.

CHAPTER 1. INTRODUCTION

Background

However, if you stay in your tower, merely farting in our general direction, then we adjuncts have the right to take you down.

Flag, 2011, para. 31

Throughout the nation, adjunct instructor utilization within the community college has witnessed staggering growth over the past several decades. The faculty sector known as adjunct is comprised of approximately 67% of the community college faculty workforce (Boord, 2010). This is due, in part, to an inverse relationship of shrinking governmental funding and increasing instructional costs. Since adjunct faculty members are seen as a less expensive faculty resource, community college administration perceives adjuncts as desirable members in order to meet institutional need (Cohen & Brawer, 2003). As a result, economics play a major role in the converse relationship of a diminishing fulltime faculty contingency and an escalating adjunct workforce (Valdez & Antony, 2001). According to Rouseff-Baker (2002), such a dramatic change in the fabric of faculty culture is seismic in its shift, which creates tension among all faculty members. Such tension between faculty groups was a result of a lack of “trust” (Cain, 1999, p. 127).

The practice of hiring adjunct instructors was initially considered to be an anomalous event (Todd, 2004). Cain (1999), however, stated that community college employment of adjunct instructors witnessed a 50% increase during the 1970s. By 1984, adjunct instructor utilization in community colleges rose dramatically with an additional 80% growth while fulltime faculty usage witnessed a mere 11% increase. It was purported by the American Academic (2007) that reliance on adjunct faculty employment throughout the nation would

continue. This perception was confirmed by Bouton (2010) who stated that, over a 33-year period, 1970-2003, the employment of adjunct faculty in the academe increased 422%.

Usage of adjunct instructors has constituted the largest sector of faculty classification in the classroom in community colleges across the United States (Adamowicz, 2007). Indeed, adjunct instructors comprised 80% of faculty employed at Bristol Community College in Massachusetts, the place of Adamowicz's employment. "According to best estimates, some 800,000 faculty members, close to two-thirds of the total nationwide, were adjunct, 'contingent,' or 'lecturer'" (Louis, 2009, p. A72). What was once perceived as an anomaly is currently viewed as a familiar and institutional practice.

With such a strong presence on community college campuses, a number of questions came to mind concerning this stratification of instructor classification known as adjunct as well as their relationship with fulltime faculty. One question, however, came to the forefront: How do adjunct and fulltime faculty perceive the other?

Statement of the Problem

There has been a lack of empirical information regarding adjunct and fulltime community college instructional cultures. The scarcity of scholarly information was addressed by Twombly and Townsend (2008):

There are several possible reasons for the relative lack of attention to community college faculty members. One may be that research designed for publication is primarily conducted by individuals at research universities as part of their quest for tenure, promotion, or merit pay. Those who wrote about higher education issues and constituents tend to focus on the world they know – the research university – and not on the world they may never have experienced – the community college. (pp. 5-6)

The vast majority of existing literature (e.g., demographics and job satisfaction) is based either on: (1) the totality of community college faculty population and, as a result, not necessarily divided into aggregate sets of adjunct or fulltime instructor status groups; or (2) solely on fulltime faculty status.

The prevailing number of available research studies regarding fulltime and/or adjunct faculty utilized a quantitative design while very few studies had been qualitative in nature. The shortage of empirical information is exacerbated when considering the lack of qualitative inquiry regarding adjunct and fulltime faculty and delineated even further when attempting to locate literature that addressed fulltime and adjunct perceptions of the “other”. It was hoped that the qualitative research conducted in the current study would add another layer of understanding to the existing literature through a qualitative design and fill the current void.

Purpose of the Study

The purpose of this study was to investigate adjunct faculty’s perceptions of fulltime faculty and, vice versa, fulltime faculty’s perceptions of adjunct faculty. With an increasing presence of adjunct instructors within the community college environment, it was important to illuminate the experiences and perceptions held by each strata of faculty concerning the “other”.

Research Question

The overarching research question that guided the study was: “How do adjunct and fulltime community college faculty perceive the ‘other’? ”

Significance of the Study

The need to understand the unique particularities of adjunct and fulltime faculty members was addressed in the current research. By affording adjunct and fulltime faculty members a venue to exercise free speech about the “other”, this researcher hoped to provide an additional dimension to existing scholarly thought. In this manner, adjunct and fulltime faculty could be heard while the uniqueness of each is given a voice. Taylor (1997), a recognition theorist, described the importance of recognizing the uniqueness and distinctiveness of a group’s identity in order to construct a “new understanding of the human social condition” (pp. 233-234) so that a new meaning to an old practice or principle is implemented. This is imperative to community college policy regarding laws and rules that govern the operation of the community college system. Having a better grasp of how adjunct and fulltime instructor status groups perceive the other will enable the institution to modify existing laws and rules or to craft new laws and rules that promote faculty socialization upon community college campuses.

As a result, new or modified policies are constructed to encourage collegial relationships amongst and between faculty groups. In this respect, new meaning to an old practice or principle can be implemented (Taylor, 1997). Tierney (1997a) concurred with Taylor’s remark, and added that “alternative view of socialization” (p. 1) highlights the importance of restructuring current traditions in higher education. The significance of the current research study was founded upon a desire to construct new understanding of the instructor status group condition in order for new meaning to be implemented to the current state of community college policy and practice.

Theoretical Framework

Tierney (1997a) made significant contributions to higher education through publications that coupled faculty socialization and tenure within four-year universities and colleges. Even though socialization had been discussed at the national level, Tierney believed the concept of socialization was consistently misconstrued.

Various publications by Tierney regarded faculty tenure and theory (organizational and socialization). Tierney and Rhoads (1994) drafted a faculty socialization conceptual framework and theory. This framework guided the readers in comprehending its fundamental beliefs. The authors' explanation concerning the nature of faculty roles in both academic and public arenas highlighted the possibility and reality of an inexorable relationship between faculty socialization and academic culture: "...it is clearly important to understand the underpinnings of socialization so that we might socialize people to different objectives and goals" (Tierney, 1997a, p. 3). Tierney and Rhoads' faculty socialization model guided the research methodology and subsequently assisted the methods regarding interview guide construction and artifact analysis.

Research Design

The research design employed in this study was inclusive of a constructivism epistemology and a postmodern theoretical perspective. Ethnomethodology was comprised of semi-structured interviews and artifact analysis methods.

Constructivism epistemology

Crotty (1998) defined constructivism epistemology as meaning obtainment through construction rather than by discovery. Use of this epistemology results in the emergence of

meaning through a conscious engagement. This study aimed to construct meaning regarding adjunct and fulltime faculty perceptions of the “other” through the conscious engagement of study participants via personal interviews and artifact analysis.

Postmodern theoretical perspective

Postmodernism was defined as researcher interest being centered on multiple realities and that each variance of knowing was equally valid (Esterberg, 2002). Tierney’s faculty socialization model provided an opportunity to make inquiry regarding adjunct and fulltime faculty realities and ways of knowing. In this regard, the lived experiences of faculty and their perceptions of the ‘other’ were captured. This resulted in a theoretical framework and perspective that enlightened the methodology (Jones, 2002).

Ethnomethodology

Ethnomethodology does not refer to specific “research methods but rather to the subject matter of inquiry: how (the methodology by which) people make sense out of the situation in which they find themselves” (Bogdan & Taylor, 1975, p. 16).

Ethnomethodology is founded upon the scholarly works of Garfinkel (1967) where “ethno” refers to a people or a group of people. Garfinkel believed ethnomethodology would assist knowledge construction and guide social actors to an acceptable manner of social behavior (Prasad, 2005). Consequently, as the researcher, I endeavored to construct understanding in regards to the manner in which adjuncts and fulltime faculty work within the academic culture. I also sought to develop a snapshot of faculty engaging in everyday life within their everyday world.

Methods

As described by Crotty (1998), methods are the tools used to carry out the research and analyze data in relationship to the overarching research question. In order to understand if, for example, faculty behavior should be modified through meaning construction, semi-structured interviews and artifact analysis were employed to inform the process. Use of Tierney's faculty socialization model enabled discursive form to take place in the hopes of identifying how to develop and maintain a communal respect for one's colleagues.

Definition of Terms

The following terms were defined for use in this research:

Adjunct: Members of the instructor group who collected marginal pay, received little or no benefits, was tenure ineligible, and whose workload was less than that of fulltime faculty members (Baron-Nixon, 2007; Besosa et al., 2003; Lafer, 2003; Levin, Kater, & Wagoner, 2006; Strom-Gottfried & Dunlap, 2004; Todd, 2004).

A variety of terms were used in this study when describing a strata of instructor classification who work in academe classrooms for marginal pay, receive little or no benefits, are ineligible for tenure, and whose workload is less than that of fulltime faculty members (Banachowski, 1996; S. File 2411, 2000). Such terms include adjunct (Baron-Nixon, 2007), part-time (Besosa, Bousquet, Allen, Nelson et al., 2003), temporary (Todd, 2004), contract faculty (Strom-Gottfried & Dunlap, 2004), graduate teaching assistant (Lafer, 2003), contingent (Baron-Nixon, 2007), flexible labor (Levin, Kater, & Wagoner, 2006), and permatemp (Todd, 2004). Throughout this research study, the term "adjunct" was employed as a collective term which describes an instructor group that collected marginal pay, received

little or no benefits, was tenure ineligible, and whose workload was less than that of fulltime faculty members.

Community College: Two-year public institutions in the United States (often called Junior colleges, technical colleges, or city colleges) focused upon providing higher education and lower-level tertiary (college and university) education and granting diplomas, certificates, and associate's degrees (Beach, 2011; Brint & Karabel, 1989; Cain, 1999; Mellow & Heelan, 2008).

Instructor Status Group(s): A collective term used by the researcher to describe the two types of instructor subgroups that are employed either 1) fulltime or 2) adjunct (part-time).

Summary

Terms such as adjunct, part-time, temporary, contract faculty, graduate teaching assistant, contingent, flexible labor, and permatemp have been used to describe a facet of faculty who received marginal pay, little or no benefits, were tenure ineligible, and whose workload was less than fulltime faculty members. In this research study, the term "adjunct" was employed as a collective term to indicate those professionals who teach on a part-time basis.

A faculty socialization theoretical framework (Tierney & Rhoads, 1994) anchored the research study design. This model guided the researcher to understand the inexorable relationship between faculty socialization and the academic culture. Faculty socialization is viewed as an interpretive act in the creation of meaning (Tierney, 1997a) and guides the

research process to determine if there exists an “us” versus “them” mentality and, if needed, provides a venue to modify faculty behavior (Tierney, 1997b).

The theoretical framework of Tierney and Rhoads (1994) was used to guide this research regarding its constructivism epistemology, postmodern theoretical perspective, ethnomethodology, and semi-structured interviews and artifact analysis. This investigative approach enabled this researcher to construct new understanding of the instructor status group condition in order to make new meaning to the current state of community college policy and practice.

Chapter 2 presents a review of the literature and addresses the community college context, faculty demographics, advantages and disadvantages of adjunct utilization, reasons why adjuncts teach, job satisfaction and attitude, adjunct/fulltime faculty perspectives and mentoring. Chapter 3 elaborates on the methodology used in this research. The research study’s theoretical framework, constructivism epistemology, postmodern theoretical perspective, ethnomethodology, and methods are expanded upon and additionally provide insight to the research sites, participants, sampling, data analysis, goodness and trustworthiness, IRB review and approval, researcher role and positionality, ethical issues, delimitations, and limitations. Chapter 4 presents the research results and analysis. It further addresses the participants, adjunct faculty perceptions of fulltime faculty, fulltime faculty perceptions of adjunct faculty, artifact results and analysis, additional findings, and provides a context of ethnomethodology coupled with constructivism. Finally, Chapter 5 offers a summary of the research, findings, and implications. Additionally, this chapter provides recommendations for future practice, policy implications, and researcher reflexivity.

CHAPTER 2. LITERATURE REVIEW

I find adjunct teaching a great part-time job. Am I underpaid compared to fulltime faculty? Of course. Does my employer exploit part-timers? Certainly. Does it rankle when I never cancel a class but walk the hall and see endless 'cancellation' notices posted on doors by fulltime faculty who don't have to fear renewable contracts? Yes. Do I KNOW my student/supervisor evaluations, commitment, and expertise far outweigh many fulltimers? YES.
(tribble24, 2011, para. 8)

The paucity of research concerning the adjunct and fulltime instructor status groups presented the first challenge when conducting the literature review. A second challenge arose when the preponderance of literature (e.g., demographics and job satisfaction) was based either on (a) the totality of community college faculty population and, as a result, was not necessarily divided into aggregate sets of adjunct or fulltime instructor status groups, or (b) it was solely based on fulltime faculty status. The preponderance of quantitative research presented a third challenge and shed light to the fact that there was very little qualitative research regarding faculty socialization. Despite these challenges, literature was obtained that discussed the adjunct and fulltime sectors of the community college professoriate.

The review of literature is divided into seven subsections: (1) community college context; (2) demographics of adjunct faculty; (3) advantages and disadvantages of adjunct utilization in the community college; (4) reasons why adjuncts teach; (5) job satisfaction/attitude; (6) mentoring; and (7) adjunct and fulltime faculty perspectives. The literature for this chapter was sought from a variety of empirical sources. It included, but was not limited to, peer reviewed journal articles, doctoral dissertations, web log posts and web comments from the *Chronicle of Higher Education*, unpublished manuscripts, data retrieved from the *Integrated Postsecondary Education Data System*, meeting and symposia paper presentations, and scholarly books.

Community College Context

The community college system within the United States is viewed as a distinct and unique innovation that expresses an “American and democratic impulse” (Mellow & Heelan, 2008, p. 1). Its radical concept of open-access (Beach, 2010; Cohen & Brawer, 2003) is a departure from conventional thought concerning the traditional college structure (Cohen & Brawer, 2003; Mellow & Heelan, 2008). This has resulted in one of most significant impacts upon American students than witnessed in any other institution of higher education (Cain, 1999). Currently, there are approximately 1,000 community colleges in the United States of America (Beach, 2011; Cohen & Brawer, 2003; IES National Center for Education Statistics, 2010; Levin, Kater, & Wagoner, 2006).

Initially, the purpose of the community college was to offer coursework that prepared graduating high-school students for “delayed entry” (Beach, 2011, p. 1) into four-year institutions of higher learning. The mission was to serve all students in a non-elitist and non-competitive approach that would afford students the ability to later transfer to colleges or universities. Community college doors were opened to anyone who dared to dream the dream of improving their life conditions (Mellow & Heelan, 2008).

Still other researchers see the community college as the land of the last chance, offering the educationally disenfranchised one more opportunity to pick up essential learning skills so that college becomes a genuine option. Others see the job of the community college as a salvage operation. Those who hold this view see the purpose of the college as salvaging not simply students but entire communities, a sort of institution-as-social-worker philosophy. (Cain, 1999, p. 1)

The community college created an image of possibility in the mind of the American public, established convenient locales, afforded a one-stop educational experience, offered quality education at low prices, and provided personal service (Cain, 1991).

At first the community college was known as a junior college. Its function was to serve as a “2 year preparatory institution to be housed in high schools, or in some cases in separate facilities near or on university campuses” (Beach, 2011, p. 5). In 1901, Joliet Junior College was established due to the efforts of William Rainey Harper, University of Chicago President, and J. Stanley Brown, Joliet High School Principal. Joliet Junior College was originally established as an annex to Joliet High School. At Joliet Junior College students who had graduated from high school received two additional years of secondary education, experienced a curriculum compatible with the first two years of college undergraduate coursework; and, if successful, they received a junior certificate for their efforts (Beach, 2011; Mellow & Heelan, 2008). The junior certificate was the predecessor to today’s associate’s degree and, eventually, the University of Chicago awarded the associate’s degree after the first two years of baccalaureate study were successfully completed (Cain, 1999).

The evolutionary path of preparatory school to junior college changed drastically into becoming what is known today as the comprehensive community college. As discussed previously, the years preceding 1900 were known as a time of the preparatory school. From 1900-1949 the Junior College came into existence with its focus on the continuance of the preparatory ideal along with offering first-year and second-year college undergraduate coursework. During 1950-1969 the concept of the Community College arose, with 1970 to the current date known as the Comprehensive Community College. The comprehensive community college included liberal arts coursework coupled with career-technical education that prepared students for the work environment. During this approximate 60-year timeframe, however, the community college experienced the challenge of addressing a number of social and educational issues, such as: (a) increasing student access (1950-1960s); (b) segregation

and equality (1960-1980s); (d) converting vocational and technical colleges into the comprehensive community college framework, addressing shrinking student enrollment, growing competition, blemished image (1970-1980s); (e) meeting the needs of “educationally undeserved and disadvantaged students” (Beach, 2010, p. 39), emphasizing economic development through certificate programs, utilizing an increasing amount of adjunct faculty in the classroom (1980-1990s); (f) mediocre teaching, continuance of growing adjunct utilization (1990-2000s); (g) rising proprietary presence and subsequent competition, the assault upon vocational programs, shrinking governmental economic support, attempting to boost graduation rates (Beech, 2011); (h) awarding baccalaureate degrees (Levin, Kater, & Wagoner, 2006); and, yet again, (i) the growing utilization of adjunct faculty (1990-2010). Despite the issues at hand, the community college positioned itself to become a more equitable and efficient component of higher education (Beech, 2010). However, the looming issue of increased adjunct presence upon the community college campus remained to be a point of contention.

Part-time faculty operate under unfavorable conditions: no offices, lack of time on campus, usually hired on short-term contracts. Because of a fragmented schedule, it is difficult for them to develop deep institutional commitments and their connections with other faculty and students are tenuous at best. The spirit of community is weakened. (Boyar, 1987, p. 137)

Despite any opinion regarding the use of adjunct faculty at community colleges, Twombly and Townsend (2007a) noted that adjuncts were a permanent fixture of the community college culture and did not believe adjuncts were going anywhere in the near future.

One aspect of the community college that differed from research institutions was founded on the ideal of teaching as the heart and soul of faculty and of their profession (Outcalt, 2000). Outcalt (2002a) later added that instruction at the community college was

the “first and still fundamental mission” (p. 112) of community college faculty. Cohen and Brawer (2003, 1972) purported that community college instruction and its subsequent processes were critical to the formation of faculty identity.

Faculty Demographics

During the 1970s the employment of faculty within college, university, and community college settings in the United States shifted significantly. The majority of faculty held fulltime positions with the hopes of gaining tenure in institutions that provided tenure status. The most significant growth, however, was in the hiring of adjunct positions with limited fulltime positions (Curtis & Jacobe, 2006). Fulltime appointments decreased startlingly from 1975 to 2003, ranging from a 37% to a 24% drop (Curtis & Jacobe, 2006). According to Outcalt (2002b), the change within the community college faculty demographic shifted to a 35% fulltime and 65% adjunct professoriate. This evolutionary shift was viewed as momentous and shocking (Schuster & Finkelstein, 2006). With the changes in hiring practices within the academe, the hiring of adjunct faculty to meet institutional needs was most likely to continue. Despite these hiring shifts and changes, very little was written regarding the demographics of adjunct faculty (Leslie & Gappa, 2002).

National study

Utilizing the National Study of Postsecondary Faculty database, Wallin (2005) produced a study of adjunct faculty for 1999. The data in this national study revealed: (1) 45.1% were female (2) mean age equaled 47.7 years; (3) 88.1% were White, not Hispanic; (4) the percentage of adjuncts who spoke English as primary language was not disclosed; (5) 73.6% were married or living with a partner; (6) the percentage of adjuncts who were United

States citizens was not disclosed; (7) 60.9% obtained a Master's degree as highest degree completed while 8.99% had earned a doctorate or terminal degree; and (8) the percentage of arts/science and career/technical instructional domains was not disclosed.

State study

Schulz (2009) and Boord (2010) created an electronic survey instrument to examine adjunct faculty for the purpose of adding to the existing body of knowledge on community college faculty. Schulz conducted a statewide study, whereas Boord conducted a study at a large urban Midwestern community college where she was employed. Both studies were conducted within the same Midwestern state. Schulz and Boord employed the electronic survey instrument to research adjunct background characteristics, academic and professional background, instructional responsibilities, workload, current employment, professional development, job satisfaction, and opinions.

Utilizing a sample population of 930 participants drawn from 15 community colleges in a Midwestern state, Schulz (2009) provided a detailed account of the 3,412 adjunct members who were eligible to complete the research survey. The demographic categories studied to ascertain the persona of an adjunct faculty member indicated: (1) 58.85% were female; (2) mean age equaled 47.7 years; (3) 95% were White, not Hispanic; (4) 98.7% spoke English as the primary language; (5) 77.2% were married or living with a partner; (6) 99.3% were citizens of the United States; (7) 60.7% obtained a Master's degree as highest degree completed while 11.6% had earned a doctorate or terminal degree; and (8) 53.1% taught in the field of arts and sciences versus 46.9 percent in the career and technical domain.

Case studies

A case study conducted by Boord (2010) revealed the following adjunct demographics: (1) 54.8% were female; (2) mean age equaled 47.2 years; (3) 94.1% were White, not Hispanic; (4) 98.5% spoke English as primary language; (5) 76% were married or living with a partner; (6) 99.4% were citizens of the United States; (7) 60% obtained a Master's degree as highest degree completed while 13.8% had earned a doctorate or terminal degree; and (8) 51.9% taught in the arts and sciences field of instruction versus 48.1% in the career and technical domain.

Utilizing a modified survey instrument developed by Schulz (2009) and Boord (2010), Tomanek (2010) restructured survey questions in order to better capture the adjunct culture at Midwestern Community College. Modifications to the survey instrument concerned the addition of questions "regarding adjunct faculty support, and the addition of taxonomies to identify adjunct faculty" (p. 30). The additional taxonomies regarded the number of jobs held by adjunct faculty while teaching at Midwestern Community College, number of adjuncts employed fulltime at another job, and adjuncts employed at another postsecondary institution or community college. The following was determined concerning adjunct demographics: (1) 55.4% were female; (2) mean age equaled 48.8 years; (3) 87.1% were White, not Hispanic; (4) 94.7% spoke English as primary language; (5) 74.5% were married or living with a partner; (6) 97.1% were citizens of the United States; (7) 63.2% obtained a Master's degree as highest degree completed while 7.7% had earned a doctorate or terminal degree; and (8) 57.4% taught in the field of arts and sciences versus 42.5% in the career and technical domain.

Comparison of national and state studies

It was of interest to observe that the mean age of 47.7 years was identical between the Schulz (2009) state study versus the 1999 national study (Wallin, 2005). In addition, in the Schulz (2009) state study, the percentage of adjunct instructors who were married/living with partner was 77.2%, versus 74.6% in the Wallin (2005) national study; whereas, in Schulz (2009) state study, 60.7% adjuncts had earned a Master's degree versus 60.9% in the Wallin (2005) national study. A variation between the two studies was also evidenced in the percentage of female adjuncts who taught: the Schulz (2009) state study revealed 58.8%, whereas the Wallin (2005) national study revealed 45.1%.

Comparison of case studies

Although not identical, it was of relevance to note there were 54.8% female adjuncts in the Boord (2010) versus 55.4% in the Tomanek (2010) study. Additional points of interest concerned the number of adjuncts who: (1) were married/living with a partner: 76% (Boord, 2010) versus 74.5% (Tomanek, 2010); (2) were United States citizens: 99.1% (Boord, 2010) versus 97.1% (Tomanek, 2010); (3) had a mean age of 47.2 years (Boord, 2010) versus 48.8 years (Tomanek, 2010); and (4) had obtained a Master's degree: 60% (Boord, 2010) versus 63.2% (Tomanek, 2010). The greatest difference evidenced between the two case studies concerned the number of adjuncts who were White, not Hispanic: 94.1% (Boord, 2010) versus 87.1% (Tomanek, 2010). Despite these differences, both case studies indicated that the majority of hired adjuncts at each institution were predominantly White, not Hispanic.

Advantages and Disadvantages of Adjunct Utilization

Advantages

Real-world experience

Banachowski (1996) purported that adjuncts bring real-world experience into the community college classroom that enriches students' academic preparation within their course of study for their chosen professions. This position was confirmed by Wallin (2005) who stated, "adjuncts are valued for their specialized knowledge and the real-world experience they can bring to students" (p. 3). Levin, Kater, and Wagoner (2006) acknowledged adjuncts as being a credible commodity due to their involvement with their professions and bringing expertise into the classroom. In this regard, adjunct faculty members are likely to have a breadth of knowledge that surpasses fulltime faculty members due to their professional experience that span beyond the classroom (Cohen & Brawer, 2003).

Flexibility

A second advantage regarding utilization of adjuncts was noted in providing the community college flexibility in meeting institutional needs in terms of course offerings and increasing student enrollment. Leslie (1998) purported that the most significant reason for the rising presence of adjunct faculty in the community college is due to an increase in student enrollment and program demands. Louziotis (2000) commented on the growing number of students in need of accelerated, varied, and flexible course offerings that prepare them for the workforce as being pivotal in adjunct employment. Hiring adjunct faculty enables the community college to offer a variety of courses that could not be supported by fulltime faculty as a result of their course load limitations. These additional courses are

viewed as being either within the constraints of current offerings or as an addendum of obscure or emergent coursework that has not yet been created academically (Cohen & Brawer, 2003).

Adjuncts are often hired to teach at the beginning of each semester and their contracts are reviewed before securing employment for following semesters. If enrollment numbers drop, adjuncts who teach within designated areas of study are not hired or rehired. If student enrollment increases, then adjunct instructors would be hired or rehired to meet student need (Banachowski, 1996). Moreover, when extra course sections are necessitated, adjunct faculty are employed to fill these eleventh-hour demands (Cohen & Brawer, 2003). Feldman and Turnley (2004) provided another view regarding flexibility. Their findings revealed that flexibility among adjuncts is evident not only regarding the institution but also in their ability to balance work with family concerns. It is not unusual for adjunct faculty members to be employed during times beyond the traditional normal school hours involving possible evening and weekend instruction (Cohen & Brawer, 2003).

Economic

Third, the economic benefits of hiring adjunct faculty for much lower pay saves the community college institutional money in a time when there is shrinking economic support. Wyles (1998) noted that the shift of hiring adjunct instructors in record numbers is a consistent trend regarding national employment strategies in cutting employer costs and, subsequently, mirrors the condition of the United States economy. Approximately one third of the United States workforce is comprised of part-time workers. However, the practice of

part-time employment within the walls of higher education has surpassed business trends (Leslie, 1998).

Nevertheless, adjunct faculty members provide an outlet for community colleges to supply alternative approaches in the provision of costly services and are “an indispensable workforce” (Stephens & Wright, 1999, p. 6). Additionally, the expense of adjunct faculty in terms of pension, sick leave, and health care (if provided) is virtually nothing (Banachowski, 1996). Wallin (2005) supported Banachowski’s position by stating that “adjuncts are usually paid much less than permanent faculty, in most cases they do not receive fringe benefits, nor do they require office space or secretarial support” (p. 3). Wallin added that administrative logic behind the growing utilization of adjunct faculty is purely for “financial reasons” (p. 39).

Disadvantages

Diminution of opportunities

Opponents of adjunct faculty presence in community college settings perceive there is a potential for taking away teaching opportunities from fulltime faculty. As fulltime faculty retire, it is highly probable that such vacancies will be filled by adjunct appointments (Banachowski, 1996). This sentiment was confirmed by research conducted by Hardy and Laanan (2004) who stated, “There was also great concern with the number of fulltime faculty being replaced by part-timers at their institution, with 68% agreeing that this is an issue” (p. 807). Subsequently, the overuse of adjunct faculty is an additional point of concern. It was perceived that extensive employment of adjunct faculty is due to an incongruity of

administrative expectation while meeting student need. As a result, ambiguity of the adjunct role continues to be a contributor to over-utilization of adjunct faculty (Banachowski, 1996).

Community college fulltime faculty members have typically been viewed as the bedrock for the creation and implementation of academic coursework. Nevertheless, when viewing the numbers, adjuncts are clearly the majority of the faculty workforce with fulltime faculty members assuming a minority role. Yet, due to the configuration of faculty workload by the cumulative number of course credit hours, fulltime faculty typically teach the majority of course offerings while adjunct faculty assume a much smaller course load (Curtis & Jacobe, 2006).

Concerns regarding the development and oversight of the curricula were expressed. Curtis and Jacobe (2006) stated that, due to fewer fulltime faculty members, there was a diminuendo regarding the strength and prominence of the fulltime faculty voice. Adamowicz (2007) concurred with this position:

In the case of my department, approximately 20 percent of us will determine objectives and measures for all of our students, including those of the 80 percent of the faculty who are part-time. Not only will we not benefit from the experiences and ideas of the part-time majority, but it also will be difficult to communicate effectively to them the determinations made by us, the minority. (Adamowicz, 2007, para. 4)

Not only is the voice of fulltime faculty diminishing regarding the aforementioned concerns, but there is also a trend for fulltime faculty participation in institutional governance to wane. It was suggested that the status of being a fulltime faculty member is becoming equivalent to that of an endangered species. Fulltime faculty's "voice and power in higher education are being diminished...and may be stifled entirely if these trends continue unabated" (Curtis & Jacobe, 2006, p. 16).

Academic integrity

Banachowski (1996) posited that the practice of hiring adjunct instructors raises the concern of academic integrity within the community college framework since the majority of participants in the teaching field are on campus only part of the time. Louziotis (2000) espoused there is a wealth of scholarly experience and practice amongst fulltime faculty that has not been achieved by adjunct faculty. In this manner, the perception of quality instruction being demonstrated by fulltime faculty members has waned due to a lack of scholarly experience and practice by adjunct faculty members. Bensimon, Ward, and Sanders (2000) stated that there is a high probability for academic quality and rigor to be affected when adjuncts are in the classroom. However, this is not due to a scholarly under preparedness on the part of the adjunct instructor as much as it is to hierarchical removes, which exist among faculty as well as the sense of adjunct faculty being viewed as second-class faculty members. If this limitation is not addressed, academic quality and rigor could be affected. The issue is not centered on academic preparedness but, rather, focused on an institutional limitation (Charfauros & Tierney, 1999).

Iadevaia (1991) and Carey (2008) stated that the argument concerning adjunct utilization affecting quality of instruction is not substantiated. A benchmark of empirical evidence does not exist. However, an exhaustive study conducted by Boggs (1984) centered its focus on academic performance standards of adjunct faculty in community college freshmen composition courses. Findings of earlier studies were often uncertain and unconvincing regarding the utilization of adjunct versus fulltime faculty. Although, nearly 20 years after the Boggs' study, Gordon (2002) supported Boggs' findings:

However, the jury is still out on the important question of how the extensive use of part-time faculty affects the state of higher education. At this time, the data seems to be inconclusive, but is undoubtedly a critical area for future study. (p. 11)

Boggs (1984) revealed there were no significant differences in academic quality of instruction between adjunct and fulltime instructor appointments in freshman composition. Boggs further concluded that adjunct freshmen composition instructors “may be more effective in preparing students for fulltime freshman composition teachers than are fulltime writing instructors in preparing students for part-time freshman composition teachers” (p. 150). Wyles (1998) supported the findings of Boggs (1984). The results of Wyles’s study suggested that adjunct instructors were as “effective in the classroom as their fulltime colleagues, that they have produced student outcomes that compete favorably with those of fulltime faculty, and that they have earned credentials of equal status to their fulltime counterparts” (p. 90). Villadsen and Anderson (2005) not only concurred with Boggs (1984) and Wyles (1998), but they also stated further that there was little evidence to support fulltime faculty having done a better job than adjunct instructors in the classroom.

Bedford (2009) conducted research using survey methodology to determine why adjuncts teach and to define the characteristics of the adjunct strata of classroom instructor. Bedford’s findings suggested adjuncts present advantageous possibilities for both the institution and learner. Although some fulltime faculty argued that adjuncts were at best marginally prepared for instruction, adjunct credentials were “situated to bring quality education and diversity in perspective to the organization” (para. 28).

Bedford’s findings were supported by an earlier quantitative study by Clark (1990) who wanted to know if there was a correlation between students’ achievement in final test

scores based on instruction rendered by either fulltime or adjunct faculty. Bedford concluded that the mean test scores demonstrated no significant difference between the two instructor status groups. The researcher recommended that adjunct faculty were to be employed since there would be no negative impact upon student learning outcomes.

Availability

One of the concerns regarding adjunct instructor presence in the classroom centers on adjunct availability to students beyond their teaching assignments. Since adjuncts are not provided with office space and other institutional necessities, it was believed that their inability to be consistently present on campus had a negative impact on student relationships (Curtis & Jacobe, 2006). Outcalt (2000) professed that, due to their outside-of-campus work commitments, adjuncts are incapable to participate in student advising, committee work, office hours, and other such activities because they are compensated solely for their instruction and presence in the classroom; nothing more. Although adjuncts bring real-world experience to the classroom, they often hold other employment assignments outside of the organization or have multiple teaching assignments at multiple institutions (Curtis & Jacobe, 2006).

Levin, Kater, and Wagoner (2006) furthered research by Curtis and Jacobe by recognizing that adjuncts primary work source is most likely be outside of higher education but they are employed at community colleges for their content expertise. However, there is a secondary group of adjuncts, who create a pseudo fulltime teaching career within multiple community colleges because their options for a fulltime teaching position at one community college is limited. Either scenario provided by Levin et al. (2006) would cause the

unavailability of adjunct faculty to escalate. Outcalt (2002a) furthered the notion of adjunct unavailability as being a reality of isolation even when adjunct faculty members are on campus. Succinctly stated, the adjunct came, taught, and left all in the timeframe of a single class period. Grubb (1999) acknowledged that isolation is all too common for adjuncts and occurs at multiple levels within the community college institution.

As a result of their unavailability, adjuncts typically are not offered professional development opportunities in order to keep current with growing pedagogical trends during staff development week because they are presumably unavailable to participate (Curtis & Jacobe, 2006). Outcalt (2000) mentioned that, even if professional development activities are available, there are barriers in accessing them.

Economic

Cohen and Brawer (2003) mentioned that the community college has become dependent on “low-cost labor to balance the budget” (p. 85). The authors furthered their thoughts when they mentioned that the practice of hiring adjunct faculty, within the community college, is equivalent to the practice of farm managers’ employment of immigrant workers. This suggests the presence of hierarchical removes within the community college faculty context. Rouseff-Baker (2002) stated that the development of procedures for faculty needs to focus on the structural and practical needs of faculty. An aspect of this focused endeavor is regarding the presence of organizational layers, or removes, within the institution (Smith, 2007).

The ability to identify the hierarchical removes within institutional domains was confirmed when Smith (2007) discussed how community college administration and fulltime

faculty members are in an integral position to weave adjunct instructors into the organizational fabric of their institutions. Addressing the administrative and full-faculty removes would allow adjunct faculty to be viewed as important and desirable members within the academic community and should not be merely viewed or valued as members of a cheap labor force. Wallin (2005) furthered this idea by noting that, despite the economic benefits of adjunct employment within the community college, the act of adjunct integration into the organizational culture (by administration and fulltime faculty) needed to be an institutional priority. Wallin added that administrative logic behind the growing utilization of adjunct faculty was for purely “financial reasons” (p. 39).

The concern of adjuncts viewed as a cheap labor force was noted by Stratford (2012) as being a “systemic dysfunction” (para. 27) due to poor working conditions. Stratford also noted that such poor working conditions were not an unusual situation. All too often adjuncts throughout the country were being “abused by the system” (para. 11).

Reasons Adjuncts Teach

What person would be motivated to work in a position characterized by low pay; no benefits, opportunities for advancement, or assurance of job security; and no rights to participate in the decisions that affect them? What person would be motivated to occupy a position perceived to be that of an inferior “appendage” to the college teaching profession? (Banachowski, 1996, p. 17)

In an attempt to answer the proposed questions rendered by Banachowski (1996), a number of reasons for adjuncts accepting a contingent appointment have been offered. Freeland (1998) mentioned two reasons individuals would accept an adjunct post: (1) these people are willing because the job meets an individual’s need; and (2) adjuncts who teach semester after semester do so in the hopes of securing a fulltime teaching assignment. A

number of articles and studies have suggested that the second reason offered by Freeland (1998) is, indeed, not the case (Antony & Valdez, 2002; Leslie & Gappa, 2002; Lyons, 2004; Valdez & Antony, 2001). These authors disclosed that the majority of adjunct faculty are happy at their fulltime places of employment and are not desirous of fulltime work within the academe. Adjuncts mentioned that they teach primarily due to economic gain and personal satisfaction (Louziotis, 2000). This perception was challenged when an adjunct faculty member under the pseudonym, Professor X (2011), stated, “I was a member now of what academic theorists call the ‘instructorate,’ as opposed to the ‘professoriate,’ which enjoys health care and retirement benefits and where anybody with any sense would rather be” (p. 9). On a final note, Feldman and Turnley (2004) stated that individuals who accept adjunct positions do so due to poor job market prospects as well as having the ability to balance work with family demands.

Job Satisfaction and Attitude

The results of the survey revealed that the majority of part-time instructors did not feel they were not adequately compensated, respected and valued by the administration nor their departments. A significant number of the respondents also felt that administration policies on hiring, benefits and advancement were not equitable. In fact, the respondents reported that they often felt exploited by the university or community college. (Banachowski, 1996, p. 16)

Rifkin (1998) conducted a national study involving 1,554 faculty from 127 community colleges within 41 states. The objective was to identify similarities and/or differences between the two instructor status groups (adjunct and fulltime). Data were gathered through a survey instrument. The following conclusions were identified after analysis, which depict qualities and attitudes of the community college faculty groups: (1)

adjunct faculty demonstrated a significantly lower involvement in the development of curriculum and instruction; (2) adjunct faculty showed a significantly higher student expectation than that of fulltime faculty; (3) adjunct faculty felt a significantly lower sense of autonomy concerning pay, benefits, and advancement inequalities; and (4) no difference was evidenced between the two instructor status groups as both were committed to the community college student and to quality instruction.

Valdez and Antony (2001) were concerned with job satisfaction and conducted a national study involving 974 institutions of higher education and 31,354 faculty members in university and community college settings utilizing the 1992-1993 National Study of Postsecondary Faculty data sets. Further data stratification involved desegregating fulltime and adjunct faculty members. The data revealed that 87.9% of adjunct faculty ($N=6,811$) agreed or strongly agreed that they would choose an academic career if they were able to make that decision all over again. Although it was not definitively disclosed whether adjuncts would reenter academia as an adjunct employee, it indicated that their current adjunct role had not swayed them from leaving the academic profession. Moreover, it was mentioned that adjuncts who do not leave the academic profession are demonstrating a level of job satisfaction that is directly related to a level of self-fulfillment as an instructor.

A study conducted by Valdez and Antony (2001) indicated that adjunct faculty members within the community college setting are satisfied overall with their teaching positions. Another study by Feldman and Turnley (2004) supported this position by indicating a high level of job satisfaction is evidenced among adjunct faculty although miscellaneous challenges, working hours, and compensation are deterrents to overall satisfaction. Schulz (2009) indicated similar findings, with 785 survey participants (84.41%;

$N=931$) stating that they were satisfied or very satisfied with their current adjunct instructional duties. Boord (2010) revealed that adjuncts were “most satisfied with the autonomy and independence of their job” (p. 53). Boord also noted that adjunct satisfaction resulted due to academic freedom, facilities and equipment, course assignments, and colleague competency. Tomanek (2010) found that adjuncts were satisfied in their job due to autonomy and job independence, equipment and facilities, departmental leadership, and freedom to establish course content.

It was of particular interest to note that Antony and Valdez (2002) stated that adjunct faculty members are typically more satisfied with their instructor roles than fulltime faculty members. Generally speaking, adjuncts are “experienced, stable professionals who find satisfaction in teaching” (Leslie & Gappa, 2002, p. 65).

Mentoring

The growing utilization of adjunct faculty members within the community college organization have made it clear that the role of faculty is changing. Along with change comes the imperative to improve faculty performance in the classroom (Rouseff-Baker, 2002). In order to do this, institutions develop procedures and/or activities that are centered on the demographics and needs of faculty and students (Grant & Keim, 2002) as well as teaching practices of fulltime and adjunct faculty (Claxton, 2007). Wallin (2005) posited that this would only happen when an institutional priority is focused upon a specific aspect of professional development known as mentoring (Sprouse, 2005).

Community college administration and fulltime faculty members are in a place to integrate adjunct instructors into the institutional fabric of the community college.

Administrators perceive that time spent in this act of integration, coupled with a consistent effort and the utilization of available resources, would provide an important aspect of incorporating adjunct faculty as desirable and important members of the academic community. Fulltime liberal arts faculty have expressed that, all too often, adjunct faculty are excluded from curricular and collegial conversations with peers due to adjuncts' limitations of time and availability (Smith, 2007). Adjunct faculty typically arrive just before their assigned classes and leave campus after their classes conclude. It is rare that adjuncts have time to interact with peers to discuss content or organizational concerns. As a result, fulltime faculty perceive that the aforementioned limitations would affect academic quality and rigor if the limitations are not addressed (Bensimon et al., 2000).

To curtail these effects, it was important to have key faculty members or administrators meet often with the adjunct membership. Murray (2001) believed the use of key faculty members pertained to the involvement of seasoned fulltime or adjunct instructors while the employment of key administrators included division chair or dean personnel. Ensuing discussions between key faculty members and/or administrators could then be centered on instructional values, technology, diverse student need (Murray, 2001), and the community college mission (Green, 2007). Ultimately, the utilization of key personnel as mentors would allow questions to be raised and answers to be heard in formal or informal venues (Bensimon et al., 2000). In this manner, adjunct faculty would be supported, valued, and informed in a manner similar to fulltime faculty (Wallin, 2005) and adjunct faculty would then be afforded an opportunity to develop professionally (Bensimon et al., 2000). Mentoring was viewed as a deliberate act of acclimating and connecting adjunct faculty to experienced community college personnel within the institutional framework (Mello, 2007).

In order for this deliberate act to be accomplished, professional development activities would be needed to orientate new adjunct faculty while furthering experienced adjunct instructors in their understanding of the organizational climate and culture (Green, 2007). Wallin (2005) believed adjunct faculty already possess skill sets and knowledge applicable to course content; the focus of professional development activities should be on maximizing adjunct faculty classroom effectiveness through meaningful, yet practical, pieces of procedural information. This approach typically involves providing adjuncts with the needed grading criteria, course syllabi, electronic grading procedures, payroll information, evaluation practices, parking information, departmental phone numbers, school calendar, or other such organizational practices (Edmonson & Fisher, 2003).

Additionally, mentors might allow adjuncts to share their content expertise with fulltime faculty, receive an award or recognition for outstanding instruction, and provide input regarding departmental, divisional, or curricular concerns (Mellow, 2007). When viewed as an asset, adjuncts evolve into becoming industrious, devoted, and perceptive members of the professoriate. As a result, the community college is enriched and its students are the benefactors of the mentor's time and effort (Edmonson & Fisher, 2003). This was acknowledged by Boord (2010) whose research at a Midwestern community college revealed that adjuncts who participated in professional development activities enhanced their overall teaching in "test construction (77%), promoting diversity (87%), classroom policies and procedures (86%), and administrative leadership (70%)" (p. 59).

Adjunct and Fulltime Perspectives

Throughout this section numerous quotations will be used. Though it was conceivable to paraphrase the words of adjunct and fulltime faculty, it was important and adamantly appropriate to enable their voices to be heard through the words they chose to employ.

Under the pseudonym of Professor X (2011), an anonymous author provided an account of his or her experience in college and community college environments as an adjunct instructor. This writing provided a thoughtful, poignant, heartbreaking, and sometimes humorous rendering of his or her experience in the classroom. Professor X stated that the choice to stay in the role of an adjunct instructor was because he or she loved being in the classroom and equally loved being with the students. Through the passion, however, emerged how such efforts were received and acknowledged by administrators, fulltime faculty, and even students:

We may look mild-mannered, we adjunct instructors, in our eyeglasses and our corduroy jackets, our bald heads and trimmed beards, our peasant skirts and Birkenstock, but we are nothing but academic hit men. We are paid by the college to perform the dirty work that no one else wants to do, the wrenching, draining, sorrowful business of teaching and failing the unprepared. We are not characters out of great academic novels such as *Pnin* or *Lucky Jim*. We have more in common with Anton Chigurh from *No Country for Old Men*. (Professor X, 2011, p. xix)

The author stated that scholarly literature treats the adjunct sector with superciliousness and repulsion. In the author's manner of thinking and experience, adjunct faculty members are perceived as being an "exploited class" and "faculty-union scabs" (p. 11).

Sweeny (2011) posted a blog that addressed his view of adjunct's instructional presence. It was asserted that the practice of utilizing adjunct instructors was not an anomalous event:

We aren't add-ons anymore. We aren't there to fill in for last-minute enrollments, or for a fulltime instructor who suddenly gets sick. Campus administrators rely on us from the get-go. And the kicker is that they get to wipe their hands clean and says things like 'adjuncts know what they are getting into and just look at the word "adjunct"'. (Sweeny, 2011, para. 6)

Sweeney concluded the blog post by stating, "adjuncts need to take some responsibility for our situation" (Sweeney, 2011, Not So 'Adjunct' Anymore, para. 7). In a response to Sweeny's blog post, tribble24 (2011) offered a response concerning Sweeny's assumption that adjuncts needed to take responsibility for their teaching situations:

I find adjunct teaching a great part-time job. Am I underpaid compared to full time faculty? Of course. Does my employer exploit part-timers? Certainly. Does it rankle when I never cancel a class but walk the halls and see endless 'cancellation' notices posted on doors by full time faculty who don't have to fear renewable contracts? Yes. Do I KNOW my student/supervisor evaluations, commitment, and expertise far outweigh many fulltimers? YES. (tribble24, 2011, para. 8)

In response to tribble24, Flag (2011) posted a comment about the working conditions he or she faces and mentioned that sometimes taking responsibility for actions taken by adjuncts was not a viable option. Flag was an adjunct instructor.

I work in two distinctly different environments – one good, and one not very good at all due to an abusive and incompetent academic administration. There are many adjuncts who have only the latter, and have no means to improve it and cannot choose to not work in such conditions...The problem with your idealism is that it misses the point and plays into the hands of those who need a justification for continued exploitation. (Flag, 2011, para. 13)

Fulltime instructor, muleprof (2011), joined the conversation and offered his or her take on the situational plight of the adjunct instructor.

So leave. Stop being the labor force that administrators rely on to keep from opening up tenure-track lines for people like, well, 'you.' I am continually astonished by adjuncts: It's a situation akin to renting a rattrap apartment, or living with an abusive boyfriend ...so why not walk away? (muleprof, 2011, para. 28)

Flag (2011) was concerned by muleprof's comments and provided a response:

But of adjuncts, you presume a great deal, and you really sound quite pampered in that you haven't experienced "the world" that we occupy. The possibility of leaving as a realistic goal really depends on a lot of factors that may be out of one's control. Whether it's "foreign" in the "other" world or not may not be a matter of one's perceptions or willingness to bang down doors and try other things...However, if you stay in your tower, merely farting in our general direction, then we adjuncts have the right to take you down. (Flag, 2011, para. 29 & 31)

Summary

Community college roots are steeped in preparatory education in the hopes of enrolling at college or university settings. It is of no surprise that the mission, although somewhat changed, continues now as it was then—to prepare students. A change was evidenced to some degree in preparing students for the college or university setting, but a major change was revealed in preparing students for the workforce. A major part of the preparatory process involved community college faculty. Outcalt (2002a) stated that teaching continues to be the first and most fundamental mission of community college faculty. When considering accomplishing that mission amidst a downward spiral of national and state economic support, it is not a surprise to continue to see the utilization of adjunct faculty rise.

According to the literature, most adjuncts teach because they love it and are satisfied being in the classroom despite the marginal pay. Twombly and Townsend (2007a) stated adjunct faculty are here to stay and the chance of not employing adjunct faculty members

within the context of diminishing economic support is an impossibility. With adjuncts and fulltime faculty being present within the context of the community college, constructing understanding in regards to the “other” provides a framework for continuous improvement of one of the most important and significant innovations in higher education known as the community college organization. Recognition theorist, Taylor (1997), described the importance of recognizing the uniqueness and distinctiveness of a group’s identity in order to construct a “new understanding of the human social condition” (pp. 233-234) so that a new meaning to an old practice or principle is implemented. This is imperative to community college policy and practice regarding the laws and rules that govern the operation of the community college system.

All of the research studies utilized in the review of literature employed quantitative methodology and methods in their design, data gathering, and data analysis. Although pertinent qualitative-based studies were sought exhaustively in this study, none were found. The literature reflects the current practice of research regarding community college adjunct and fulltime faculty as being steeped in a positivist approach. Of the research studies presented in this chapter, only three present a theoretical framework. They are dissertation research from the same Midwestern University, and are framed with Herzberg’s Motivation (Hygiene) model, which theorizes that there are factors contributing to job satisfaction and another set of factors contributing to job dissatisfaction. If a theoretical framework were utilized within the remaining quantitative studies, such information was not disclosed or, perhaps, a theoretical framework was not used. It must be stated, however, that the studies that are provided in the literature review were included because they each demonstrate

reliability and validity in their respective designs, data gathering processes, data analyses, and findings.

Examples of adjunct and fulltime faculty perceptions of the “other” were selected to demonstrate the complexities of their everyday lives within their everyday worlds. Sweeny (2011), Flag (2011), and tribble24 (2011) are adjunct instructors. Although Sweeny and Flag appeared to have a degree of consensus with each other regarding the plight of adjunct instructors, tribble24 did not fully accept their positioning and took issue with their comments. Tribble24 believed that adjuncts know exactly what they are getting into as an instructor while Flag mentioned the choice to be or not to be an adjunct instructor is not a question that can be answered easily. Furthermore, Flag insinuated that tribble24’s reasoning is nothing more than an ignorant idealism.

The blunt rhetoric of the fulltime instructor, muleprof (2011), added another perceptual layer to the ensuing discussion when coupled with Flag’s tones of disgust. Flag believed fulltime faculty have a type of organizational privilege and protection that is not enjoyed by adjunct instructors.

Needless to say, it will take time and additional research to sort out the complex relationship between adjunct and fulltime faculty. Hence, it was for all of the aforementioned reasons why this dissertation research was conducted.

Chapter 3 will present the proposed methodology by furthering the methodological commentary that was introduced briefly in Chapter 1. The theoretical framework for this research was constructivism epistemology, postmodern theoretical perspective, ethnomethodology, and interview/artifact methods are expanded upon to provide insight to

the research sites, participants, sampling, data analysis, goodness and trustworthiness, researcher role and positionality, and anticipated ethical issues.

CHAPTER 3. METHODOLOGY

Characteristics of Qualitative Research

The design for this research study was qualitative in nature. Qualitative research incorporates an inductive process to build upon concepts and theories through gathered data (Merriam, 2002). An assumption of qualitative research entails a natural worldview wherein access to reality is not readily available as one might find in a positivist approach (Lincoln & Guba, 1985). Qualitative inquiry centers on the examination of social phenomena by giving audience to the subjectivity of the human condition and the nature of human life (Esterberg, 2002). Creswell (2009) further explained qualitative research as a “means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). Qualitative research postulates that the researcher is viewed as the “primary instrument for data collection and data analysis” (Merriam, 2002, p. 5). This provides an opportunity for the researcher to understand the nature of the participant condition rather than attempting to predict the future or control reality (Lincoln & Guba, 1985).

Participant reality is a result of an interaction between multiple perspectives upon external data (Lincoln & Guba, 1985). The mediation of reality is an outcome of multiple, complementary, and socially constructed perspectives that are in a constant state of interaction, change, and instability (Lincoln & Guba, 1985; Merriam, 2002). Therefore, the perspective and reality of research participants provide a lens for understanding how people make sense of their world and personal experience through a linkage of emotion and knowledge (Crotty, 1998). This process creates a product that conveys meaning through written text (rather than by numbers) that is thick, rich, and descriptive (Merriam, 2002).

Philosophical Assumptions

Theoretical framework

Tierney (1997a) made significant contributions to higher education through publications that couple faculty socialization and tenure within four-year universities and colleges. He believed that, although socialization has been discussed at the national level, the concept of socialization is consistently misconstrued. Tierney's various publications regarding faculty tenure and theory (organizational and socialization) enables researchers to comprehend the importance and significance behind meticulously-penned thoughts. Tierney and Rhoads (1994) drafted a faculty socialization conceptual model and subsequent theoretical framework whereby researchers are provided an opportunity to comprehend its fundamental beliefs. The authors' explanation regarding the nature of faculty roles in both academic and public arenas cause one to pause and consider the possibility of an inexorable relationship between faculty socialization and academic culture (Tierney, 1997a).

Tierney and Rhoads (1994) were persuaded that the practices of higher education were under public and governmental scrutiny due to the state of the professoriate. Critics assailed faculty research versus quality instruction and a faculty member's inability to address the diversity of today's student body as major points of concern. Faculty beliefs, values, learning experiences, and attitudes are considered to be a reflection of the faculty socialization process and culture. In this regard, faculty roles mirror the cultural experiences of these faculty members. By understanding this relationship, higher education would be better equipped to address their critics' charge and possibly change the organizational condition through a concerted effort within academic "culture and structure" (Wong &

Tierney, 2001, p. 1100). When change is achieved, adjunct faculty members will be given an opportunity to move beyond a self-perception of being “second-class members of the academy” (Charfauros & Tierney, 1999, p. 145).

Faculty socialization is based on the premise of understanding how faculty members learn to become faculty. In order for this understanding to be constructed, it is imperative that higher education understands the different cultural influences that shape faculty reality. These cultural forces are inclusive of “the national culture, the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences” (Tierney & Rhoads, 1994, p. iii). The five aforementioned cultures are subcategorized under the umbrella of faculty culture.

Tierney and Rhoades (1994) described national culture as the belief structures and practices that are embraced by each country. Such beliefs and practices would include time management, etiquette, and religious convictions. As a result, cultural norms are embraced by a “specific culture, and how one acts and conceives of roles and organizations differs dramatically when we compare national attitudes about specific issues” (p. 10). When individuals become faculty members in the United States, they bring with them their national enculturation and current state of socialization to the institution. Each new faculty member’s sense of enculturation and socialization will be unique and different.

Faculty are viewed as a type of “occupational community” (Tierney & Rhoads, 1994, p. 11). As a culture of the profession, academia exists due to the member’s skill-set, contribution, and creative innovation. Despite national differences, three commonalities exist: (1) contributions of knowledge to society; (2) academic integrity and honesty; and (3) academic freedom. Although the professorial community embraces the premises of each of

the three commonalities, differences exist when further examining the implementation specificities within each. Consequently, the degree of socialization will vary from one academic community to another.

The culture of a discipline regards each faculty member's specific field of instruction. Discipline socialization begins in undergraduate and graduate studies wherein students begin to master their field of study. This process continues as faculty members engage in classroom instruction, having their work published and presented, or furthering their own scholarly knowledge within their disciplinary field (Tierney & Rhoads, 1994).

Individual culture is a significant contributor to faculty culture. It is concerned with the specificities of race, ethnicity, gender, age, and sexual orientation as social categories. Within this context, a faculty member's particularities are unique contributors to his or her socialization experience within academic organizations (Tierney & Rhoads, 1994).

All of the aforementioned faculty cultures are contained inside the structure of institutional culture. It is within the context of institutional culture where conflicts with culture of the nation, culture of the profession, culture of the discipline, and culture of the individual are most clearly evidenced. Dealing with these conflicts is indicative of how the institution views and communicates "meaning, the purpose of that meaning, and how that meaning is to be interpreted" (Tierney & Rhoads, 1994, p. 15).

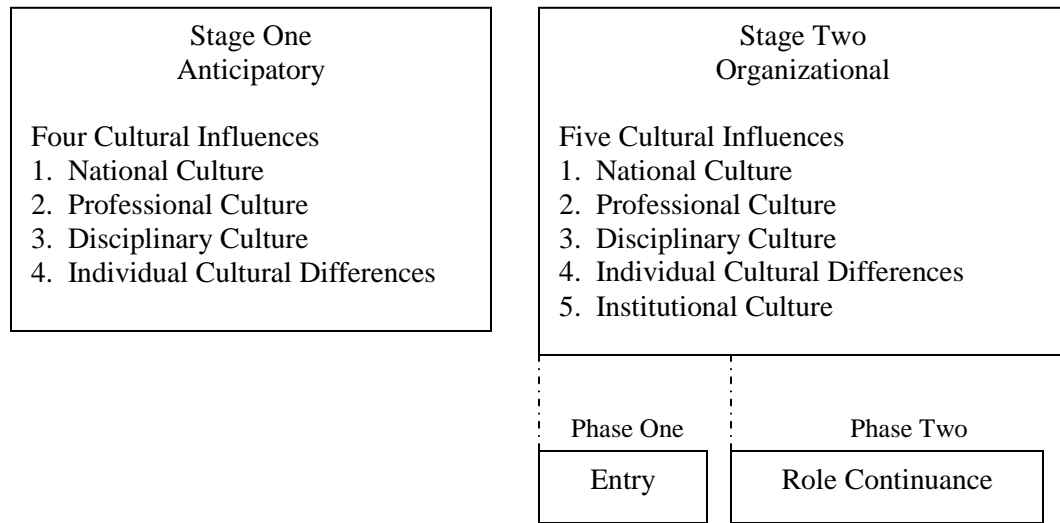
We need to consider socialization's processes in their entirety, as opposed to limiting ourselves to isolated examples that serve as grand transitional markers from one stage to another. In effect, if we are socializing people to a cultural ethos that we no longer desire, then it is clearly important to understand the underpinnings of socialization so that we might socialize people to different objectives and goals. (Tierney, 1997a, p. 3)

Two stages of socialization take place: (a) the “anticipatory stage” (Tierney & Rhoads, 1994, p. 23); and (b) the “organizational stage” (p. 25). The anticipatory stage concerns experiences at the undergraduate and graduate levels of education where prospective faculty are exposed to the prevailing practices of instructors within higher education. As a result, prospective faculty members gain a general understanding of faculty experiences. As prospective faculty members move from the role of student to that of an instructor, they enter into the organizational stage where they encounter organizational culture and subsequent challenges such as solitude, limited institutional support, rigorous work expectations, and stress. Dealing with these challenges is considered to be an ongoing process as each faculty member makes attempts to “fit” (Tierney, 1998, p. 628) within the academic organization. Accordingly, faculty socialization is viewed as being an incessant practice that requires continuous adaptation to the organizational culture and environment for each and every faculty member (see Figure I):

Not only do people adapt to organizations, but organizations continually must adapt to their members. Viewing faculty socialization as bidirectional is crucial in creating diverse academic communities. While professors change to meet the demands of their academic institutions, colleges and universities must modify their structures to meet the needs of their diverse members. (Tierney & Rhoads, 1994, p. iv)

Tierney’s faculty socialization theoretical framework was used in this study to inform the research methodology and ensuing methods. This theoretical model grounded the interpretive process (Tierney, 1988). The following faculty socialization tenets are based on the readings of Tierney:

- Faculty socialization is a cultural act utilizing an interpretive process in the creation of meaning.



From *Faculty socialization as cultural process: A mirror of institutional commitment* by W. G. Tierney and R. A. Rhoads, 1994, p. 31. ERIC Clearing House on Higher Education: Association for the Study of Higher Education. Washington DC: School of Education and Human Development, George Washington University.

Figure 1. Faculty socialization conceptual framework

- The coherence of an organization's culture derives from the partial and mutually dependent knowledge of each person caught in the process and develops out of the work they do together.
- Culture is not so much the definition of the world as it is, but rather a conglomeration of the hopes and dreams of what the organizational world might become.
- Organizations are to modify rather than reinforce behavior and need a schema of faculty socialization that allows for creativity and difference to flourish rather than to become incorporated into a unitary mindset.
- Faculty socialization requires a shift from a "them" to an "us" mentality.
- A cultural response to academic problems refocuses dialogue from a climate of fear and retribution and toward an understanding about how to develop and maintain a

communal respect for all of one's colleagues. (Tierney, 1997a, pp. 5-6, 15; Tierney, 1997b, pp. 22-23)

Constructivism epistemology

Crotty (1998) defined constructivism epistemology as meaning obtainment through construction rather than by discovery. Constructivism epistemology results in the emergence of meaning through a conscious engagement, embracing the unique experience of each participant, and exclusively focusing upon "the meaning-making activity of the individual mind" (Crotty, 1998, p. 58). A part of this process is considered to be sedimentary since interpretive layers are stacked upon each other in a manner similar to rock or ice formation. In this regard, the engagement of reality construction within social contexts is an act of building upon formations already in place. When construction of meaning is utilized to remove one's self from social realities, a barrier results which produces an "us" versus "them" reality (Crotty, 1998). In regards to adjunct and fulltime faculty perceptions of the "other", I was able to construct meaning due to data that emerged from the conscious engagement of study participants via personal interviews coupled with non-obtrusive measures in the form of institutional artifacts (written documents) regarding current writings that were generated by community college personnel: (1) faculty handbook; (2) board minutes; (3) mentoring policies involving adjunct and fulltime faculty; and (4) faculty orientation.

Postmodern theoretical perspective

Postmodernism, as defined by Esterberg (2002), is concerned with the researcher's interest being centered on multiple realities and that each variance of knowing is equally

valid. Prasad (2005) stated that the postmodern theoretical perspective presents a “playful mood” (p. 222) when contemplating and discussing social phenomena. An example of a playful postmodern theoretical perspective is viewed when comparing Dorothy Gale’s account in *The Wonderful Wizard of Oz* (Baum, 1900) to the wicked witch of the West’s description of the same events in *Wicked: The Life and Times of the Wicked Witch of the West* (Maguire, 1995). Each perspective brings a different reality and each reality is equally valid. This is congruent with Habermas (1998) who posited that the variance of reality and knowing has a social legitimacy only when the other’s otherness is given a voice. Tierney and Rhoads’ (1999) faculty socialization model coupled with a postmodern theoretical perspective enabled me to make inquiry regarding adjunct and fulltime faculty realities and ways of knowing. In this regard, the faculties’ lived experiences and perceptions of the “other” were captured. This resulted in a theoretical framework and theoretical perspective that enlightened the methodology (Jones, 2002).

Methodological Approach

Ethnomethodology

Ethnomethodology does not refer to specific “research methods but, rather, to the subject matter of inquiry: how (the methodology by which) people make sense out of the situation in which they find themselves” (Bogdan & Taylor, 1975, p. 16).

Ethnomethodology is founded upon the scholarly works of Garfinkel (1967) whereby “ethno” refers to a people or a group of people. Garfinkel believed ethnomethodology would assist knowledge construction and guide social actors to an acceptable manner of social behavior (Prasad, 2005). Crotty (1998) concurred with Garfinkel that ethnomethodology

places its focus on the everyday world and provides an account of members' behavior. Layder (1994) stated that Garfinkel initially reacted in a negative manner due to Parsonian renderings (utilitarian positivist tradition versus a hermeneutic idealistic tradition) that emphasize society influencing social behavior. Instead, Garfinkel embraced the notion that social order is achieved by activities carried out by members of society.

Garfinkel utilized terms such as "accountability" (ten Have, 2003, p. 19) to address social actors' explanation of their actions and "indexicality" (Taylor & Van Every, 2000, p. 10) to describe the social circumstances in which a person's action are carried out. Consequently, the focus of ethnomethodology is not centered on causation, but is founded upon the procedural aspects of societal members. In this regard, behavior is explained by how the facts are perceived and fashioned rather than explaining the social facts (ten Have, 2003). Subsequently, in order to understand why people do what they do and say what they say, it is imperative to frame their actions and words in a context that reveals the person's perception and reality that is involved in their act of sense-making. As people make sense of their surroundings, they can effectively engage as a self-organized entity (Taylor & Van Every, 2000).

Tierney's (1997a, b) faculty socialization model steered me to ethnomethodology because it enabled me to construct understanding in regards to the manner in which adjuncts and fulltime faculty work within the academic culture, identify difference, view one another ("them" or "us" mentality) while partaking in dialogue about their colleagues, and engage as a self-organized entity. Consequently, I was able to develop a meaningful snapshot of faculty engaging in everyday life within their everyday world.

Methods

Methods, as described by Crotty (1998), are the tools used to carry out the research and analyze data in relationship to the research question. Semistructured interviews were employed to construct meaning to answer the overarching research question. Being less rigid than a structured interview format, semistructured interviews enable the participant's point of view to emerge and be heard through his/her own voice. A crucial element regarding semistructured interviews concerned the need for the researcher to carefully listen to the interviewee, follow his or her lead, and be in sync with the participant's movement of thought. This provided a venue for both adjunct and fulltime faculty members to tell their stories, keep the focus on research participants, and allow the interviewer to maintain neutrality. As a result, it was the responses of the interviewee that sculpted the regulations and parameters of the interview resulting in an interview that was molded to each study participant (Esterberg, 2002).

Guidelines for the interview questions and the interview process were based on the suggestions rendered by Lincoln and Guba (1985) along with Esterberg (2002). The authors stated that the researcher needs to consider the following: (1) decide whom you will be interviewing; (2) prepare by researching your participants (Lincoln & Guba, 1985); (3) construct an interview guide; (4) decide what types of questions should be asked; (5) structure and order the interview questions; (6) create open-ended questions that are not dichotomous or leading, but are general and specific in nature (Esterberg, 2002); (7) plan the initial contact; (8) discuss the informed consent with participants (Lincoln & Guba, 1985); (9) construct a "face sheet" (Esterberg, 2002, p, 101) that includes participant's demographic information, pseudonym or code number, contact information, and time/place of the

interview; (10) keep the interview on track and productive; and (11) bring the interview to a close when new information is not forthcoming (Lincoln & Guba, 1985).

Data collection

Seidman's three-tier interview model

A customized rendition of Seidman's (2006) three-tier interview model was used in this research. The approach is comprised of three separate interviews that address specific tiers of inquiry. The first tier involves employing questions about the participant's life history, the second tier of interviews focuses on the participant's life experiences, and the third tier involves inquiry regarding the participant's experiences with the research questions and processes (Seidman, 2006). Depending on participating organizations and their subsequent distance to the researcher, the first two tiers were combined into one face-to-face interview (approximately 30-minutes to one-and-a-half hours), with the third tier conducted as a telephone interview (approximately 15- to 30-minutes). All interviews were digitally audio-recorded and later transcribed for analysis. In order to protect the privacy of research participants, digital audio-recordings and transcriptions were kept in a locked file located within a locked office. Regarding transcription copies, participants who were identified by pseudonyms, had their identities/pseudonyms kept in the same locked file located within the same locked office as the digital audio-recordings.

Unobtrusive measures

Unobtrusive measures concern the practice of collecting data without the direct involvement of humans. Examples of unobtrusive measures include material artifacts (i.e., jars, cups, clothing, and jewelry), observations, or written documentation (Esterberg, 2002).

For the purposes of this research, I examined institutional artifacts (written documents) regarding current writings that were generated by community college personnel: (1) faculty handbook; (2) board minutes; (3) mentoring policies involving adjunct and fulltime faculty; and (4) faculty orientation. Institutional documents were obtained by contacting the participating community college's center for excellence in teaching and learning, the human resources department, or by investigating documents acquired online via the institution's website. I also examined the Administrative Code for Community Colleges state documents from each respective research sites' Department of Education via the Department of Education website.

IRB Review and Approval

Review

Prior to approval, the Institutional Review Board (IRB) at Iowa State University requested additional information regarding this study:

The Chair of the IRB Committee is requesting additional information and/or revisions for the project "Perceptions of the Other: Voices of Adjunct and Fulltime Community College Faculty" (IRB ID 11-439) in order to proceed with the review. Please address each item point-by-point as listed below.

1. Given the small sample size (i.e., 2 persons from each of the 4 institutions), and the small number of institutions, I am concerned about the limitations to confidentiality when the results of your project are reported. Even though you plan to use pseudonyms for the participants and institutions, it is often easy to ascertain the identity of a participant by knowing background information about them (i.e., their educational background, unique experiences they report) or about the institution (i.e., the size, location, fields of study, policies, etc.). Please provide some additional detail about how you will ensure participants' identities are kept confidential in light of these challenges (in Part J of the IRB application). This information should also be included in the informed consent document.

2. If you believe it is not possible to ensure complete confidentiality of participants' identities, please expand the discussion in Part H of the IRB application of risks related to this lack of confidentiality (e.g., possible harm to their reputation, employment situation, or embarrassment if they disclose negative opinions about faculty/their institution), and the steps you are taking to minimize these risks. Participants should be informed about these risks and the possible lack of confidentiality as well. Please note that if confidentiality cannot be maintained, the study will require review by the full-IRB at one of our upcoming meetings. (R. Bappe, personal e-mail communication, October 11, 2011)

It was important to present this segment regarding the IRB Review and Approval before discussion and description of participating sites and participants. This provided a clear statement as to why the participating sites and participants are presented in the manner in which they are found within the subsection entitled: Research Site and Participants.

I originally indicated in my *Application for Approval of Research Involving Humans* form that I would be the only person with access to the data. My computer stored all data requiring user identification and password elements for access. Each institution and participant was given a pseudonym to ensure confidentiality. All institutional and participant names, corresponding pseudonyms, transcript copies, and digital audio-records were kept in a locked drawer within a locked office. Data were deleted from my computer and digital audio-recorder after the completion of the study. Due to concerns expressed by the Chair of Iowa State University's (ISU) Institutional Review Board (IRB), additional safeguards were put into place for both the participating sites as well as participants.

Additional safeguards implemented to ensure confidentiality

Participating site

In order to address the expressed concerns of ensuring participating site confidentiality, additional safeguards were explicitly written out in Part J of the IRB application. Due to the small number of participating institutions the following safeguards were provided and enacted upon:

- I will state that the research sites are located in the same region of the continental U.S. in order to avoid identification by locale.
- When describing participant sites, I will generalize institutional information as to capture the essence of each of the four community colleges without providing such a level of specificity that would compromise their institutional identity.
- Generalized description of the four participating community colleges' size, fields of study, policies, etc., will be written as a group description and will not directly tie the research site to a specific research participant. I will state in this section of my dissertation that providing generalized background information of each research site was warranted in order to protect the institution's identity as well as the participant's identity due to the volatility of the overarching research question.
- A copy of the generalized research site description will be provided to each participant for approval. Changes will be made according to participant input. I will continue to send edited generalized research site descriptions to participants until approval has been obtained by all participants.

Participants

In order to address the expressed concerns of ensuring participant confidentiality, additional safeguards were explicitly written out in Part J of the IRB application. Due to the small number of participants used in this study, the following safeguards were provided and enacted upon:

- Use androgynous participant pseudonyms to avoid identification by gender.
- Androgynous participant names under consideration include: Ehsan, Aeron, Chun, Gezim, Duha, Hisoka, Amari, Dakota, Jessie, Shea, Manju, Masozi, Swarna, Kelly, Lee, Chris, Sisu, Isi, Pat, Jung, Nuka, Odalis, Pich, and Xuan.

- Use “he/she,” “he or she,” and “his/her,” “his or her” when referring to participants in order to avoid identification by gender.
- When describing participants, I will generalize background information (i.e., educational background, unique experiences) as to capture the essence of participant’s information without providing such a level of specificity that could compromise participant identity. I will state in this section of my dissertation that providing generalized background information of each participant was warranted in order to protect the participant’s identity due to the volatility of the overarching research question.
- 1. Generalized description of the four adjunct participants will be written as a group description and will not indicate the adjunct participant’s pseudonym to a specific descriptor. I will state in my dissertation that providing generalized background information of fulltime and adjunct participants was warranted in order to protect the participant’s identify due to the volatility of the overarching research question.
- In number 1. above, the participant’s field of instruction (Mathematics, Communications, etc.) will not be disclosed. Instead, all participants will be listed as ‘liberal arts’ instructors. I will state in my dissertation omitting the fulltime and adjunct participant’s field of instruction was warranted in order to protect the participant’s identity due to the volatility of the overarching research question.
- In number 1, above, the participant’s race or ethnicity will not be disclosed. I will state in my dissertation omitting the fulltime and adjunct participant’s race or ethnicity was warranted in order to protect the participant’s identity due to the volatility of the overarching research question.
- A copy of the generalized participant description will be provided to each participant for approval. Changes will be made according to participant input. I will continue to send edited generalized participant descriptions to participants until approval has been obtained by all participants.

Approval

After resubmitting two additional rewrites of the research project proposal, the researcher was contacted a third time by e-mail regarding the status of the proposed research project. With the additional confidentiality safeguards in place, the Chair of the IRB committee stated the proposed research project was approved:

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University according to the dates shown above. Please refer to the IRB ID number shown above in all correspondence

regarding this study. (R. Bappe, personal e-mail communication, November 2, 2011)

Research Sites and Participants

Prior to the IRB application for approval process, four community college presidents were contacted regarding their willingness to have their institutions participate in this study. All four community college presidents granted permission via e-mail communication to the researcher and provided key people or representatives to contact regarding participant selection. Prior to contacting participants, IRB approval was obtained.

After securing IRB approval, a small sample of participants was selected utilizing a purposive sampling approach. Having a smaller sample size was typical in qualitative research design and allowed the researcher to gather a great deal of information about a small group of people. In this manner, I sacrificed “breadth for depth” (Esterberg, 2002, p. 93).

Purposive sampling and intentionality

Purposive sampling is a qualitative technique wherein the researcher selects a sample with a purpose in mind. Having been mindful of said purpose, a strategy is developed “in which you intentionally sample research participants for the specific perspectives they may have” (Esterberg, 2002, p. 93) was known as intentionality of sample. Creswell (1998) stated that intentionality “posits a quite intimate and very active relationship between the conscious subject and the object of the subject’s consciousness. Consciousness is directed towards the object; the object is shaped by consciousness” (p. 44). In this manner, sample participants were deliberately selected for the specialized perspectives they had as community college faculty (Esterberg, 2002).

An e-mail communiqué was distributed to each institutional representative who in turn assisted the researcher in gathering names for potential selection. To help the intentionality of sample process, each of the institutional representatives were given a set of guidelines (purposive strategy) to aid their identification of potential participants. In order for a viable sample to be achieved, I requested approximately 7-10 adjunct faculty names in the instructional domain of liberal arts (including contact information) and 7-10 fulltime faculty names in the instructional domain of liberal arts (including contact information) from each of the participating institutions. This meant that 14-20 faculty names were to be provided to the researcher that met the following guidelines according to faculty type.

Fulltime faculty

- Arts & Science instructor in the same teaching discipline as the adjunct instructor.
- Minimum of four years (but no more than 10 years) teaching experience at current institution.
- Teaching load per semester equated a fulltime load as deemed by your State's department of education.
- Faculty member needed to have a conversant and outgoing personality.

Adjunct faculty

- Arts & Science instructor in the same teaching discipline as the fulltime instructor.
- Minimum of three years teaching experience at current institution.
- Teaching load per semester equated approximately 6-15 credit hours (or the equivalent if on trimesters).
- Faculty member needed to have a conversant and outgoing personality.

Ultimately, I wanted to select a sample “from which the most can be learned”

(Merriam, 2002, p. 12). Adjunct instructors need to have a minimum of three years teaching

experience at their current institution in order to have adequate time to construct understanding regarding faculty culture at their institution. Fulltime instructors were asked to have a minimum of 4 years teaching experience, but not to exceed 10-years, at their current institution since the researcher was interested in interviewing fulltime faculty who were not jaded by institutional politics and were not at the end of their instructional careers.

Institutional representatives provided faculty names (utilizing the intentionality of sample guidelines) for potential participant selection. The researcher identified one fulltime community college faculty member and one adjunct community college faculty member to contact via e-mail regarding their potential participation in the research project. Each participant was then contacted via e-mail and asked to participate in the study after the researcher explained the overarching research question and possible benefits/risks of the study.

Participants were provided an e-mail attachment of the approved IRB Application for Approval of Research Involving Humans, which included the Informed Consent and Interview Guide documents (see Appendix B). All eight participants agreed to participate in the study. At this point, the researcher e-mailed or called each participant and scheduled a specific date and time in which the face-to-face interviews would take place. Due to time restraints and distance of travel, participants provided signatures on the Informed Consent Document at each of the research sites before the interviews commenced and after the researcher answered participant questions.

Research sites

Due to the volatility of the overarching research question, “How do adjunct and fulltime community college faculty perceive the ‘other?’ ” the IRB at Iowa State University requested additional safeguards be put in place to ensure participating site and participant confidentiality. As a result, detailed descriptors pertaining to specific research participating sites could not be disclosed in Chapter 3. This was due to the volatility of the overarching research question. All participating sites were described as a group, pseudonyms were not used, and no attempt was made to attribute any specific descriptor to a specific institution. Please refer to the IRB Letter of Approval (see Appendix A) for further information regarding this matter.

The research sites utilized in the study involved four different community colleges located in the same geographical location within the continental United States of America. The participating sites were located with an area that covered approximately 59,136 square miles.

All of the research sites were two-year public institutions that granted one- and two-year certificate awards, Associates Degrees, and were accredited by the Higher Learning Commission (IES National Center for Education Statistics, 2012). The participating sites had the following general, student, academic, and faculty demographics:

- Two of the community colleges were in remote settings, one in a rural-fringe setting, while the other was in a large suburban setting.
- Two of the research institutions had student housing while the other two did not.
- Student enrollment at the research sites ranged from approximately 1000 to just under 7000.
- Number of fulltime students spanned 44 to 73 percent (retention rates for first-time fulltime students equated 45-70 percent)

- Number of part-time students spanned 27 to 61 percent (retention rates for first-time part-time students equated 19-56 percent)
- 46 to 60 percent of students were female (18-44 percent will graduate)
- 40 to 54 percent of students were male (12-57 percent will graduate)
- 70 to 87 percent of students were White (not Hispanic)
- 56 to 78 percent of students were 24 years of age or younger
- 22 to 43 percent of students were 25 years of age or older
- 71 to 100 percent of students were in-state with 0 to 29 percent being out-of-state
- A total of 839 one- and two-year certificates were awarded in the 2008-2009 academic year.
- A total of 2284 Associates degrees were awarded were awarded in the 2008-2009 academic year.
- Student-to-faculty ratio ranged from 16:01 to 26:01
- The following special learning opportunities were offered by the following number of participating sites:
 - Distance Learning: 4
 - Study Abroad: 1
 - Weekend/Evening: 2
 - ROTC (Army, Air Force): 1
 - Teacher Certification: 1
- The following student services were offered by the following number of participating sites:
 - Remedial: 4
 - Academic/Career Counseling: 4
 - Employment Services: 4
 - Placement for Completers: 4
 - On-campus Day Care: 2
- None of the participating community colleges had religious affiliations
- The number of fulltime faculty employed on their campuses ranged from approximately 25 to under 120 faculty members.
- The number of adjunct faculty employed on their campuses ranged from approximately 35 to under 300 faculty members. (IES National Center for Education Statistics, 2012)

Participants

One adjunct faculty member and one fulltime faculty member from each of the participating community college organizations were selected for interviews. Both faculty members were in the same department or division of instruction. A total of eight community college faculty participated in the qualitative research study.

All participants were liberal arts community college faculty members. In this manner, the research contributed new understanding to the existing literature. Delimiting the participants to include only community college liberal arts faculty for the proposed study was due to concerns expressed in the literature about adjunct usage coming exclusively from the liberal arts domain. This enabled the researcher to focus on the area where the majority of concerns were expressed as well as for the study to be manageable in its size and scope. Therefore, career/technical faculty members were not invited to participate.

The researcher constructed understanding regarding faculty socialization in terms of a liberal arts instructor's work within the academic culture by identifying if and how difference existed, how adjunct and fulltime faculty saw the "other" ("them" versus "us" mentality), and the manner in which faculty participated in dialogue about their colleagues. Additionally, knowledge construction was focused on if and how faculty engagement as a self-organized entity existed.

All fulltime faculty participants had a BA/BS and MA/MS degrees (no completed PhDs) in their field of instruction, had a total of 44 years of experience in the classroom, taught for a total of 27-years at their respective institutions, were a faculty member at a total of 13 different institutions, and all four fulltime participants had taught as an adjunct instructor. All adjunct faculty participants had a BA/BS and MA/MS degree within their

field of instruction. One adjunct had two MA/MS degrees while two of the adjuncts had earned their PhD. Adjunct faculty participants had a total of 54 years of teaching experience in the classroom; taught for a total of 28-years at their current institution; was a faculty member at a total of 12 different institutions; one participant held a non-faculty fulltime position at their institution but taught adjunct in addition to their organizational responsibilities; and one adjunct participant had a fulltime tenured university faculty position, but purposely left that position and instead, chose to teach as an adjunct.

Semi-structured face-to-face interviews

Two semi-structured face-to-face interviews were conducted at each of the participating sites. The initial semi-structured face-to-face interviews ranged from approximately 30-minutes to 1 ½ hour with each faculty member. The initial formal semi-structured interviews were audio-recorded digitally and later transcribed into a Microsoft Word© document within one to two weeks after the interview concluded. The interview guide containing research questions utilized in the initial formal semi-structured face-to-face interview may be found in Appendix B. A transcription copy was later sent as an e-mail attachment to each participant for feedback. Four participants did not provide further feedback concerning their interview transcription copy while the other four participants offered comments such as: *“I went through it, made minor changes...No major ones though,”* *“...slipped up on a few words,”* *“no changes needed,”* and *“very precise.”* Any transcript in need of change was addressed and appropriate changes were made.

Open and focused coding techniques were utilized in transcript analysis to identify thematic material that emerged from the data. After the data analysis was completed,

sections within this document labeled Research Sites, Research Participants, and Findings and Results–Interview Analysis were given to each participant for input. As the researcher, I wanted to ensure the participants were comfortable in how they were portrayed, the manner in which their institution was depicted, and I also allowed each participant to provide input regarding the emerging thematic development. Five of the eight participants approved of the submitted dissertation sections. Three of the aforementioned five participants provided comments regarding the group description of the research sites as “*general enough not to disclose identity,*” provided “*a context to the institutions,*” as well as the participant group description “*did not make me feel uncomfortable*” regarding their identity, believed the researcher did “*a skillful job in ensuring anonymity for such a small group of participants,*” “*you haven’t misconstrued any of my comments,*” and perceived the emerging themes to be “*very interesting,*” and “*very relevant to what we are now experiencing in the community colleges.*” The remaining three participants did not offer additional commentary or feedback.

Follow-up telephone interviews

The follow-up telephone interview was conducted for the sole purpose of gathering information to be used by the researcher in future qualitative studies. Data gathered in the follow-up telephone interview were not used for collection purposes. Three of the participants took part in the follow-up telephone interview which lasted approximately 15- to 30-minutes, while the remaining five participants chose not to partake.

After the final draft of the dissertation fieldwork report was completed, copies were submitted to each participant for additional commentary. Moreover, artifacts (unobtrusive

measures) were secured from each participating institution's website for analysis and were later coded for theme emergence in the same manner as the initial formal interviews.

Data Analysis

Open coding

The digitally audio-recorded semi-structured interviews were transcribed as a Microsoft Word© document and then coded for thematic development. I began making sense of the digitally audio-recorded data by utilizing an open coding process where each interview transcript was addressed by highlighting key words, phrases, or sentences that presented a cohesive thought for eventual thematic development (Esterberg, 2002). In the margin of each highlighted key passage, I wrote a word or brief phrase that encapsulated its intent.

Focused coding

After completing the open coding process with the participant's interview transcripts, I took the key passages and reduced the data by constructing a list that indicated the page and line number for each participant transcript. It was at this point that focused coding ensued. This allowed for convergence upon key components that were identified in the open coding process (Esterberg, 2002).

Then I cut up the key passage list of participant's transcripts and formed a master list. The master list involved shuffling the key passages into piles of initially identified categories. This process provided needed information that attempted to answer the overarching question, constructed an audit trail via dated memos, afforded an opportunity to visit and revisit thematic categories, determined any shortcomings, and formulated interpretations grounded

in the data. The list went through several editing sessions until a finalized master list was obtained. A narrative/thematic passage was written to convey the findings of the analysis that consisted of a brief sentence, which wove a complex tapestry of analyzed themes into an interconnected storyline. Quotations from each of the transcripts were added as support mechanisms to the thematic development. A final analysis of the data was carried out to determine what lessons were learned and how the findings related to the existing literature or present theories.

I-poems

Upon completing the open and focused coding described above, I utilized an analysis technique known as “I-Poems” (Gilligan, Spencer, Weinberg, & Bertsch, 2006, p. 259). This involved focusing on the “voice of the ‘I’ who is speaking by following the use of this first-person pronoun” (p. 259). This procedure enabled me to identify the first-person voice of each participant, identify its distinctive verbal movement, and determine how the participant spoke about him-/herself. This technique was relatively simple to implement: (1) underlining every “I” and its accompanying verb (or important words); (2) maintaining the “I” fragments in chronological order; and (3) placing each “I” fragment on a separate line. The results highlighted the participants’ emotional state of mind through their own words and allowed for themes to emerge and/or constructed understanding regarding the manner in which the themes interrelated with one another.

Memos

Esterberg (2002) described memos as written notes to one’s self that assist in constructing understanding in regards to the data. In this manner a record was consistently

maintained concerning the process. Two types of memos were written—procedural and analytical. These memos enabled me in forming thoughts in context of the emerging analysis, continual reflection, and writing summaries. The memos were dated to keep this aspect of information in chronological order.

Procedural

Procedural memos were drafted regarding the processes utilized in coding and category construction. This provided summaries of what the researcher did as well as the reasons for any decisions that were made. The memos were useful in recounting how the data was analyzed. It was my intent to keep a logbook specifically designated for memo creation (Esterberg, 2002).

Analytic

This type of memo was employed to reflect upon the emerging themes and categories. It aided my efforts in focusing on the important aspects of the data, identifying interrelationships between categories, and ascertaining whether the recoding of themes or categories was necessitated (Esterberg, 2002).

Unobtrusive measures analysis

Institutional artifacts (written documents) were organized by document type rather than chronologically or by topic. Analytic procedures (other than I-Poems) utilized in interview data analysis were employed in analyzing written documents. This was inclusive of open coding, focused coding, procedural memos, and analytic memos. In this manner it was hoped that themes would emerge from the artifact analysis.

Goodness and Trustworthiness

Goodness and trustworthiness was ensured through the employment of strategies as provided by Merriam (2002). I used seven of the eight goodness and trustworthiness strategies. First, triangulation is applied in the form of researchers as well as multiple evidence types (interviews, observations, and artifacts) within the study's context (Esterberg, 2002). Triangulation was achieved in my study by utilizing multiple sources of data (eight participants) and multiple sources of collection methods (semistructured interviews and artifacts).

Second, a member check strategy is applied as a process to take the data, and subsequent interpretations, back to the individuals "from whom they were derived and asking if they were plausible" (Merriam, 2002, p. 31). Jones (2002) referred to this act as "member checking" (p. 469). In this study, I provided participants a copy of their interview transcripts, selected sections and the entire final fieldwork research report. Any comments made by the participants were discussed and then appropriate changes, if needed, were rendered to ensure accuracy of participant contributions and interpretations.

A third goodness and trustworthiness strategy is employed in the form of a peer review. Collegial discussions concerning the study's process, findings, and interpretations is the manner in which Merriam (2002) describes peer review or peer examination. I formed a peer review team comprised of four ISU classmates and two administrators at my current place of employment. Each peer review team member read the fieldwork final research report and provided feedback. Issues of concern were addressed and changes were made as called for by the peer review team.

A fourth goodness and trustworthiness strategy that was employed involves writing a reflexivity component. Merriam (2002) defined reflexivity as a research strategy whereby the investigator provides a self-reflection concerning the research process which subsequently enables others to better comprehend how the researcher interpreted the data. This enabled a critical self-reflection regarding the presence of bias, assumptions, or other aspects that may have an effect on the investigative findings to be identified and properly addressed. A reflexivity component is provided in Chapter 5.

Fifth, adequate engagement in data collection is used as a strategy where the researcher affords adequate time in the act of data collection (Merriam, 2002). I ensured that adequate time was spent in the field. As a result, I was able to partake in the collection of data and the saturation of said data. A great deal of time was expended and invested in visiting and revisiting interview transcripts, digital audio-recordings, and artifacts, which allowed data saturation to occur.

Sixth, a detailed account of the study's methods and procedures is provided in the writing of the dissertation research. Such an account is called an audit trail (Merriam, 2002).

Finally, Merriam (2002) stated that the process of data disclosure through a descriptive and informational writing approach is known as rich and thick descriptions. Employment of thick and rich descriptions concerned the transference of research findings within the dissertation writing and then located in the findings and results section. With the presence of these seven goodness and trustworthiness strategies, I am persuaded that quality of research within the study is ensured.

An additional strategy; not identified by Merriam (2002), was afforded in the process of assuring goodness and trustworthiness. Anafara, Brown, and Mangione (2002) stated that,

although several research strategies may be witnessed, it is important to provide the reader with interview questions:

Although triangulation, member checks, and other qualitative strategies are mentioned frequently in design or methods sections of research articles, rarely is there evidence of exactly how these questions were achieved...rarely are we privy to an interview protocol that may be used to collect data. (p. 29)

In order to address the concern expressed by Anafara et al. a copy of the Interview Guide (Esterberg, 2002) which contains the interview questions is located in Appendix B.

Role of the Researcher

As the primary instrument for data collection and data analysis, I was also the primary investigator who developed relationships and earned the trust of the participants. Cultivating relationships and earning participant trust was my primary task. I was courteous and professional as well as interested and engaged in the information that participants shared without expressing emotion regarding the content of their thoughts. I was fully aware that I took their time, requested experiential information, and asked for their assistance with my research. I was grateful for their participation in my study.

Positionality

I am a constructivist who socially constructs knowledge via individuals within my world. I believe that meaning emerges inductively and is constructed rather than discovered (Crotty, 1998). Currently, I am the Arts and Science Division Chair at a Midwestern community college. I am male, 54 years-old, Caucasian, and have taught as an adjunct instructor for 17-years (1994-2011), with the past three years in a fulltime administrative position. I have oversight of adjunct and fulltime faculty, and work alongside with three

other division chairs to create an equitable and consistent environment for all faculty.

Division chairs and I report directly to the Vice President of Academic and Student Affairs.

Ethical Issues

Though I do not necessarily see adjunct instructors on a day-to-day basis, I am one of the administrators to whom an adjunct instructor reports if a need would arise. With my years of experience as an adjunct instructor, I have had some wonderful experiences working with fulltime faculty. I have, however, also encountered some not-so-wonderful experiences with fulltime faculty. Although I understand the community college adjunct faculty culture, the only possible anticipated ethical issue I foresaw regarded some of the more challenging experiences I have had with fulltime faculty. This is mentioned because I wanted to be transparent about what I brought to the research process. I truly believe all voices need to be heard and, for that reason, I do not foresee any ethical concerns at this time.

Delimitations

A delimitation of this research centered on utilizing only community college adjunct and fulltime faculty. I did not address adjunct and fulltime instructors within the university, college, proprietary, and private sectors. Second, participants were members of the liberal arts faculty culture and did not involve career and technical faculty members. Third, the research was conducted at community colleges located within the boundaries of one section of the continental United States of America. The research was also delimited by the participants' availability to the researcher. A fourth delimitation concerned my status as a researcher with 17-years of experience working within the community college organization as an adjunct instructor. As the researcher, I worked to ensure that any bias for or against

community college faculty groups was not evident in the research design in order to authenticate goodness and trustworthiness within the research process. During the participants' face-to-face interviews, I was cognizant of my tone of voice, vocal inflection, and body language. Questions were posed to participants that were relevant to the study's overarching research question, allowed for the participant's point of view to emerge, and provided an outlet for the participant's own voice to be heard.

Limitations

According to Crotty (1998), ethnomethodology places its focus on the everyday world and provides an account of members' behavior. Consequently, I was able to construct understanding in regards to the manner in which adjuncts and fulltime faculty worked within the academic culture, and I developed a snapshot of faculty engaging in everyday life within their everyday world. A concerted effort of participants, researcher, and peer reviewers orchestrated a synthesized act of context and meaning in the framework of ethnomethodology.

Due to the subjective nature of memory and recall, a limitation of this study was identified as the possibility of a participant(s) who: (a) did not completely remember the events of which they spoke; (b) the possibility of current crisis having jaded past perception; (c) slippage of memory, or (d) a full-blown memory failure.

CHAPTER 4. RESULTS AND ANALYSIS

Participants

Due to the volatility of the overarching research question, “How do adjunct and fulltime community college faculty perceive the ‘other’?” the IRB at Iowa State University requested additional safeguards be put in place to ensure participating site and participant confidentiality. As a result, detailed descriptors pertaining to specific research participants could not be disclosed in the results and analysis section of this chapter. Please refer to the approved IRB Letter of Approval Regarding Research Involving Humans for further information regarding this matter.

A total of eight community college liberal arts faculty were interviewed at four different community college sites. Four of the faculty were adjunct faculty members and the remaining four faculty members were fulltime. At each research site one fulltime and one adjunct instructor had been selected for face-to-face interviews utilizing a purposive sampling technique coupled with an intentionality of sample strategy. Both participants at each of the research sites taught in the same teaching field.

The fulltime faculty participants were a vibrant, intelligent, and energetic group who were passionate in their discussions concerning education, teaching, and especially their students. The four participants (Gezim, Hisoka, Swarna, & Xuan) had rich backgrounds within their level of teaching expertise, and they all had taught as an adjunct instructor prior to obtaining a fulltime teaching position at their current institution of employment. Two of the four participants had taught internationally for a short period of time, one had taught fulltime at a 4-year institution, and one was currently nearing completion of his/her PhD.

Adjunct faculty participants were equally as vibrant, intelligent, and energetic as the fulltime faculty participants, and demonstrated the same level of passion when discussing education, the teaching profession, and their students. The adjunct participants (Amari, Jung, Masozi, & Pich) brought a wealth of experiences to their teaching including, but not limited to, military service, international religious service, and international teaching and training. Two of the participants had earned PhDs in their respective fields, one participant had two MA/MS degrees, and another adjunct had initially taught at a 4-year institution in a fulltime tenured position only to leave said appointment in order to teach as an adjunct instructor.

Themes and Analysis

Adjunct faculty perceptions of fulltime faculty

From the data analysis, four distinct themes emerged. The themes are described with supporting evidence and are contextualized within the current scholarly literature. The digitally audio-recorded interviews brought forth adjunct faculty perceptions regarding fulltime faculty:

- The great collegial divide
- Mentoring: Fact or faked
- A conflict of we-ness
- Cultural exclusion: An administrative contribution

The great collegial divide

The degree of collegiality offered to adjunct faculty is, often times, generational or divisional. This theme is consistent with Taylor and Van Every (2000), who stated that in

order to understand why people do what they do and say what they say, it is imperative to frame their actions and words in a context that reveals the person's perception and reality that is involved in their act of sense-making. As people make sense of their surroundings, they are able to effectively engage as a self-organized entity. The entity in this theme refers to the instructional department or division within the community college system that could either include or exclude members within the respective academic department or division. The act of sense-making is supported by Adamowicz (2007) who noted that, in her department of instruction, the department itself would not benefit from part-time faculty experiences or ideals and found collegial communication with adjunct faculty to be tenuous at best. Smith (2007) perceived adjuncts were often excluded from collegial conversations and events with their fulltime peers.

In this study, adjunct participants felt respected by fulltime faculty colleagues overall, but spoke of inconsistencies in which collegiality was offered to adjunct faculty members throughout their academic career. When asked if difference existed between adjunct faculty and fulltime faculty factions, Masozi stated:

How long do you have? I think it varies from discipline-to-discipline depending on the adjunct faculty. Some of it depends on...fulltime faculty...taking those adjuncts under their wing, especially initially, and helping them out and saying, "Okay this is what's been done in the past." This is almost kind of having it set up for them and then after the first semester, letting the adjunct take it, and go with it. For others, I perceive they just have no contact with them, with the fulltime faculty. So it's a very departmental thing...Some of it I think is a personality thing, depending on the fulltime faculty.

When asked a follow-up question regarding adjunct faculty perceptions of difference regarding fulltime faculty, Masozi added:

Again, I can see it just...some of the different departments and the interactions that I had with them here on campus. There are some departments that will basically put up with the adjuncts. ...I think there are other departments, that just frankly, let the adjunct figure that out themselves. Then they struggle...especially initially.

Jung talked about his/her area of instruction being divided into two separate instructional domains. Though Jung stated that there was a high level of collegiality within his/her instructional domain, the second area of instruction was not so welcoming to the area in which he/she taught. When asked what should be kept concerning the current faculty environment, Jung offered the following thoughts:

Well, the close personal relationship that we have within our area of instruction. My area and the other instructional area are all in the same department, but we have sort of separate groups of faculty members... But mostly there is just the separation there, and what I would like to keep is just the good congenial relationship that we have with my area of faculty.

When Jung was questioned how he/she perceived his or her relationship with fulltime faculty, the following reply was rendered concerning fulltime faculty beyond his/her instructional field:

You may not be as personally close to all faculty equally, but I felt generally respected by the other faculty. As I say, there is always some sense of turf-protecting... I get the feeling of it. I'm not saying that's the way fulltime faculty may perceive things themselves, but from my perspective it feels like that sometimes. There is an aloofness or attitude of superiority. At the same time I want to respect the fact that fulltime faculty have earned that position. And certainly when you have people that are senior in both their tenure and in their age, over say a junior adjunct faculty person, you would expect that almost sense of power for instance. But when there is a pretty much equality of age there and life experience, you would expect that, too, to be minimal.

Jung stated that fulltime faculty member's turf-protecting lead to a sense they were aloof or superior to him or her. Additionally, Jung stated that more seasoned fulltime faculty in tenure and age lent this more seasoned fulltime faculty to exercise a sense of power. Even

when the adjunct was of approximate age and life experience to the more seasoned fulltime faculty member, though minimized to an extent, that sense of power from the more seasoned fulltime faculty member was to be expected. An “us” versus “them” mentality existed.

Pich had taught at several community colleges and four-year institutions and had encountered many different academic cultures. The current place of his/her employment was very supportive, affirmative, and collegial. This however, was not true for all institutions in which he/she had been employed:

I have actually been really surprised by the environment here. I will say I feel like at the community colleges, people are very open, and friendly, and maybe because they rely on a lot of adjuncts welcoming, and appreciative in that way. It could also be because of the faculty-union system, and that strong contractual shared governance basis. A lot of those political tensions that I experienced were part of another institutional environment. Between fulltime and adjunct there was tension there because of all kinds of reasons.

According to Smith (2007), adjuncts are often excluded from collegial conversations and events with their fulltime peers because of their unavailability or time limitations. Amari supported Smith’s finding of exclusion and offered the following statement after the researcher asked how his/her contributions to his/her institution affected fulltime faculty. As Amari reflected he/she did not attend most in-service or other collegial events because of time limitations. It was for other reasons:

I don’t know if you’ve ever done adjunct faculty roles, but we tend to feel a little like outsiders in some cases. There are in-services and stuff that I just don’t go to because I don’t feel like I’m part of it...they do have an adjunct in-service once a year, and that I go to. There are other things that I just don’t feel like attending...I don’t think it’s that I choose not to go...I just don’t interact with them that much.

Generally speaking, the adjunct faculty participants in this study affirmed that they are respected members of the community college fulltime faculty. They stated, however, that

collegial incongruities were present. Masozi stated that there were departments or disciplines that had collegial relationships with some adjunct faculty, but the level of collegiality was dependent on which department or faculty member was involved. Jung stated that, although fulltime faculty at his/her institution respected him/her, he/she noticed there was a turf-protecting aloofness or superiority with some fulltime faculty beyond his/her instructional area of expertise. Pich stated at his/her current institution there was a high degree of collegiality and support, but that has not always been his/her experience. At another institution, he/she experienced tensions between adjunct and fulltime faculty members. Armari stated he/she went to the adjunct in-service meeting, but often times did not attend other events because he/she felt like an outsider. Amari added that he/she simply did not interact with fulltime faculty all that much.

Mentoring: Fact or faked

Mentoring of adjunct faculty by fulltime faculty or administration was loosely executed within the institution, was not implemented, or simply did not exist. Wallin (2005) supported this theme. He/She stated that adjunct integration to the organizational culture, by either fulltime faculty or administration, needed to be an institutional priority. Wallin's notion was confirmed by Sprouse (2005) who argued that this would only happen when the institutional priority is focused upon a specific aspect of professional development known as mentoring. Smith (2007) posited that community college fulltime faculty and administration are in an integral position to weave adjunct instructors into the organizational fabric of their institution. However, Outcault (2000) advocated the need for mentoring by stating that, if

professional activities for adjunct development are available, there are barriers that need to be addressed in order to access them.

Unofficially, Jung believed he/she had been a mentor to other adjuncts. However, it was mentioned that this was not due to an institutional edict or policy. Rather, it was due to his/her willingness to assist new adjunct faculty. Jung stated that he/she is not officially a part of the mentoring program at his institution since he/she is an adjunct faculty member and not part of the fulltime instructional contingency:

The college does have some mentoring. I have not been involved in that formal mentoring process because, I think, they are having the fulltime faculty be the mentors for the adjuncts. But since I am not a fulltime faculty member, I'm not officially in that capacity. This is all just unofficial and informal. I see myself as kind of a mentor. ...That has been a very informal role. I have been in the same office now for ten years, the same office space. It's an office that is used for adjunct faculty. Because of my previous career experience, my age, and now just the number of years that I have been here, I see myself as a mentor, encourager, informer to the culture, to those adjuncts who come in and share that office space....I'm just being myself and encouraging and helping the new faculty.

Amari discussed his/her experiences with his/her institutional mentoring program. It was stated that mentoring consisted of being handed a list with fulltime faculty names upon it and then he/she could contact the fulltime faculty person if a need would arise:

When we have the adjunct in-service, a fulltime department instructor attends. They do assign me a mentor. I'm assigned to a mentoring fulltime faculty member. I've never contacted them. When I asked about it, I got the list, and I said, "What's this mentoring?" and it's "Oh we send that out so that if you have issues or concerns, you could contact this instructor." That's probably a very positive thing, but I've just never either chosen to or had to contact them.

The researcher asked a follow-up question regarding who was responsible for calling whom.

Was it the adjunct's responsibility to call the fulltime instructor? Amari stated: *As far as I know...they have never contacted me.*

The unclear mentorship guidelines that were experienced by Amari were shared somewhat by Masozi who knew there was a mentoring program for new fulltime faculty, but felt he/she had fallen through the cracks at times.

I know when a new fulltime faculty comes aboard, they are usually hooked up with somebody who has been here a while as a mentor and look through...some of the software systems we use...to help them with the general institutional type thing, so they have a person to rely on. Adjuncts, I think...it's hard...I've kind of fallen through the cracks sometimes.

When the researcher asked Masozi to describe the mentoring processes for adjuncts and if such a process existed for adjunct faculty members, he/she said: *Not to my knowledge. Not that I know of.*

However, like Amari, Masozi knew that an informal process of mentorship with adjunct faculty, took place at times: *I think it varies from discipline-to-discipline....it depends on what mentorship or guidance they get from the fulltime faculty on staff...*

Rouseff-Baker (2002) stated, with the growing utilization of adjunct faculty members within the community college organization, it is clear that the role of faculty is changing. During this time of seismic shift regarding the number of adjunct and fulltime faculty appointments within the community college setting, Rouseff-Baker added that the development of procedures for faculty needs to be focused upon the structural and practical needs of faculty. If adjuncts are to be integrated into the organizational culture, then mentoring needs to be an institutional priority (Sprouse, 2005; Wallin, 2005). Mello (2007) concurred and stated that mentoring is a deliberate act of acclimating and connecting adjunct faculty to experienced college personnel within the institutional framework. Edmonson and Fisher (2003) agreed and further stated that adjuncts, when viewed as an asset, would evolve into becoming industrious, devoted, and perceptive members of the professoriate. As a result

the community college will be enriched and their students would become the benefactors of the mentor's time and effort. Comments made by Jung, Amari, and Masozi were the antithesis of the aforementioned scholarly renderings.

A conflict of we-ness

Adjunct faculty are conflicted with their sense of "we-ness" with fulltime faculty as well as with the institution. This theme is supported by Boyar (1987) who stated that adjunct faculty operates under unfavorable conditions: no offices, lack of time on campus, and they are usually hired on short-term contracts. Because of a fragmented schedule, it is difficult for them to develop deep institutional commitments, and their connections with other faculty is tenuous at best. As a result, the spirit of community was weakened. Outcalt (2002a) addressed adjunct faculty as having a reality of isolation. Grubb (1999) acknowledged that isolation is gravely severe for adjuncts and occurs at multiple levels within the community college institution.

During a follow-up question, Jung was asked if he/she had an opportunity to talk with fulltime faculty about adjunct instructors, what would he/she want them to know. Jung offered the following comment:

I would want the fulltime faculty to communicate that sense of caring for these adjuncts as junior partners. The chair of the department has meetings that are viewed negatively. I don't mean that meetings are necessarily such an appropriate forum for this, but at the same time, have some times of meeting together regularly and sharing of ideas. I would want the fulltime faculty, and particularly the chair, to create a sense of team, team development because we're getting, in my view, much too dispersed, so we're not a team any more. It's a very few fulltime players and a lot of part-time players that then has an effect on the sense of we-ness.

When asked how difference existed between the two faculty groups of adjunct

and fulltime, Jung stated that overall, he/she saw no difference:

We have some fulltime faculty who have their doctorate and so in some cases, the difference is what I would call a real academic difference in terms of training and expertise for their position. In reality, while that's true in some cases, the more significant difference between the fulltime faculty and the adjunct faculty in my department, where we're all required to have a master's degree to be able to teach, is simply the title of fulltime and the remuneration that goes with it. I see no difference between many of the adjunct faculty and the fulltime faculty other than their paycheck.

The aforementioned comments lead me to believe that there is a sense of community among both sets of faculty. My sense of the faculty community among the adjuncts changed later in the interview, when Jung was asked how he/she perceived his/her relationship with fulltime faculty: *I feel that I do get along with people. I think that there are fulltime faculty who sometimes just see themselves as 'above' the adjunct. So there is a sense of first class and second class.* The comment made by Jung is very much in line with Bensimon et al. (2000) and Charfauros and Tiernery (1999), who stated that adjuncts sense a second class status among fulltime faculty.

It was after this comment that the statement was made about some fulltime faculty being turf-protecting, aloof, and superior. Jung used the term “*partner*” in the earlier part of the interview to describe his/her sense of we-ness with fulltime faculty. This changed, however, during the latter part of the interview and led me to later see there was a conflict of how he/she saw himself/herself in the context of we-ness with fulltime faculty.

The researcher asked Amari what his/her most rewarding experience was with a fulltime faculty member:

...I think it goes back to the assessment program because I work with the fulltime faculty member who is the assessment coordinator this...academic year. And I was confused because I kind of was brought in to this assessment program and they say, “Here it is. Do this.” and it was never explained to me.

You can't blame the fulltime faculty because, good heavens, there is a lot on their plate. It's a new game. They are supposed to have these many participants and so on. I got to doing this and I just didn't understand what I was doing or why I was doing it. There was one fulltime faculty member that I called. She kind of identified with my frustration, my plight. I met with her a time or two. I'm a mapping fool. I use MindManager©. If I'm confused about something, I lay it out on the computerized mind-map. I sent it to her and I said, "Do I have this right? Are these the steps we're supposed to be doing and accomplishing?" She looked and sent me an e-mail, and she says, "What a fabulous mind-map. Can I share with others and I'll give you credit for it." "You want to give me credit? Yeah, sure, if it will help." So yeah, I think that was a positive thing with fulltime faculty.

Amari was forthcoming in his/her response to a question that asked about his/her most challenging experience with a fulltime faculty member:

I don't have a challenging experience per se. I think if you sum that up, it would be the lack of being included on a regular basis. But I understand that. We're part-time. I teach evenings. I'm not here for meetings, and I don't go to that sort of thing and I'm not asked to go to that sort of thing. So the disconnect between fulltime and adjunct is definitely there. I'm okay with that.

Initially, I thought it was interesting that he/she had this experience with the assessment coordinator and could not recollect a challenging moment with a fulltime faculty member. It wasn't until later that I constructed the notion that the challenge wasn't there because, other than his/her work with the assessment coordinator, Amari did not have opportunity to interact with fulltime faculty. This was confirmed when the researcher asked what his/her thoughts were regarding special events offered to fulltime faculty being offered to adjunct faculty:

I'm not sure. I really don't know. I compare my experiences here with what I had at another community college...so, I compare this experience to that one, and this one is a lot looser. Not that I find that to be a negative. It's just different. So I don't know that there is an experience that was frustrating or disappointing or a negative in anyway because I just don't interact with them that much.

A few minutes later, Amari was asked how he/she perceived his/her relationship with fulltime faculty: *Again, the dean, the associate dean, and the assistant. That's about it.*

Other than the adjunct in-service and limited time with the assessment coordinator and a few administrators and staff, Amari had few opportunities to develop a sense of we-ness with his/her current place of employment let alone with fulltime faculty.

Pich confirmed a lack of we-ness and community when the researcher asked how difference existed between fulltime and adjunct faculty groups:

Obviously, there is a different kind of community...among fulltime. ...I would probably think a lot of other adjuncts were not on campus that much. And I think there is a sense of maybe not really having not only as much community, but not having the same kind of voice or influence. ...I don't think there is any mechanism for adjuncts to maybe feel like they have a connection or place or space where they can bring that out as adjuncts.

Not having a sense of community or having his/her voice brought out was confirmed further when asked if something about the faculty environment could be changed, what would that be:

...I feel like it's really hard for me to come a little bit early, wander around campus, and actually see anyone, casually get to know people, or feel a part of the community. I think, at least from my experience in limited places, there are ways of maybe creating and having small rooms or coffee places. There are spaces where faculty come together a little bit more...casually or maybe adjuncts, too, can go and just have a sense of place...I would like there to be more non-structured opportunities to meet other faculty. The ones that exist are at professional development meetings. I don't know if anything can be done about that.

Pich talked about we-ness from the perspective of community and sense of place and his/her desire to commune with other faculty beyond work related meetings. It was, however, the last statement, “*I don't know if anything can be done about that*” that grabbed my attention. Pich's comment reminded me of two statements. The first statement was by Tierney (1997a) that discussed culture as being not so much about “the definition of the world as it is, but rather, a conglomeration of the hopes and dreams of what the

organizational world might become” (pp. 5-6). The second statement was by Tierney and Rhoads (1994): “Not only do people adapt to organizations, but organizations continually must adapt to their members. Viewing faculty socialization as bidirectional is crucial in creating diverse academic communities” (p. iv).

Prior to being employed at his/her current community college, Pich had an experience with a fulltime faculty member at another community college. The following statement was evoked after Pich was asked about his/her most challenging experience with a fulltime instructor:

I just thought of two. ...one was a more academic, more intellectual experience where I felt the person was really dismissive of the views or thoughts of myself. ...I think it was a philosophical difference, but I also noticed in that particular meeting session, that the other fulltime person in that department who I know...from graduate school...had the same philosophical differences. But the person who was making this, or coming across in a certain way, went out of his way to express respect for him...it seemed like that component was missing. I know the person in question just had very strong beliefs and so I think maybe the way in which they were expressed, and the absence of the other component felt unpleasant. Actually felt really unpleasant. I felt attacked. I'm not that outspoken actually, so I felt that it was really an uncomfortable atmosphere. It was my first meeting with the fulltime people in that department.

This was Pich's first encounter with the fulltime faculty in the department in which he/she taught. The sense of place was a threatening and uncomfortable place and the sense of wellness was not about the group of “us” as it was about “them”.

With his/her connections to adjunct faculty, I had inquired of Masozi whether adjunct faculty felt a part of the campus:

Some do. Some don't. I think the ones that feel connected are the ones that are probably been here longer. They've been around. They've made some connections with the other faculty and staff on campus so those connections are there. Some of the newer ones...are...kind of floating out there, unsure...their connection isn't quite that strong.

Later in the interview, the researcher asked Masozi what was his/her perception regarding community college faculty culture:

I think the culture here is very supportive. But there is also like, when you get in any group of 40, 50, 60, or whatever...there are a few that are going to rock the boat. And yeah, there are those here, too...thinking of the individuals here that you would consider the pot-stirrers (or whatever you want to call them), I don't know that they deal with the adjuncts that much because of the discipline they teach...so I don't know that they...realize the role the adjuncts play. But as far as interaction, and that kind of stuff with them, I don't know if there is any...or much.

Masozi offered that the fulltime faculty members (boat rockers and pot-stirrers) who were disenfranchised from adjunct faculty did not relate to adjuncts because there were few, if any, in their field of study. The result of not taking time to be in the company of adjuncts limited their understanding as to the role adjuncts have within the community college classroom. Though Masozi believed the culture was supportive, he/she acknowledged a faction that was not. Amari also experienced this type of conflict. He/She had a rewarding experience with the assessment coordinator, but did not have other opportunities to interact with fulltime faculty. He/She stated that he/she did not interact with them all that much. Amari was isolated.

Jung stated that faculty at his/her institution were not a team any more. As there were more adjunct instructors and less fulltime instructors the culture was dispersed. Pich commented on a sense of community and the need for community. In one instance that sense of place as an adjunct instructor was threatening and uncomfortable. All in all they all spoke of having an awareness of we-ness, but the degree in which that occurred varied. Tierney and Rhoads (1994) believed “while professors change to meet the demands of their academic institutions, colleges and universities must modify their structures to meet the needs of their

diverse members” (p. iv). Perhaps it is as Tierney (1997a) stated. It isn’t about “the definition of the world as it is, but rather, a conglomeration of the hopes and dreams of what the organizational world might become” (pp. 5-6).

Cultural exclusion: An administrative contribution

The administration contributes to the adjuncts’ sense of cultural exclusion from fulltime faculty and the institution. This theme is consistent with ten Have (2003), who posited that behavior is explained by how the facts are perceived and fashioned rather than explaining the social facts. Additionally, Crotty (1998) stated institutional focus should be placed upon the everyday world and provide an account of members’ behavior. Wallin (2005) and Mello (2005) both commented on adjunct integration being a deliberate act that is deemed as an institutional priority. In order to address how adjuncts were integrated into the fabric of the institutional culture, the authors believed administration had to lead the charge. If administration does not take the helm in adjunct integration, adjuncts would be treated as members of a cheap labor force (Smith, 2007).

Pich was asked a question concerning the role administrators play in collegiality within the current institutional framework. He/She mentioned that at his/her current place of employment, administrative efforts were very positive. However, this was not the case at another institution in which he/she had earlier taught in his/her career:

Actually, I find the administration here, the limited contact I have with the dean, and other administrators to be very, very positive....They are very upfront with trying to signal their respect and appreciation for the faculty, and including the adjunct faculty...I know...there is probably a lot that concerns people. When compared to even some other community colleges where I've been at, the things are very streamlined here. They are very efficient...I always feel they communicate very respectfully and always open and close with some kind of casual friendly statement, and include an

appreciation for the work you are doing. And my sense...when I was at another institution, there was just a lot of private, political maneuvering going on, determining what courses people taught, who got reduced loads, all kinds of things. And for me, I don't really care to engage in that. So I was teaching big courses, intro courses, and...some of the other people in my department were teaching tiny courses with eight people all the time. And there was a lot of that unevenness and tension. And my sense is in that it affected pay, merit pay, all kinds of things.

In discussing a perceived archetypical adjunct stereotype with Jung, the researcher posed a question concerning his/her thoughts on the matter:

The way I'm seeing it here in recent times, and particularly since the college where I teach did away with its category of regular part-time instructors for those who were not fulltime instructors, but who carried an almost equal class load with the fulltime instructors; when they did away with that...and made all of us come back as an adjunct if we wanted to teach at all. It makes me feel that the college, I feel much more as a mercenary, someone who they can get to do the same work we're doing before, but just at lower pay. And the institution or the administration, the attitude that they had demonstrated in increasing the number of adjunct faculty to get more classes taught at a lower rate, make us, those of us who have been here...I do feel like we're mercenaries, however you want to look at that.

In a follow-up question, Jung was asked if the administrative perception had translated into a fulltime faculty perception:

No. Personally I don't feel this viewpoint of the adjunct faculty as being some inferior class of people from the fulltime faculty that I teach with. And even across the school, the college, I don't feel that from other faculty outside of the department that I'm teaching in. It is more of the unspoken message that is received from administration when they hire so many more adjuncts to teach classes. At the same time that they are hiring more deans to supervise those adjuncts when you have more adjuncts they needed to hire; in our case, two or three more deans to supervise these adjuncts, and to hire them, than they had before. So, that's what this feeling is coming from. It's more from the administration of how the school spends its money. Well...my sense of mercenary is, it's just one who is often of a lower class of person that they can get it a lower wage to do the grunt work. That's what I mean by mercenary.

Jung talked about the unspoken message of administrative action that translated into

adjuncts being perceived as an inferior class of instructor and the resulting impact this would

have upon the community college itself. The researcher was compelled to ask if he/she could keep something about the current faculty environment, what would that be. Jung made the following comment:

I would like to actually see more meetings or opportunities for fulltime, and adjuncts were encouraged to come together to dialogue. While there may be a meeting, a department meeting, adjuncts are welcome, but you don't feel like particularly you're wanted there. And also previously, we used to receive a very small remuneration for attending these department meetings....That statement that I didn't feel like we're really wanted there; it wasn't so much communicated by the fulltime faculty overtly communicating, but it's the institution that is saying we don't really want you to be a part of this. We're not willing to pay you anything for that additional duty, or that additional investment, or contribution. So therefore, we don't value you. So the feeling of not being particularly encouraged to attend was more of an institutional value that's communicated by their resistance to paying us anything for it. Fulltime faculty does receive a much higher pay than adjunct. And part of that expectation for that pay is that they conduct department meetings to make the department go well. That's just part of the job. But at those meetings, issues, that are very relevant to the adjunct faculty, are discussed. And that would seem to me that the adjunct faculty ought to be part of that discussion if for nothing more than to just keep up the speed on what the issues are, and have their voice heard.

Jung's statement about not feeling he/she was wanted at meetings was shared by Amari. When asked how his/her contributions affected fulltime faculty, Amari offered his/her thoughts:

Only in the sense that I help with the assessment program, and that's headed up by fulltime faculty. To find, I think, an adjunct who is willing to fill that gap probably contributes, I would hope, to their accomplishments in assessments...I don't know if you've ever done adjunct faculty roles, but we tend to feel a little like outsiders in some cases. There are in-services and stuff that I just don't go to because I don't feel like I'm part of it...In fact, I asked a Dean one time, is that open to anybody, should I go, and she said, "Well, I think you are certainly welcome." I thought, "Well, wait a minute." you know. So no, I don't, I don't go...I imagine if you polled the adjuncts you wouldn't find one that went.

The researcher asked Jung if he/she had the opportunity to talk to adjuncts, what would he/she say to them about their profession:

Being a team player is important. Now, the adjunct has responsibility to be willing to play that role, but at the same time the fulltime faculty in the institution, the administration needs to create a climate and culture for the adjuncts to feel a part of the team.

Fulltime faculty perceptions of adjunct faculty

From the data analysis, four distinct themes emerged. The themes are described with supporting evidence and have been contextualized within the current scholarly literature.

The digitally audio-recorded interviews brought forth fulltime faculty perceptions regarding adjunct faculty:

- Doppelganger: An adjunct experience
- *A Planet of the Apes* relational disconnect
- Dysfunctionally functional
- An economic response: Hired guns and institutional blight

Doppelganger: An adjunct experience

The transference of initial adjunct experiences to current fulltime faculty appointments assists in shaping their understanding or stereotype of adjunct faculty in regards to institutional expectations within the organizational culture. This theme is consistent with Taylor (1997) who espoused the importance of recognizing the uniqueness and distinctiveness of a group's identity in order to construct "new understanding of the human social condition" (pp. 233-234) so that new meaning to an old practice or principle is implemented. All fulltime faculty participants were formerly adjunct instructors.

Consequently, they transferred prior adjunct experience into their fulltime faculty roles. In this regard, they all were speaking from a voice that constructed an understanding of the adjunct condition. The four fulltime faculty participants then presented their understanding to a world fulltime faculty possibly never experienced—the adjunct.

Furthermore, addressing some of the archetypical stereotypes of adjunct faculty, the following authors contributed scholarly renderings to either support or refute stereotypical leanings in higher education regarding adjunct faculty: Bedford (2009) examined adjuncts as being marginally prepared; Cohen and Brawer (2003) addressed hiring practices similar to immigrant workers; Adamowicz (2007) discussed concerns of the adjunct majority; Louziotis (2000) discussed the untapped potential of adjunct faculty; Rifkin (1998) pondered reasons for adjunct lower sense of autonomy; and Banachowski's (1996) concerns centered around academic quality and rigor.

The researcher asked Gezim how he/she managed to maintain and develop relationships with adjunct faculty. Gezim provided a response that related to the world of the adjunct and yet, spoke about inclusion, empathy, setting expectations, having an institutional presence, and being a part of the organizational fabric:

I think the important thing is just to bring people in...but also being recognized. They are probably going to three other institutions or two other institutions, and that can be a tough thing I think for some folks because on one hand you might say "oh well...we've told them about this project. They never want to do this project. They must not be interested." So I think it does take sort of that added layer of empathy, which is one, I'm going to try to be inclusive. But two, I'm also going to recognize that I was there, you work out your car, you're in three different places, you know, you can't do it all. And that's, I think...what we try to do in a very small department. With one adjunct I do that, and I think you just have to have reasonable expectations for that person...I think those expectations...do have to exist. I think it can't just be a situation where we're hiring people, and we expect that they come in and teach one class, and they are basically not an institutional presence.

When asked how his/her contributions to the college affected adjunct faculty, Swarna addressed how adjuncts are sometimes criticized for doing the wrong things:

I can identify with adjunct faculty because I was one for so long. I hear comments from other fulltime instructors who will say something like, "Oh that must be an adjunct...he is doing that wrong" or whatever, and I usually stand up for adjuncts, it's not by choice that we go, and teach a class, and then leave, and go to another place. That's not our choice. It's the only way, you know. And I think that adjuncts deserve a lot of respect, and I try to give it to them.

Xuan concurred with Swarna, and believed it was necessary to reach out to adjuncts and allow them to be a part of the culture:

I think my perception is very positive, again because of my past and experience. And as I tried to make clear, I was finding it a bit disheartening when I hear adjuncts being bashed whether it's at this institution or other institutions. I always come back to that question of, "What are you doing to reach out to the adjuncts if you feel like there is a problem there?" And so I have tried use that question to guide me as well.

Hisoka discussed frustrations he/she was having in attempting to have adjuncts participate in an assessment project. Part of the concern he/she expressed dealt with ensuring all the adjuncts were meeting institutional expectations:

Right now, probably the most challenging things we're looking at, trying to form an assessment for...the other department that I work with and I'm trying to get into contact with all of the adjuncts that we have. Making sure that they put out that assessment, understand it, give us the results back has been kind of difficult. And that's probably what we're running into the most, is kind of making sure that we're compiling all that information and getting it.

Swarna concurred with Hisoka when addressing how a particular adjunct was dismissed from their adjunct teaching position due to not meeting institutional expectations:

It's funny that this would have happened last fall...I kept getting reports about her all the time, running off her syllabi on our copy machine rather than taking them to the printer, and running off thousands of stuff which is totally against the rules. And coming late for class! I don't know, everybody just came to me with the reports. That was really challenging because I knew her too. I didn't know her very well. She is no longer with us because of it, and

so it's sad. It's sad when you're an adjunct. They don't fire you. They don't say, well, "Good luck to you" or anything like that. They just don't give you classes. That's an awful place to be in as an adjunct. I feel bad for them. And she just wasn't given any classes. But in one semester she was late for her classes like 15 times, and using all that paper, and she wasn't teaching the class right either. But that was challenging because it's sad. She was young and she was sad. Another challenging thing was, oh, this has been quite a while ago; somebody who faked her credentials didn't have a masters. Said she had her own business, she didn't. And the dean hired her, and she had no clue what she was doing, and that was a real challenge.

Previously Hisoka focused on the concern of communication being an issue with adjunct faculty. Xuan not only discussed the concern of communication with adjunct faculty he/she coupled this piece with an earlier statement regarding adjuncts not doing what they should be doing or not providing the same quality of instruction as fulltime faculty:

So having frequent ongoing communication with adjuncts is a real struggle, especially for those who have other jobs that take them away, those who are teaching classes at the same time that I'm teaching classes, or our schedules just don't mesh. But probably the most frustrating one was an adjunct where I got probably a half a dozen of people, students, faculty, staff saying, "I don't think that this guy is doing what he is supposed to be doing" and I never had an opportunity to even meet him, or to talk with him. My e-mails weren't being returned and that sort of thing. So it was frustrating. And the fact that I didn't have time to really devote to follow-up, and also those questions of, "Is this really my job to be following that?" because I've kind of taken on this role of communicating with adjuncts only because I see it as important, not because I'm getting paid to do it, or because somebody has asked me to do it. Kind of a lot of things rolled up into one there...on our campus I hear all types of disciplines with that perception of, "Why are we letting all these adjuncts, teach these classes?" and "The adjuncts aren't the same quality as full time faculty" and I hear that the perception of that being attributed to several different factors. And part of it, I think is because they are adjuncts, and many of them just come and go the way a commuter student would. They are not well-integrated into the culture here. So understanding some of the processes, and expectations aren't there. I think a second reason is a lack of communication because our college doesn't have anybody, other than our dean of instruction, who is in charge of adjuncts. We never have anybody designated to reach out to adjuncts. So I think a lot of people don't communicate. It depends on who the fulltime faculty is...

Despite the complexities Xuan found himself/herself in, he/she identified a key element being that of support and advocacy and having it available to all adjunct faculty.

Gezim discussed what happened when he/she faced a group of fulltime faculty who would not let him/her vote because he/she was adjunct. What preceded the following comment was a question regarding how Gezim perceived his/her relationship with adjunct faculty:

I think it's strong. I think this institution as a whole doesn't differentiate. I can remember one time in another institution...I went to this one departmental meeting...and everybody there was kind of like fulltime except me. I was the only one stupid enough to show up, and then one of the fulltime people asked when something was out for a vote and whether I got a vote or not because I was part-time, and shouldn't get it. Right! I've never heard something like that since, and I've never seen anything like that here.

In the next description, Hisoka discussed that sense of aloneness he/she felt as an adjunct instructor. This was very reminiscent of what Gezim encountered when he/she was not allowed to vote due to being an adjunct faculty member. This was exacerbated by the fact Gezim was the only adjunct in the room:

...I think if we could bring them into more activities. But the problem with that is a lot of those adjunct instructors are here for that time, and have other responsibilities. When I was an adjunct instructor, I was just a stay at home parent at the time. And so I was constantly wanting to be up here, and try to get involved in everything. But I think when you have that lack of being involved, it causes problems. So if we could have more activities through the college that, I guess not in-services where they are required to be here, but drawing them in more for meetings, and different things that makes and feel more a part of the structure. There are in-services...at the beginning of the year, at the end of the year that they have to come. And I don't know if that truly develops relationship with those in-services because you kind of come in, and feel lost...you don't know anybody, and during those they don't do any introductions. I guess what you could do is possibly team them up with someone within the department, so that person knows who they are, bring them over, introduce them to other individuals because I felt lost. Because you would come to the in-service, and here are...100 other people. I don't know where to sit. I don't know who anybody is because my contact is only

with my students during that x-amount of minutes during the day. So I guess, more of that. To state it in a very elementary way, you know a buddy system, so they know who is their contact. And they would know who they are contacting within faculty so that they have some kind of relationship with at least one person. That would probably be beneficial.

Twice, Hisoka mentioned that he/she felt lost as an adjunct. The need to have adjunct faculty present at these meetings was not to simply have them updated on the latest pedagogical trends, but it was to integrate the adjunct faculty member into the organizational culture by connecting them to experienced college personnel. Xuan concurred with Hisoka by stating one of the situations adjuncts faced concerned isolation. This was in congruency with Outcalt (2002a) who discussed the issue of isolation even when adjunct faculty members were on campus. Succinctly stated, the adjunct came, taught, and left all in the timeframe of a single class period:

In general, I would say the faculty environment, it's pretty, I would say it's kind of isolated...A lot of times we say it's the geography. You know we're all in these different buildings, and so we tend to get kind of focused on what's going on in our buildings. So if you want to know about this area or that area, I can tell you all sorts of things. But when we...come together as a larger group, I think communication is a bit of a problem because we're kind of isolated. Sometimes we take an idea, and run with it and forget to share that with other people. So sometimes the process kind of breaks down because not everybody is on the same page at the same time.

A Planet of the Apes relational disconnect

A Planet of the Apes relational disconnect between fulltime faculty, adjunct faculty, and administration was identified as being hierarchical, generational, or divisional. This theme was consistent with Tierney and Rhoads (1994) who discussed the nature of faculty in both academic and public arenas. Tierney and Rhoads highlighted the possibility and reality of an inexorable relationship between faculty socialization and academic culture. The inescapable relationship of faculty socialization and the academic culture was addressed by

Rouseff-Baker (2002) when discussing the changing role of faculty. Rouseff-Baker believed the growing usage of adjunct faculty demonstrates a seismic shift in power concerning fulltime and adjunct instructor status groups. Curtis and Jacobe (2006) suggested that the status of being a fulltime faculty member is becoming equivalent to that of an endangered species. Fulltime faculty's "voice and power in higher education are being diminished ...and may be stifled entirely if these trends continue unabated" (p. 16).

Planet of the Apes is best known as a movie directed by Franklin J. Schaffner that was released by 20th Century Fox in 1968. The film is based upon the book, *La Planète des singes*, by Pierre Boulle. Vanguard Press first published it in 1963.

The following is a brief, 60-word summation of the plot. In 3978, astronauts awaken from a deep sleep and quickly discover their ship had landed in water upon an unfamiliar planet. Although the planet's atmosphere and landscape is similar to Earth, they soon discover the humans are uncivilized and pre-lingual. Having mastered language and technology, apes are the rulers and are the dominant species, while humans are enslaved as beasts.

Swarna, a fulltime faculty member, made a comment about adjuncts having no power and made a comparison to the movie, *Planet of the Apes*. I thought his/her comment was rather provocative in light of the empirical sources and the shifting power between fulltime and adjunct faculty. As a result, reference to *Planet of the Apes* was utilized in thematic construction.

The following response was given when the researcher asked Swarna a question regarding what he/she would maintain concerning the current faculty environment:

Something that I would maintain? Out of all the questions that's the hardest one because it needs changing. And I'm going to backtrack a little bit. I first started writing my thesis on the two-year of college, and the hopes for adjuncts to reach fulltime. I did all my research, and all the stuff about the percentages of adjuncts to fulltime faculty in community colleges, and universities. I got so depressed, I gave up on it, and changed my topic because I thought I'll never get a job. And here I am -- we have two now, fulltime teachers in our discipline. All the rest of them are adjuncts, so it's about 7% are fulltime. It's a situation that has been this way since I started writing my thesis...And I don't see improvement. And that's sad. So maintain things? I don't think it's good. The adjunct fulltime ratio is so high...and they have no power, it's like Planet of the Apes! There is no power! Adjuncts don't have any power. I didn't when I was an adjunct. That's the hardest question. Maintain? It all needs improvement.

Gezim had discussed, regarding his/her current institution, the high level of collegiality that had been obtained. In a follow-up question, the researcher inquired how common it was for a community college to have obtained a high level of collegiality among faculty:

It's not common. Sometimes you will have a cohort of collegiality in a particular department or you will have a cohort of people that came into the institution at the same time. I've noticed that there are at other institutions, a generational cohort. But I play cards with people here, who are new or in retirement. I play with cards here, who are, who have a potluck...so it's everybody from the front office staff, and support staff to instructors, professors, administrators, and honestly, at other institutions. I didn't really see that before.

Gezim stated that he/she interacted with all faculty and staff who came to social gatherings to play cards and share a meal. Prior to coming to his/her current institution, he/she had not seen this kind of interaction. Gezim mentioned that at other community college institutions, the cohorts were more generational.

Xuan was given a question that asked if the fulltime faculty at his/her institution viewed adjuncts as faculty. He/She mentioned there was a department who refused to utilize adjunct instructors because adjuncts would not be as good as the fulltime faculty:

It depends on whom you ask. I think we have developed a culture, and probably because all three of us have been adjuncts in the past. We have a strong belief that our adjuncts are part of our faculty, and then we need to include them. But I'm thinking about some of our other departments on campus. I know our computer science instructor just absolutely refuses to have an adjunct hired for his courses because he just doesn't believe that anybody could teach as well as he does I guess. When I hear people...in meetings where all the faculty are together, when I hear people talking, they are not really pinpointing individual adjuncts as being failures or not doing as well. It's more, I think, it's that concept of the adjunct...

Gezim was posed a question that pertained to how fulltime faculty perceived adjunct faculty. His/Her response contained words like hierarchical and inferred generational cohorts existing among fulltime faculty:

I think that there may be a divertive reason. Some of it is maybe generational which, yeah...I think that folks who have been around teaching for a long time, there is a sense of more or greater hierarchy and someone who is more established or whatever. And then...the hired gun...that you bring in when you do a class, because you have a course release, you have something else. And then that's sometimes has been a perception of mind from where an established faculty member is; that there is that real clear hierarchical difference. I don't see that as much among a cohort of younger faculty, so whether you're a fulltime, part-time...I don't see a great status differential between those things, so I do think that that is a little bit different.

Gezim stated there was a sense of greater hierarchy from the more established faculty members. When an adjunct would be brought in to cover a fulltime faculty member's course release time there was a hierarchical difference. An interesting twist to his/her comments regarded a younger cohort of faculty not demonstrating a status differential. Generationalism was demonstrated by the more established faculty and not demonstrated by a younger faculty cohort.

Swarna and the researcher were discussing whether adjuncts were inferior or as good as fulltime faculty. This conversation with Swarna was very much in the vein of Xuan's earlier statement. In the process of that conversation, Swarna offered his/her thoughts:

I can understand a fulltime person saying that. And in fact I think I've heard it. And being that I was an adjunct, I never thought that I was an inferior teacher. I've always thought I was a pretty good teacher, and I've known a lot of adjunct teachers who are really good teachers. In fact, some of them might be better than some of the fulltime teachers. But I've heard those comments myself, and I don't like it at all because if they are thought of as inferior, it is because of how they think they are superior. I know those people. I know who they are and I don't socialize with them.

Swarna related that the use of the word “inferior”, (regarding adjunct faculty) by a fulltime faculty member, was a hierarchical inference to a fulltime faculty member’s superiority. His/Her reaction to fulltime faculty who believes adjuncts were inferior, invoked a strong reaction from the participant.

At a different time in the interview, Swarna was asked to elaborate on the fulltime faculty perceptions of adjunct faculty:

Their negative perceptions are not so much ‘them’ as they have not been trained. They are hired by a dean that's never taught the area that our department is in and she or he is not clear in telling them what the curriculum is. And some of them are teaching things they shouldn't be teaching. For instance the one I told you about that ran all the copies...she was doing all kinds of papers. There are really no papers in this class, and apparently hadn't been told because there is no adjunct coordinator like there used to be. So the misperceptions I think by the fulltime, lot of the fulltime faculty have is that they are lower. They are not as good a teacher as they are.

Swarna stated part of the misconception about adjuncts is they are often brought into the community college system, but they are not integrated into the community college system.

There was a difference between being brought in and being integrated. Swarna also mentioned this lack of integration caused fulltime faculty to look at adjunct faculty as being lower in rank. Fulltime faculty believed only fulltime faculty would be good instructors.

Right after Swarna made this comment, the researcher inquired if he/she would talk about how adjuncts view their fulltime faculty? *I'm guessing that they view them as unapproachable.* That was all Swarna said.

The researcher was talking with Hisoka and posed a question concerning what could be changed about the current faculty environment and what would that change consist of:

Probably...looking at the whole community college. Probably just prioritizing of different departments not seeing themselves as a whole, as a whole community college; but seeing themselves as being more important than others. And then... not having that relationship with the administration...I guess that lack of communication with the administration is probably something.

Hisoka stated that some departments saw themselves as “being more important than others” or hierarchically more relevant. He/She also stated another thing he/she would change concerned the lack of communication with administration.

Dysfunctionally functional

Adjuncts exist in a normalcy that is, in reality, “dysfunctionally functional”. This theme is consistent with Stratford (2012) who observed that, all too often, adjuncts are viewed as a cheap labor force whose working conditions are a “systemic dysfunction” (para. 27). Cohen and Brawer (2003) compared adjunct conditions to that of immigrant workers. Boyar (1987) concurred with Stratford as well as Cohen and Brawer and stated the situation in which adjuncts find themselves is less than desirable or ideal:

Part-time faculty operate under unfavorable conditions: no offices, lack of time on campus, usually hired on short-term contracts. Because of a fragmented schedule, it is difficult for them to develop deep institutional commitments and their connections with other faculty and students are tenuous at best. The spirit of community is weakened. (p. 137)

This theme is in line with something that fulltime faculty member, Muleprof (2011), wrote about adjuncts. He alluded that adjuncts were in an abusive relationship with their institution and should most likely leave as one would leave an abusive spouse. Muleprof's comment evoked strong reaction from adjunct faculty bloggers who stated that Muleprof simply did not "get" what it meant to be an adjunct instructor. The notion of adjuncts, however, as being "abused by the system" (Stratford, 2012, para. 11) is contextualized by poor adjunct wages, the untimely manner in which adjuncts are paid, and the day-to-day reality of having to "figure it out some way to survive" (para. 9). As a result, Banachowski (1996) and Flagg (2011) used the term *exploited* to describe the treatment of adjunct instructors.

The researcher went back to a comment made by Gezim regarding adjunct instructors being viewed as "hired guns". Gezim was asked to elaborate further as to his/her intent by the term, "hired guns":

It's who you really are. You're a contract employer coming into a very...I mean you're working with people, in many cases, with traditional students, in their late adolescence, at the developmental period, where people are making very big decisions at an American higher ed. institution, which is the envy of the world that everybody wants to attend. And there are many people from all over the world wanting to attend, and then to treat a class of their employees in this manner...in many ways...it involved the inability to access healthcare or access to retirement, they are living a very hand to mouth lifestyle for something that it's supposed to be an honored and respected position. It's dysfunctionally functional. I definitely think the way it's characterized is fair. And again it gets back not to individual characteristics of the people, but the systemic problems of this, and it's obviously in response to budgetary constraints, that they are moving more and more to these folks, but it has a real downside.

Gezim stated that adjuncts were hired guns who were employed (into an honored and respected position), under a contract that did not provide healthcare or retirement. The reality of adjunct instructors living hand to mouth was all too real. In this regard, adjuncts

were living a dysfunctionally functional lifestyle. Gezim was clear in his/her statement that the dysfunctionality was not about the people in adjunct positions. Rather, it concerned how institutions are responding to budget constraints and employing a growing number of adjunct instructors. The community college's decision to employ more and more adjuncts has contributed to the adjuncts lifestyle of being dysfunctionally functional.

Hisoka was asked how he/she perceived his/her relation with adjunct faculty and also, what was his/her perception of adjunct faculty:

Minimal, I would say it's friendly, but very limited. We have an adjunct instructor that teaches right after me, and he comes in. We share the office here, so he'll come in, see if there is any e-mail, but that's it. We don't get a lot of adjuncts...contacting me and needing any information, or questioning, or anything like that. It's just very limited, and I don't feel like I have a relationship with them...I would say that these are individuals that are probably still out working in the profession...From when I look at the adjuncts that I know, this is something that they are giving their time to, but it's not fully where they are. They may have some other profession that ties into it, and they are just kind of being helpful or trying to get some extra money. They are not truly dedicated to this field, or this, I guess not this field, but this college to where, just like here, we have quite a few that I think they truly would like to work fulltime. But they...feel isolated from that because it's not a fulltime position. So they are still trying to go out, and do other positions. But if there were the possibility, I think most of them would want to be hired on and have that fulltime relationship with the college.

As former adjunct, Hisoka was questioning the adjuncts in his/her field of instruction concerning their level of involvement with the college due to work commitments outside of the community college. Hisoka believed adjuncts were isolated from the work and institution because it wasn't where they fully were. As a result, Hisoka stated his/her interaction with adjuncts was limited and believed he/she did not have a relationship with adjunct faculty.

Xuan agreed with Hisoka regarding faculty isolation: *In general, I would say the faculty*

environment, it's pretty, I would say it's kind of isolated...and then when we come together as a larger group, I think communication is a bit of a problem because we're...isolated.

At another time during the interview, Gezim was asked to discuss his/her most rewarding experience with an adjunct instructor. Gezim talked about the adjunct's passion for instruction and yet, how the adjunct faculty employment environment was not ideal:

So, I do think that adjunct faculty, part-time faculty in many cases can bring a great deal. I mean obviously when you're taking on those kind of responsibilities, and kind of a precarious employment situation, you might not be brought back the next semester, there is all these kinds of uncertainties that are associated with it. It kind of...folks tend to do those jobs, and be much, much more passionate. I'm not saying we don't have very passionate fulltime faculty, but if the fire is not there, you're not going to do it very long. And so I have that historically. I'm just speaking in general terms. So my most passionate instructor as an undergraduate, and I can say again I did that for that three years because I loved the work, and the other adjunct staying at multiple institutions were doing it the same way, they felt delighted that they had a chance to teach in the area they were passionate about, even if employment conditions weren't ideal.

Swarna was asked what he/she would change about the faculty environment. The answer he/she provided was intense:

...We used to have...regular part-time until two years ago when they let 46 teachers go in our department only 46. And they were regular part-time. And regular part-time was one...from...fulltime. Regular part-time had some benefits. They were allowed to teach four classes a semester, so they were costing the college money and they got rid of all of them. Offered all of them their jobs back at adjunct status with no benefits, and less pay.

According to Swarna, regular part-time was a step below fulltime and often viewed by faculty to be of the same academic status as adjunct, despite the fact that regular part-time had higher pay than adjunct faculty and regular part-time faculty had some benefits. The researcher asked a follow-up question regarding the culminating result of this administrative action.

Percentage wise I don't know how many came back, but the reaction was the worst. Well, according to the people who've been here a long time, the worst morale ever. You know...my office mate and I came into this. I mean we had never seen this wonderful thing that they all talked about, how wonderful it was.

Swarna was then asked what happened to the adjunct voice:

Just went away...They were all fired. Everyone. Then all were offered their jobs back. Supposedly this...saved our institution just millions of dollars. The guy that did it is gone now. It was just sad. That was an awful day. We were a lot closer before that...I had friends that were adjuncts. I mean who got fulltime jobs somewhere else. We lost them. We lost a lot of good teachers when that happened. But it's better now than it was then. But there is still a lot of complaining going on.

The researcher then asked if there was a lesson to be learned, what would it be:

Wow! I don't know. Being as I'm not administration and in the leadership role, it's hard for me to say. But I think it could have been handled differently...it was literally a shock in one day people were fired...I could see some discussion...administration made this decision with no faculty input whatsoever with no meetings. They just - it was behind closed doors. Nobody knew what was happening. It seems to me, communication...broke down; that were no two sides of the story. There was only one. And I think a year before that, they were asking for our ideas of how the college could save money. And they were asking for ideas because apparently we were in kind of bad shape. I think a lot of people volunteered their ideas. But it wasn't enough...I don't know how that could have been handled. Better communication? I don't know. I mean it was cruel. It was really cruel. People's lives fell apart. Not that it doesn't happen. It happens all over. People lose their jobs all the time.

The dysfunctionally functional plight that Gezim discussed was not about the adjuncts, themselves. It was, however, about the conditions under which adjuncts work and the institutional response to utilize more adjuncts as a systemic response to economics.

Gezim talked about a downside to such administrative actions. Swarna provided how that downside could be realized.

An economic response: Hired guns and institutional blight

When the system of adjunct utilization at the community college is viewed as being nothing more than “hired guns”, the system is institutional blight in a systemic response to

economics. This theme is consistent with Professor X (2011) who stated that, as an adjunct, he/she is nothing more than an “academic hitman” (p. xix), “exploited class” (p. 11), and “faculty-union scabs” (p. 11). Banachowski (1996) referred to adjuncts being equal to that of an “inferior appendage” (p. 17), while Smith (2007) believed adjuncts were desirable members of the academic community and should not be viewed or valued as members of a cheap labor force. Boyar (1987), however, mentioned when adjuncts are employed, “the spirit of community is weakened” (p. 137).

The researcher was talking to Gezim about his/her perception of adjuncts, which then led to follow-up questions being posed. Gezim began to discuss the institution or system of adjuncts and how he/she viewed said institution or system:

Well, I think you can approach it two different ways. I mean you could approach the institution or the system of adjuncts, as maybe being the case, that developing is too multi-tiered, the institution may be a blight on it. But that's, so I think, is sort of the context there is. Are you referring to the systemic problems of the adjunct system which I've certainly seen accesses and great abuses of the adjunct system...and frankly because of union protections in the state, that we folks in the union, fight hard for a contract that requires that 80 percent of faculty on these campuses are tenured, fulltime track folks. And it means that you've got a lot of vested folks. But if you've got institutions that are entirely run by this adjunct system, then I think that you could make an argument that, that systemically, it is blight on the institution. Now, you want to personalize it, which seems to be the context here. These are folks who are responding to the existing system, are trying to make it in the existing system...so obviously I wouldn't characterize these folks individually as blight. They are taking on the path they know, that the career that they want to choose, and it's not an easy path. But...as a system, and not so much in this state but in other states; that move to having these institutions that are in vast majority adjunct, is atomizing institutions. It has to do with everybody who has a kind of hired gun in their multiple institutions. And the sense of community goes right out the window. It's destroyed.

Gezim talked about the community college as an institution as well as the system of adjuncts being an institution unto itself. Having been an adjunct instructor, Gezim

empathetically understood the path that adjunct faculty members take. He/She was also cognizant that community colleges, which heavily relied on adjuncts to meet their instructional need, atomized and destroyed a sense of community in a systemic response to economics. As a result, it wasn't the individuals who were employed as adjuncts that became blight on the community college institution, but it was, however, the system of adjuncts that became institutional blight.

Hisoka addressed how that sense of community was affected because adjunct faculty had a notion of being *isolated* and how that isolation created a problem with communication throughout his/her community college campus. Xuan concurred with Hisoka when he/she observed: *Having frequent ongoing communication with adjuncts is a real struggle, especially for those who have other jobs that take them away.* Xuan furthered his/her thoughts, regarding a sense of community, when it was noted: *We never have anybody designated to reach out to adjuncts.*

When Swarna shared the event regarding the firing of 46 regular part-time faculty, he/she provided insight into how the effects of an administrative system affected the community college institution. In this regard, regular part-time faculty, as a group, were viewed as blight and, therefore, fired: *They were all fired. Everyone. We lost a lot of good teachers when that happened...it was cruel. It was really cruel. People's lives fell apart.* Additionally, Swarna spoke of how fulltime faculty viewed themselves as being superior while adjuncts were viewed as inferior. Due to this conceptualization by some fulltime faculty members, Swarna stated: *I don't socialize with them* and believed adjuncts viewed fulltime faculty as: *unapproachable*. In this regard, Swarna's sense of community was atomized.

Subthemes

The four adjunct themes regarding adjunct faculty perceptions of fulltime faculty and the four fulltime themes regarding fulltime faculty perceptions of adjunct faculty were thick and rich. As a result of their thickness and richness, sedimentary layering of the eight themes, and subsequent data analysis, additional subthemes emerged. The subthemes have been contextualized within the current scholarly literature and coupled with adjunct faculty themes as well as the fulltime faculty themes. The digitally audio-recorded interviews brought forth ten subthemes regarding adjunct faculty and fulltime faculty perceptions:

- Administrative responsibility – second, third, and fourth adjunct themes as well as the second, third, and fourth fulltime themes (Smith, 2007; Sprouse, 2005; Tierney & Rhoads, 1994; Wallin, 2005);
- Communication – first, second, and third adjunct faculty themes as well as first, second, and fourth fulltime faculty themes; (Claxton, 2007; Grant & Keim, 2002; Rouseff-Baker, 2002; Smith, 2007);
- Economics – first, third, and fourth adjunct faculty themes as well as the third and fourth fulltime faculty themes; (Cohen & Brawer, 2003; Feldman & Turnley, 2004; Rouseff-Baker, 2002; Smith, 2007; Stratford, 2012; Wallin, 2005);
- First and second class status– first, third, and fourth adjunct faculty themes as well as the second, third, and fourth fulltime faculty themes; (Bensimon et al., 2000; Charfauros & Tierney, 1999; Rifkin, 1998);
- Stereotypical assumptions and power – first, third, and fourth adjunct faculty themes as well as the second, third, and fourth fulltime faculty themes; (Antony & Valdez,

2002; Banachowski, 1996; Bensimon et al., 2000; Claxton, 2007; Freeland, 1998; Leslie & Gappa, 2002);

- Isolation – first, second, third, and fourth adjunct faculty themes as well as the first, third, and fourth fulltime faculty themes; (Boyar, 1987; Grubb, 1999; Mello, 2007; Outcalt, 2000);
- Exclusion – first, second, third, and fourth adjunct faculty themes as well as the first, third, and fourth fulltime faculty themes; (Grubb, 1999; Mello, 2007; Smith, 2007);
- Systemic abuse – third and fourth adjunct faculty themes as well as the second, third, and fourth fulltime faculty themes; (Boyar, 1987; Cohen & Brawer, 2003; muleprof, 2011, Professor X; Stratford, 2012);
- Adjunct and fulltime faculty sense of voice – first, third, and fourth adjunct faculty themes as well as the second, third, and fourth fulltime faculty themes; (Habermas, 1997; Murray, 2001; Rouseff-Baker, 2002); and
- Adjunct and fulltime faculty sense of presence – first, second, third, and fourth adjunct faculty themes as well as the first, second, third, and fourth fulltime faculty themes; (Boyar, 1987; Green, 2007; Habermas, 1997; Murray, 2001; Rouseff-Baker, 2002).

Participant quotations

Before concluding this section, following are the voices of the adjunct and fulltime participants without commentary. The intent is for the quotes to resonate the participants' zeal about the issues. Participant names were purposely omitted.

I think it can't just be a situation where we're hiring people, and we expect that they come in and teach one class, and they are basically not an institutional presence.

...it's like Planet of the Apes! There is no power! Adjuncts don't have any power. I didn't when I was an adjunct.

And that would seem to me that the adjunct faculty ought to be part of that discussion if for nothing more than to just keep up the speed on what the issues are, and have their voice heard.

I don't know if anything can be done about that.

It makes me feel that the college, I feel much more as a mercenary, someone who they can get to do the same work we're doing before, but just at lower pay.

We never have anybody designated to reach out to adjuncts.

There are some departments that will basically put up with the adjuncts.

And I don't know if that truly develops relationship with those in-services because you kind of come in, and feel lost...you don't know anybody...

I definitely saw that struggle...where the administration really wanted to save money by cutting fulltime positions on both salary and benefits...

I think that folks who have been around teaching for a long time, there is a sense of more or greater hierarchy...there is that real clear hierarchical difference.

I think if you sum that up, it would be the lack of being included on a regular basis. But I understand that. We're part-time.

It's just very limited, and I don't feel like I have a relationship with them. I was finding it a bit disheartening when I hear adjuncts being bashed whether it's at this institution or other institutions.

Some of the newer ones...are...kind of floating out there, unsure...their connection isn't quite that strong.

I don't know if you've ever done adjunct faculty roles, but we tend to feel a little like outsiders in some cases.

...the administration needs to create a climate and culture for the adjuncts to feel a part of the team.

I mean it was cruel. It was really cruel. People's lives fell apart.

Artifacts

Copies of faculty handbooks; personnel manuals; board minutes; and institutional history, philosophy, campus description, and directional maps were secured from each participating site via its institutional webpage. Additionally, state administrative rules for community colleges were obtained from each participating site's Department of Education website.

Faculty handbooks and personnel manuals varied in size and detail. Faculty handbooks or personnel manuals typically covered the following basic items: (1) staff development leave; (2) staff association; (3) staff development; (4) campus safety; (5) policy development; (6) personnel program responsibilities; (7) personnel philosophy statement; (8) employee definitions and categories; (9) personnel hiring; (10) employment of relatives; (11) affirmative action/equal opportunity; (12) sexual harassment avoidance; (13) procedure for policy; (14) drug free workplace; (15) employee performance appraisal; (16) consultation and other employment activities; (17) conflict of interest; (18) reduction in force; (19) employment discrimination; (20) ethical conduct; (21) vacation leave; (22) sick leave; (23) funeral leave; (24) military leave; (25) family and medical leave; (26) sick leave pool; (27)

academic freedom, professional responsibility and tenure; and (28) faculty prerogatives in maintaining a safe, supportive, and effective learning environment. In addition to these main tenets were an assortment of addendums regarding bargaining units and appendices that addressed instructional salary schedules, salary study recommendations, overload pay schedules, summer pay schedules, instructional aides wage schedule, benefit review taskforce, and workload taskforce to name a few.

After reading the aforementioned documents, which included faculty handbooks; personnel manuals; board minutes; and institutional history, philosophy, campus description, and directional maps, written artifacts directly relating to adjunct perspectives of fulltime faculty and fulltime perspectives of adjunct faculty were not found. When reviewing the eight themes that emerged from the initial formal face-to-face interviews regarding faculty perceptions of the “other”, I thought, perhaps, there may be a connection between the interview themes and artifact analysis, but I was not sure. When the artifact analysis was completed and basically revealed no artifacts regarding faculty perceptions of the “other”, I let its perceived emptiness capture my thoughts for about three weeks. It later then dawned on me that this element of nothingness was, in fact, speaking to me thematically. Let me explain.

Policies were in place for just about every conceivable facet of education at the respective research sites. Reading and studying the exhaustive amount of written documentation, I realized that the complexity of the community college, in context of the overarching research question, was not to be viewed as separate entities, but rather, how those separate entities worked as one. In this regard, issues of institutional expectations,

organizational culture, fulltime faculty, adjunct faculty, administration, staff, economics, and mentoring were pointing to two major tenets: integration and administration.

Regarding integration, all four community colleges had mentoring policies in place for fulltime faculty and were perceived to address the issue of new fulltime faculty integration into the organizational context of the respective community colleges. All of the fulltime faculty mentoring policies were well-defined in terms of institutional expectation and implementation. Three of the four community college sites had mentoring policies for adjunct faculty. They all varied in scope and focus, but most were not as clearly defined in terms of adjunct integration into the organizational context. After reading these documents, it was apparent why Amari stated that he/she did not sense being regularly included and further mentioned he/she felt like an *outsider*, even when there was a mentoring policy in place. A majority of the concerns were centered on the parameters and guidelines for organizational expectations and implementation not being as well-defined or drafted as the other two community colleges that had adjunct mentoring policies. The issue was not so much about having the policy as much as it was about how the policy was executed administratively.

Nearly all of the themes can be traced back to administrative involvement with institutional policy. Smith (2007) stated that, in part, college administration is responsible for weaving adjunct and fulltime faculty members together into the organizational fabric of their respective institutions. According to Mello (2007), mentoring is viewed as a deliberate act of acclimating and connecting adjunct faculty to experienced community college personnel within the institutional framework. Wallin (2005) believed that, despite the economic benefits of adjunct employment within the community college, the act of adjunct

integration into the organizational culture by administration needs to be an institutional priority. The administration needs to take the helm and guide the flagship.

Adjunct themes (2) *Mentoring: Fact or faked*, (3) *A conflict of we-ness*, and (4) *Cultural exclusion: An administrative contribution*, combined with fulltime faculty themes (2) *A Planet of the Apes relational disconnect*, (3) *Dysfunctionally functional*, and (4) *An economic response: Hired guns and institutional blight* were all related back to administrative actions and oversight of institutional policies and procedures in terms of institutional disconnect, response to economics, application of mentoring practices, integration, and administrative contribution to sense of inclusion. Put simply, administration had policies in place to implement faculty into the texture of the organizational culture. The policies were meant to build community. I would suggest administrators review and update any policy that is lacking or is simply out of touch with today's demands. Administration need to be sure that policies are clearly defined, thoroughly communicated to all levels of administrative authority, and then prioritized as an institutional expectation. It is for these reasons the artifacts supported thematic findings.

Additional Findings

All fulltime faculty participants had taught as an adjunct instructor sometime in their academic career. Within the first ten minutes of all four interviews, every fulltime faculty participant began discussing what it was like when they were an adjunct instructor. It was as if a bidirectional event was taking place that was rather amazing to behold. All four fulltime participants would slip into talking about their past adjunct faculty experiences and then slip back into talking about their current fulltime faculty experiences. It was comparable to

watching a tennis match where the ball is being struck between two sides of the court simultaneously. I addressed this phenomenon in fulltime faculty theme (1) (*Doppelganger: An adjunct experience*), which concerned how the transference of initial adjunct experiences to current fulltime faculty role shaped understanding or stereotype of institutional expectations and responses to adjunct faculty as part of the organizational culture. A comment by Tierney and Rhoads (1994) came to the forefront: “Not only do people adapt to organizations, but organizations continually must adapt to their members. Viewing faculty socialization as bidirectional is crucial in creating diverse academic communities” (p. iv). As a result of the fulltime faculty’s bidirectional experience with instruction, it seemed appropriate to consider how those adjunct and fulltime experiences would broaden faculty’s understanding of the community college classroom into becoming a comprehensive faculty member.

An additional theme that emerged from the interview data did not relate directly to the overarching research question, but did have indirect implications. That theme would be: *New order: comprehensive community college faculty*, which deals with faculty who have transitioned from adjunct to fulltime faculty roles and how the adjunct experience has broadened faculty’s understanding of the community college classroom into becoming a comprehensive faculty member. A second additional theme that emerged from the artifact data analysis coupled with the interview data analysis would be: *Institutional priority: administering of community college policy*. In this manner, all institutional policy needs to be clearly defined, thoroughly communicated to all levels of administrative authority, and prioritized as an institutional expectation.

There was one other smaller theme that was of great interest to me, but unfortunately, I did not feel I had the data to support it. I will, however, share that mini-theme. Two of the participants (one adjunct and one fulltime) both told me during their respective interviews, that they both were *treated as inferior objects* when teaching as an adjunct in the community college system. What I have not shared is this: both participants stated: *It was even worse when teaching as an adjunct in a university or college setting.*

Context of Ethnomethodology: Constructivism

Ethnomethodology does not refer to specific “research methods but rather to the subject matter of inquiry: how (the methodology by which) people make sense out of the situation in which they find themselves” (Bogdan & Taylor, 1975, p. 16). Through the process of conducting face-to-face interviews with the eight participants, it became clear how the participants made meaning out of their circumstances as faculty members in the community college organization. Jung, an adjunct instructor, stated: *the administration needs to create a climate and culture for the adjuncts to feel part of the team.* This sense of exclusion, which was discussed by the four adjunct participants, was in reference to a sense of academic and institutional aimless floundering or floating. This was confirmed by Masozi who stated there were some adjuncts at his/her institution who were *floating out there and unsure* of what was expected of them due to a poor connection with fulltime faculty and the institution. Amari stated, *I think if you sum that up, it would be the lack of being included on a regular basis.* When Pich discussed the desire to build community among adjunct instructors, he/she mentioned the need for a place in which adjuncts could go. He/She was referring to a place where adjunct instructors could organize their day or share classroom and

student experiences. Pich stated, however, that there was a sense of uncertainty whether this would be realized or not when it was said, *I don't know if anything can be done about that.*

Fulltime faculty participant, Gezim, understood the situation that adjuncts faced. He/She made the following statement regarding the inclusion of adjuncts into the institutional environment and what should not be done by the social actors: *I think it can't just be a situation where we're hiring people, and we expect that they come in and teach one class, and they are basically not an institutional presence.*

Garfinkel (1967, as cited in Prasad, 2005) perceived ethnomethodology would assist knowledge construction and guide social actors to an acceptable manner of social behavior. In the case of the four adjunct participants, the social actors in need of guidance included community college fulltime faculty and administration as well as adjunct faculty. Adjunct participants mentioned “inclusion” and providing a “sense of community” without the apparent hierarchical difference as being an acceptable manner of social behavior. Gezim agreed: “And then that's sometimes has been a perception of mind from where an established faculty member is; that there is that real clear hierarchical difference.”

Ethnomethodology was founded upon the scholarly works of Garfinkel (1967), where “ethno” refers to a people or a group of people. The “group of people” in this study were community college adjunct and fulltime faculty. Surprisingly, however, members of administration became a part of the cohort of people. Jung confirmed this when discussing administrative acts of decision-making. He/She stated that adjunct faculty *ought to be part of that discussion if for nothing more than to just keep up the speed on what the issues are, and have their voice heard.* This, again, regarded the ideal of inclusion. Crotty (1998) concurred with Garfinkel (1967) that ethnomethodology is “characterized by consistency, coherence,

planfullness, method, and reproductivity” (p. 219). The adjunct participants believed if they were to be included in meetings and other institutional events, that those activities would bring order and consistency to their world and would guide social actors into an acceptable line of behavior. This was very much in line with what Crotty (1998) stated.

Hisoka, fulltime faculty participant, agreed with the adjuncts’ thoughts. He/She stated the following regarding adjuncts: *I think we could bring them into more activities...drawing them in more for meetings and different things that makes them feel more a part of the structure.* This was supported by Garfinkel (1967) who embraced the notion that social order was achieved by activities carried out by members of society.

During the analysis of the interview data, understanding the social actors’ actions as well as the circumstances in which the actions took place, provided the researcher with rich descriptions of what was actually occurring within the reality of their respective institutions. Garfinkel utilized terms such as “accountability” (ten Have, 2003, p. 19) to address social actors’ explanation of their actions and “indexicality” (Taylor & Van Every, 2000, p. 10) to describe the social circumstances in which a person’s action was carried out. Consequently, the focus of ethnomethodology was not centered on causation, but was founded upon the procedural aspects of societal members. In this regard, participant perception of the social actors’ behavior is explained by how the facts are perceived and fashioned rather than by explaining the social facts (ten Have, 2003). Subsequently, in order to understand why people do what they do and say what they say, it was imperative to frame participant actions and words in a context that revealed each participant’s perception and reality that was involved in his/her act of sense-making. As the participants made sense of their surroundings, it brought about a possibility that they will one day effectively engage as a self-organized

entity with fulltime faculty and administrative members. Fulltime faculty member, Xuan, framed his/her understanding through the social fact that, if someone did not assist adjuncts, the situation of adjunct instructors would not change. Therefore, he/she took action: *I've kind of taken on this role of communicating with the adjuncts only because I see it as important, not because I'm getting paid to do it or because somebody has asked me to do it.*

Tierney's (1997a, 1997b) faculty socialization model steered me to ethnomethodology because it enabled me to construct understanding in regards to the manner in which adjuncts and fulltime faculty work within the academic culture, identify difference, view one another ('them or 'us' mentality) whilst partaking in dialogue about their colleagues, and engage as a self-organized entity. Jung concurred: *I would like to actually see more meetings or opportunities for fulltime and adjuncts were encouraged to come together to dialogue.* Jung's construction of his surroundings was moving from a "them" mentality to an "us" mentality. Consequently, Jung was able to develop a meaningful snapshot of the possibility of faculty engaging in everyday life within their everyday world. That sense of a conglomeration of hopes and dreams of what might be was being voiced and constructed upon existing institutional foundations.

Crotty (1998) defined constructivism epistemology as meaning obtainment through construction rather than by discovery. This results in the emergence of meaning through a conscious engagement, embracing the unique experience of each participant, and exclusively focusing upon "the meaning-making activity of the individual mind" (p. 58). A part of this process is considered to be sedimentary since interpretive layers are stacked upon each other in a manner similar to rock formation. In this regard, the engagement of reality construction within social contexts is an act of building upon formations already in place. When

construction of meaning is utilized to remove one's self from social realities, a barrier results which produces an "us" versus "them" reality (Crotty, 1998). This sense of "us" versus "them" was readily seen within the two faculty groups (adjunct and fulltime). Swarna agreed with Crotty when he/she discussed the concern of fulltime perception of adjunct faculty: *I mean we understand all of us, almost everybody here understands, except those that have never been an adjunct. They don't understand. They are the ones that kind of say bad things about adjuncts.* Some of the fulltime faculty at Swarna's institution were removing themselves from the social reality of adjunct presence and the day-to-day existence they face. This place of "us" versus "them" was too real. An additional sedimentary layer was an identified barrier seen between faculty factions and administration. Having a better grasp of how adjunct and fulltime faculty perceive the other would enable the administration and the institution to modify existing laws and rules or to craft new laws and rules that promote faculty socialization upon community college campuses. As a result, new or modified policies could be constructed to encourage collegial relationships among and between faculty groups. In this respect, new meaning to an old practice or principle could be implemented. In so doing, the social actors would be engaged in reality construction within social contexts by building upon formations already in existence.

I constructed meaning regarding adjunct and fulltime faculty perceptions of the "other" through the conscious engagement of study participants via personal interviews coupled with non-obtrusive measures in the form of institutional artifacts (written documents; hermeneutic tradition). The use of ethnomethodology coupled with a constructivism epistemology was an appropriate blend in guiding the research process.

CHAPTER 5. SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate adjunct perceptions of fulltime faculty and fulltime perceptions of adjunct faculty. With an increasing presence of adjunct instructors within the community college environment, it was important to illuminate the experiences and perceptions held by each strata of faculty concerning the “other”. The participant’s experiences and subsequent reflection provided an opportunity to inform the scholarship and the existing body of literature regarding how the adjunct and fulltime faculty groups perceived one another.

Eight liberal arts faculty from four community colleges were selected through a purposive sampling technique. One liberal arts adjunct faculty member and one liberal arts fulltime faculty member from the same field of instruction were chosen to participate at each of the research sites. All participating sites were located within the same geographical location of the continental United States that covered an area of approximately 59,136 square miles. Data were gathered through face-to-face interviews, telephone follow-up interviews, member checking, artifact analysis, and field notes. The overarching question involved in the research was, “How do adjunct and fulltime community college faculty perceive the ‘other?’ ”

Findings

Through interviews, data emerged that all four, fulltime faculty participants had initially began their academic careers as adjunct instructors. This provided an additional sedimentary level to the research process that afforded an interesting turn of events. To some

extent it appeared that I was actually interviewing eight adjunct faculty and four, fulltime faculty. This is mentioned due to the face-to-face interviews with fulltime faculty participants who moved from their experiences as adjuncts to their experiences as fulltime faculty members with such ease and uniformity.

I was equally amazed when I discovered that one of the adjunct participants had initially been a tenured fulltime faculty member at a 4-year institution, but walked away from this appointment for the flexibility that was afforded in teaching as an adjunct instructor. It was only mentioned once in the interview, but I found this to be a very interesting and meaningful slice of life about the participant.

Themes emerged from the face-to-face interview data. The thematic development was a result of participant enthusiasm for education, teaching, and students. All faculty participants were hired by his/her respective institution and over time had been socialized into the faculty culture. The extent to which they experienced faculty socialization at their respective community college institutions varied from participant to participant. All eight participants had moved past phase one (entry) of stage two (organizational) in Tierney and Rhoads (1994) faculty socialization theoretical framework.

When looking at the five cultural influences (national, professional, disciplinary, individual, and institutional) it became apparent the adjunct participants were working through the professional, individual, and institutional influences. A great deal of their commentary centered on all three influential domains. The fulltime faculty participants appeared to be dealing with the same three influences, but were more comfortable with the professional and institutional influences. Fulltime faculty participants discussed the individual domain to some extent, but basically kept their focus on the professional and

institutional domains. It was also of interest to note that the fulltime faculty were very forthcoming with their comments while the adjunct participants took more time to warm up to the researcher and were at times, somewhat guarded in answering questions.

First, I will discuss my conclusions regarding adjunct faculty with supporting evidence from fulltime faculty participants. In this section I will identify the fulltime participants as being fulltime, while adjunct pseudonyms will be used with the assumption they are attached to adjunct faculty. Second, I will discuss fulltime faculty themes supported by adjunct faculty participants. In this section I will identify the adjunct participants as being adjunct, while the fulltime pseudonyms will be used with the assumption they are attached to fulltime faculty. Throughout the first and second portions, I will be interjecting an administrative piece into the conversation since it was a major topic of discussion through the majority of interviews.

Adjunct faculty

The sense among the adjunct faculty participants with regard to the first theme (*The great collegial divide*) was an all-too-common social experience by most adjunct faculty. The way in which that social experience was perceived, varied. Adjuncts in this study mentioned that within their specific divisions they generally felt comfortable and appeared to enjoy a collegial relationship by way of the people with whom they work. One of the four adjuncts, Amari, stated that other than working with an assessment coordinator, he/she did not really have contact with the fulltime faculty. When asked how he/she perceived his/her relationship with fulltime faculty, Amari stated that he/she only dealt with the dean, an assistant dean, and had basically no interaction with fulltime or adjunct faculty. Amari was

the only adjunct that expressed concern about not having interaction with fulltime faculty within his/her field of instruction. When that arena, however, was expanded to include all faculty divisions, then there were concerns about exclusion that surfaced in interviews with all of the adjunct participants. Masozi stated exclusion occurred by department as well as by individual fulltime faculty members. He/She also added that there were some fulltime faculty that had little, if any, interaction with adjunct faculty at his/her institution. Jung believed that he/she had a very close relationship with the other faculty in his/her area of instruction, but experienced inclusion concerns when discussing other areas in his/her division, but not necessarily in his/her field of instruction. Jung added that with some senior fulltime faculty members there is a sense of power exuding from them, which translated into an air of aloofness and superiority. Pich, on the other hand, was pleasantly surprised by the current cultural environment at his/her current institution. This, however, was not always the case. Pich mentioned that at another institution, there were tensions among adjunct and fulltime faculty factions for a variety of reasons. Swarna, fulltime faculty participant, concurred with the adjuncts. He/She said, *“I mean we understand, all of us, almost everybody here understands, except those that have never been an adjunct. They don’t understand. They are the ones that kind of say bad things about adjuncts.”*

Xuan (fulltime participant), while talking from an adjunct’s perspective, concurred with Swarna when he/she stated, *But when we...come together as a larger group, I think communication is a bit of a problem because we're kind of isolated.*

The adjuncts I interviewed greatly desired to be included by and have dialogue with fulltime faculty. Jung said it best, *I would like to actually see more meetings or opportunities for fulltime, and adjuncts who were encouraged to come together to dialogue.*

According to Tierney (1997b), Jung had it right: A cultural response to academic problems refocused dialogue from a climate of fear and revenge and toward an understanding about how to develop and maintain a sense of community and a respect for all of one's colleagues.

The second theme addressed *Mentoring: Fact or faked*. According to Wallin (2005), mentoring had to be an institutional priority. According to the adjuncts, this was not happening in an effective and meaningful manner. It was not a priority.

Jung stated that mentoring existed at his/her institution, but was not a part of the process since he/she was not a fulltime faculty member. Amari mentioned that mentoring was nothing more than being given a list of names to contact if there was a concern. It was further stated that it was up to Amari to contact the fulltime faculty person if such a need would arise. Masozi said that he/she had *fallen through the cracks* at times and mentoring was for newly hired fulltime faculty only. If mentoring occurred, it would be due to fulltime faculty making an unofficial concerted effort to offer guidance and support. A mentoring policy for adjunct faculty did not exist at Masozi's institution. Swarna (fulltime faculty participant) and Hisoka (fulltime faculty participant) were unclear if a mentoring practice for adjunct faculty existed on either campus while Xuan (fulltime faculty participant) stated that a mentoring policy for adjunct faculty did not exist.

Since three of the research sites had a mentoring policy for adjunct faculty, I was concerned that two of the four, fulltime members were unaware if such a policy existed at their institution. It seemed that the administration at three of the four research sites had done a poor job implementing an adjunct mentoring policy. One institution of the three, did not

have such a policy. Xuan (fulltime faculty participant) made an important observation when he/she mentioned there was not any one person designated to reach out to adjuncts.

According to Edmonson and Fisher (2003), if adjuncts were viewed as an asset, they would evolve into becoming industrious, devoted, and perceptive members of the professoriate where the community college would be enriched and the students would become the benefactors of such an investment. If mentoring was loosely executed, not implemented, or did not exist it was no wonder that the adjuncts were sensing they were *outsiders* or *excluded* and not a part of faculty culture. Administrators need to know there are grave concerns regarding adjunct mentoring.

The third theme centered on *A conflict of we-ness*. Part of this conflict concerned inclusion and sensing community at their place of employment. Jung stated this was a result of a very few fulltime players combined with a lot of part-time players that effected the sense of *we-ness*. Jung's statement was very much in tune with Outcalt (2002a) who stated that adjunct faculty typically have a reality of isolation. Outcalt's (2002a) statement was synchronous with Xuan (fulltime faculty participant) who mentioned that their faculty environment was isolated. Due to this isolation it was difficult when groups of faculty converged because of communication issues. Hisoka (fulltime faculty participant) added some of the instructional departments at his/her community college tended to see themselves as more important than other departments. This inability to view departments equally exacerbated the intensity in which adjunct isolation was felt and experienced.

These departments had issues comprehending how they fit into the community college system. Jung supported Hisoka's (fulltime faculty participant) observations when he/she mentioned that there were fulltime faculty who saw themselves as *above* the adjunct,

which resulted in a first class (fulltime faculty) and second class (adjunct faculty) mentality. Amari stated that the disconnect between fulltime and adjunct faculty was all too real. Pich mentioned that it was hard for him/her to come to campus and actually see anyone or feel a part of the community and stated he/she would like to see more non-structured, but integration opportunities to meet other faculty. Pich was quite eloquent when discussing that sense of community, sense of place, and sense of *we-ness*. It was obvious that the adjunct contingency was hopeful of what might be and the prospects for change. The adjunct focus centered on the definition of the world as it was and the conglomeration of the hopes and dreams of what the organizational world could become. With that hope being alive, anything is possible. In order for the possible to become reality, administration needed to guide social actors to an acceptable manner of social behavior (Prasad, 2005).

The fourth theme addressed *Cultural exclusion: An administrative contribution*. Pich believed the perception of current administration at his/her place of employment was quite positive. He/She mentioned that administration was efficient, streamlined, and communicated respectfully to all staff and faculty. Pich added, however, that at another institution administration was involved in private and political maneuverings that created an unevenness and tension between faculty groups. Amari brought an interesting comment to the interview. He/She stated that he/she inquired of the Dean if he/she should attend an upcoming meeting. The Dean stated, "Well, I think you are you're certainly welcome." Amari did not go. He/She, however, did mention, it was of no surprise that the majority of adjunct faculty did not attend since his/her immediate supervisor did not provide a sense that adjunct faculty were welcomed to attend. Jung discussed what happened when an institutional classification was eradicated and the newly fired faculty members were hired

back at adjunct pay levels. He/She felt like a mercenary. He/She was someone who they hired to do the same work, but at lower pay. The administration demonstrated an action of increasing the number of adjunct faculty to get more classes taught at a lower rate. It was the unspoken message provided by administration who were hiring so many more adjuncts to teach classes that contributed to that mercenary sense. Swarna (fulltime faculty participant) witnessed a similar situation and discussed the turmoil this administrative decision had upon his/her campus. The elimination of faculty for the sake of saving institutional dollars was viewed as *cruel* with no apparent regard to how such an act contributed to individual lives falling apart within their institutional community. Swarna further discussed how this decision had been made behind closed doors and did not allow the faculty voice to be heard. A year prior to this event, faculty were asked how the institution could save money, but when it came time to enact upon a specified plan, the administration did not bring faculty back into the conversation. The results were destructive at best. The sense of community was atomized.

Crotty (1998) forwarded the notion that institutional focus should be placed upon the everyday world and provide an account of members' behavior. Regarding Swarna (fulltime faculty participant), perhaps the administration needs to be reminded that the relationship with faculty is bi-directional and most likely should reconsider whether they should give account for their actions.

I am fully persuaded that administration sets the tone upon the community college campus. They are the ones that ultimately set the institutional priorities and parameters. Perhaps new or modified policies and practices should be constructed to encourage collegial relationships among faculty groups so that new meaning to an old practice or principle could

be implemented (Taylor 1997). In this manner, perhaps the administration would better understand the inexorable relationship between faculty socialization and the academic culture (Tierney & Rhoads, 1994), a shift from a ‘them’ to an ‘us’ mentality (Tierney, 1997a), and refocus their “dialogue from a climate of fear and retribution toward an understanding about how to develop and maintain a communal respect for all of one’s colleagues” (Tierney, 1997b, 22-23).

Fulltime faculty

The first theme concerned *Doppelganger: An adjunct experience*. Considering that the four, fulltime participants had all been adjunct instructors at one time allowed the participants to speak through the voice of an adjunct instructor as well as a fulltime faculty member. It was of great interest to me that this occurred. Gezim discussed the situation in which adjuncts typically find themselves: *They are probably going to three other institutions or two other institutions, and that can be a tough thing*. Swarna often times used “we” when discussing adjuncts. This demonstrated the strong connection of his/her past adjunct experience to his/her current fulltime faculty responsibilities: *I can identify with adjunct faculty because I was one for so long...I usually stand up for adjuncts, it’s not by choice that we go, and teach a class, and then leave, and go to another place. That’s not our choice*.

Xuan stated:

I was finding it a bit disheartening when I hear adjuncts being bashed whether it’s at this institution or other institutions. I always come back to that question of, “What are you doing to reach out to the adjuncts if you feel like there is a problem there?”

There was not a lack of empathy among the fulltime participants for adjunct faculty and they felt it was their responsibility to reach out. Hisoka used, *When I was an adjunct instructor, to*

begin a conversation regarding how adjuncts could be paired with fulltime faculty for support and guidance. During Hisoka's experience as an adjunct instructor, he/she often times stated that he/she felt *lost*. It was from this perspective of being *lost* where Hisoka offered ideas that could eradicate that sense of being misplaced with fellow adjunct instructors at his/her institution. I was convinced that the four fulltime participants had a mission in meeting adjunct need as best as they could and within the conditions in which they worked. They understood. They had been in their shoes. Jung (adjunct faculty participant) mentioned that he/she generally felt respected by fulltime faculty and especially with fulltime instructors in the subject matter that he/she taught. Pich and Masozi (both were adjunct faculty participants) shared this sentiment. Amari was the only adjunct that did not sense a connection to fulltime faculty. He/She admitted that there simply was not much, if any, contact.

Concurrently with the fulltime participants' adjunct voice, their fulltime voice appeared and discussed points of concern regarding adjunct instruction. Gezim over saw his/her area of instruction and felt giving an adjunct merely one class was not enough. This sense was not connected to pay. It was, however, coupled with adjuncts having a presence and place on campus. *I think it can't just be a situation where we're hiring people, and we expect that they come in and teach one class, and they are basically not an institutional presence.* Hisoka had mentioned how he/she does not have that much contact with adjunct instructors within his/her division. It disturbed him/her to a degree, but it wasn't that adjuncts were evasive as it was in regards to not being with them. There was a strong connection to adjuncts. Swarna also felt that same strong connection to adjunct faculty while discussing an adjunct who was not meeting expectations and was eventually let go. Though

Swarna conversed about what the adjunct had done, which led to the dismissal, he/she was empathetic in the fact the adjunct was not officially let go, but rather, was not offered further teaching assignments. *That's an awful place to be in as an adjunct. I feel bad for them. They just don't give you classes.*

It would be up to administration and fulltime faculty to decide whether they were socializing adjuncts to a cultural philosophy they no longer wanted. If that be the case, then the institution itself would need to determine how adjunct, fulltime faculty, and administrative members could be socialized to “different objectives and goals” (Tierney, 1997a, p. 3).

The second theme regarded *A Planet of the Apes* relational disconnect between fulltime faculty, adjunct faculty, and administration that was hierarchical, generational, or divisional. It was without question that hierarchical differences existed between adjunct and fulltime faculty. These differences were addressed in terms of social class, power, and abuses. This was in accordance to Rouseff-Baker (2002), who wrote about the shift of hiring more and more adjunct instructors, while fewer and fewer fulltime faculty were being employed. This culminated in a seismic shift in power roles between the two faculty groups. Curtis and Jacobe (2006) went even further and stated that fulltime faculty's voice and power was diminishing to the point of an endangered species.

In discussing the issue of adjuncts having no power, Swarna stated that such an existence was like *Planet of the Apes*. Swarna was making a point that adjuncts, in many instances, have no power. If the institution did not want a particular adjunct instructor, the institution did not offer classes to that adjunct. Swarna added that as an adjunct, he/she felt inferior as an instructor. This was not a comment on his/her ability to teach as an instructor,

but it was in regard to the fact he/she was an adjunct. Gezim passionately discussed the existence of a greater hierarchy that existed among more established fulltime faculty members. He/She furthered that in states, other than where he/she worked, Gezim had witnessed accesses and great abuses of the adjunct system. In that regard, a very clear and real hierarchical difference existed among the more established fulltime faculty, but not necessarily among the less experienced fulltime faculty. Jung (adjunct faculty participant) agreed with the existence of hierarchical difference. He/She stated that there were fulltime faculty who perceived themselves to be *above* adjunct faculty and went even further to say that a sense of first and second class existed at his/her institution. These comments were aligned with muleprof (2011) and Flagg (2011) who discussed adjunct abuse, Banachowski (1996) and Flagg (2011) who talked about adjunct exploitation, Rifkin (1998) who discussed a lower sense of autonomy among adjunct faculty, Charfauros and Tierney (1999) who talked about an adjunct sense of being a second class member, and Cohen and Brawer (2003) who stated the adjunct condition was comparable to the immigrant work environment.

Masozi (adjunct faculty participant) believed there were departments at his/her institution that would *put up* with the adjunct presence while Pich (adjunct faculty participant) had fulltime faculty employees telling him/her that accepting an adjunct appointment was academically a big step backwards. Xuan mentioned that there was a relational disconnect between adjunct faculty and the institution. He/She further stated, that there were fulltime faculty on his/her campus that deliberately did not hire adjunct faculty merely for the fact that the fulltime faculty member did not see how an adjunct could be as effective in the classroom as they were. Hisoka said that there were different departments at his/her institution that saw themselves as being more important than the other departments

and had a hard time seeing their department as part of the institutional whole. Swarna spoke of an instance that was literally heart wrenching to hear. This concerned a faction of adjunct faculty known as regular part-time. Persons hired to teach regular part-time were just a step above adjunct faculty, but a step below fulltime faculty. Regular part-time faculty received higher pay with some benefits than adjunct faculty. With a swipe of an administrative pen, approximately 46 regular part-time faculty were fired, but were told they could reapply for adjunct positions. Needless to say there was an outcry from faculty, who knew nothing about the decision, and were not included in the discussion that rendered such an action.

Bensimon et al. (2000) stated that there was a high probability for academic quality and rigor to be affected when adjuncts were in the classroom. This, however, was not due to a scholarly under preparedness on the part of the adjunct instructor as much as it was to hierarchical removes, which existed among faculty as well as that sense of adjunct faculty being viewed as second class members. If this limitation was not addressed, academic quality and rigor could be affected. The issue was not centered on academic preparedness, but focused on an institutional limitation (Charfauros & Tierney, 1999).

The third theme, *Dysfunctionally functional*, was centered on the existence and day-to-day reality of adjunct faculty. Gezim was talking about most adjuncts being in a time-honored profession and yet were living a hand-to-mouth lifestyle with no access to healthcare or retirement benefits. Gezim coined the phrase *dysfunctionally functional* due to his/her view that this was not about the individuals who were adjuncts, but regarded the administrative response to economics and budgetary concerns. In the world of adjunct employment existed accesses and abuses of the adjunct system and yet, adjuncts in this study continued to teach because of their passion for their subject matter, education, and students

despite any perceived limitations. Xuan added that most adjuncts at his/her institution were not adequately encouraged to talk with fulltime faculty, receive feedback, and was disheartened when the state of being adjunct was verbally attacked. Swarna talked about feeling inferior as an adjunct instructor. He/She stated that fulltime faculty who say adjuncts are inferior, do so because they feel superior to the adjunct. When adjuncts are referenced as being inferior, Swarna stated that he/she knew who the people were making those statements and furthered his/her thoughts by stating that he/she would not socialize with them. Hisoka mentioned the isolation experienced by adjunct faculty and believed part of the isolation was due to work commitments beyond the community college.

The adjunct situation became more complex in the fact that the adjunct nation (if you will; see Tierney and Rhoads (1997) five cultural influences on page 43) had acclimated to their conditions. When I heard some of the adjunct participants talk, it reminded me of battered person syndrome. Walker (1979) stated that this syndrome involved a three stage event that began with: (1) tension building in a relationship; (2) the abuser released the tension through an abusive act, but blamed the receiver of the abuse for having caused the situation; and (3) the abuser offered gestures of remorse and kindness, but did not provide a solution for change; and so the cycle continued and was repeated. I mention this because of the following comments that I received.

Amari was one of the first adjunct participants that I interviewed. Perhaps the comment he/she made sensitized my ears for the remaining interviews with the other adjunct participants. Amari's statement, by any means, was not inclusive of all of the steps that Walker (1979) outlined, but his/her voice caused me to stop, pause, and consider what he/she was stating.

Amari (adjunct faculty participant) made the following comment regarding a question that had been posed: *I think if you sum that up, it would probably be the lack of being included on a regular basis. But, I understand that. We're part-time.* The comment, seemingly innocent enough upon hearing or reading it for the first time, later caused me to really ponder that statement and I had to ask myself, “So as an adjunct, is being regularly ignored and excluded normal?” and “So as an adjunct, is being regularly ignored and excluded acceptable?” Because a person has been acclimated to a particular behavior or situation does not mean it should continue. In all reality, it should stop. When Gezim stated the experience of adjunct was dysfunctionally functional, I wrote in my notes, “Amari.” It was not in reference that Amari was dysfunctional. It was a statement that being regularly excluded was not acceptable form of behavior by the social actors and yet, Amari believed it was understandable why he/she was regularly excluded. Amari is mentioned here a number of times , because this is the person with whom the process, in regards to this issue, escalated in my thoughts.

When I spoke with Jung (adjunct faculty participant), he/she stated that there were some fulltime faculty who exerted power, aloofness, and superiority. After having said that, he/she added that he/she wanted to respect the fact that fulltime faculty members had earned their instructional positions. True enough. But, I thought to myself, “fulltime faculty should be respected as should adjunct faculty be respected, but does that give a fulltime faculty person the right to act in such a manner?” My answer to myself was, “No, it does not.” Tierney (1997b) stated that the faculty socialization model concerned a premise where the institution responds culturally to faculty problems, but it was refocused on a dialogue of community and respect with peers, rather than a dialogue of fear and loathing.

Ethnomethodology regarded various tenets. One such tenet addressed providing an account for member's behavior (Crotty, 1998). Providing an account for member behavior was seen with Gezim. He/She mentioned abuses and access of the adjunct system. But he/she added that in the state where he/she worked, their faculty union went to great lengths to insure adjunct faculty were fairly treated, appropriately compensated, and provided benefits based on work load. Fair and equal treatment of all employee groups should be an institutional priority at every community college.

An economic response: Hired guns and institutional blight was the fourth theme. Gezim addressed the issue of the adjunct system. In his/her discussion it was made clear that perceptions of the adjunct system were not in regard to the individuals who taught as adjunct faculty. Rather, Gezim's comments regarded the conditions under which adjuncts taught. He/She believed that when the adjunct system was abused, it became institutional blight on the organization. The notion of adjuncts as hired guns was held under the belief that adjuncts were typically contract employees who were hired for the purpose of instructing students at their respective community colleges. When adjuncts were hired in excess, then the hired guns were viewed as institutional blight that atomized and destroyed the sense of community. When looking at all of the adjunct participant and fulltime participant themes, it became apparent that economic concerns were most likely the reason behind most adjunct employment. The institutional response to economic constraints was the heart of the matter. Nearly every adjunct and fulltime participant referred to this issue in rhetorical form. Gezim discussed how adjuncts lived a hand-to-mouth lifestyle; Swarna stated that 7% of faculty in his/her department were fulltime and the remaining 93% were adjunct and the fact that it was a hard life because of the low wages; Pich (adjunct faculty participant) talked about a sense

of place that being an adjunct induces and how he/she longed to sense community; Amari (adjunct faculty participant) discussed how disconnected he/she felt with the institution and with fulltime and faculty; Hisoka commented a number of times regarding the isolation an adjunct encountered; Jung (adjunct faculty participant) talked about a sense of first and second class between fulltime and adjunct faculty members; Xuan stated that at his/her institution they don't have anyone designated to reach out to adjuncts; and Masozi (adjunct faculty participant) said that there were departments at his/her place of employment that had no interaction between fulltime and adjunct faculty. The blight of the adjunct system was having an effect on the sense of community. The degree to which the adjunct system atomized or destroyed that sense of community varied by institution. Nonetheless, the sense of community was being affected.

Throughout the interviews with both faculty groups, I was becoming more aware of violent terms being utilized in the ensuing discussions with participants. *Hired gun, mercenary, blight, atomize, and destroy* were terms that conveyed a violent end or consumption of someone or something in an attempt to create a new archetypal condition.

Coupling the aforementioned pugilistic terms with the concept of 'war' drew me to the philosophical writings of Georg Hegel, Immanuel Kant, and Johann Fichte. The three philosophers who lived during the 17th and 18th centuries, inhabited a time of revolution and social uncertainty. They addressed how the European nations were going in two different directions with idealism, cognitive and psychological endeavors, realism, absolute existence warring against utilitarianism, metaphysics, and the ontological sense of existence and knowledge (Johnston, 2007).

Though the terms thesis, antithesis, and synthesis were initially thought to be attributed to Hegel, it was later discovered that the writings of Immanuel Kant and Johann Fichte often utilized and formulized the three terms that were later referred to as components of the “triad” (Hegel, 1991, p. 314). The notion of thesis regarded an established intellectual proposition or truth; antithesis concerned an interaction with the thesis, which resulted in conflict (the war) where the usual meaning of the thesis disappears; and the synthesis was a result where a new proposition or meaning emerged.

In terms of faculty socialization, it was apparent the thesis concerned the ideal of faculty being fulltime members only; the antithesis regarded the expedient use of adjunct faculty and the resulting conflict where the meaning of “faculty” as fulltime members only began to disappear (and could eventually disappear); and the synthesis regarded the culmination and emergence of a new faculty culture. I am convinced this is where the community college system is today. It is important to note that the emergence of the new faculty culture has not been fully realized, but is in the process of emerging. How this new faculty culture will look and exist is yet to be seen. The emergence of a new faculty order was supported by Curtis and Jacobe (2006) who were aware of the shifting faculty culture and suggested that being a fulltime faculty member was becoming equivalent to that of an endangered species. Fulltime faculty’s “voice and power in higher education are being diminished...and may be stifled entirely if these trends continue unabated” (p. 16). Rouseff-Baker (2002) believed the growing usage of adjunct faculty demonstrated a seismic shift in faculty culture. The new faculty order continues to emerge.

Implications

As a result of the data analysis, it was abundantly clear the participants had a multitude of experiences and ascribed meaning to those experiences. This study was conducted by utilizing a constructivism epistemology, postmodern theoretical perspective, ethnomethodology, and semi-structured interview and artifact analysis methods. Each participant recounted the uniqueness of their story through face-to-face interviews, telephone follow-up interviews, member checking, and field notes. The participants personified the nuances of meaning that were evidenced in their individual life stories and life experiences. Though the literature addressed faculty demographics (Boord, 2010; Curtis & Jacobe, 2006; Outcalt, 2002b; Schulz, 2009; Schuster & Finkelstein, 2006; Tomanek, 2010; Wallin, 2005), advantages of adjunct utilization (Banachowski, 1996; Cohen & Brawer, 2003; Feldman & Turnley, 2004; Levin et al, 2006; Louziotis, 2000; Stephens & Wright, 1999; Wallin, 2005), disadvantages of adjunct utilization (Adamowicz, 2007; Bensimon et al., 2000; Curtis & Jacobe, 2006; Hardy & Laanan, 2004), reasons why adjuncts teach (Antony & Valdez, 2002; Leslie & Gappa, 2002; Lyons, 2004; Valdez & Antony, 2001), job satisfaction and attitude (Boord, 2010; Rifkin, 1998; Schulz, 2009; Tomanek, 2010; Valdez & Antony, 2001), mentoring (Claxton, 2007; Grant & Keim, 2002; Rouseff-Baker, 2002; Sprouse, 2005; Wallin, 2005), and faculty perspectives (Flag, 2011; muleprof, 2011; Professor X, 2011; Sweeny, 2011; tribble24, 2011), the participants provided an additional sedimentary level of understanding that was absent from scholarly thought. The participants communicated a passion for community colleges, education, teaching, and students as well as a confidence that they were outstanding and experienced faculty members who loved their jobs.

Recommendations for Practice

Thorough consideration regarding the sedimentary layers of culture and structure within the community college can facilitate the possibility for change that is meaningful and purposeful. Attention to such detail will enable faculty to be more inventive and responsible to the multiple cultures contained within the community college framework. The coherence of diverse cultures within community college culture originates from constructed understanding of how each person functions within the system and is furthered by the work these individuals perform on a daily basis. In this regard an “us” versus “them” mentality is circumvented and a unity of focus, purpose, and vision is achieved. Harmony will be furthered and dissonance reduced. In the quest for institutional concurrence among members, several recommendations for practice are offered based on the findings of this study.

Provide Professional Development Opportunities

Adjunct participants voiced a concern of not being included in professional development opportunities that were typically offered to the fulltime professorate. Of the four that were interviewed, three indicated that they would like to participate in staff development activities that took place on their respective community college campuses. Since there was a sense among adjuncts of being an *outsider, not invited, or not wanted* at such events, it would behoove community colleges to offer development activities for all instructor status groups in assisting the institutional integration of all adjunct and fulltime faculty. A key component concerned administrative communication that clearly stated all faculty were invited to participate and was not restricted to only fulltime faculty.

Murray (2001) stated that it was imperative to provide professional faculty development at the community college level. It is crucial that professional faculty

development are offered activities and training that would invigorate faculty and institution and address general education for students. An aspect of professional development should be centered on a set of conditions that: (1) provides a climate that promotes faculty development; (2) are orderly, goal-based; (3) are connected to a reward structure; (4) are faculty owned; (5) provide time for teacher improvement; and (6) demonstrate administrative support of outstanding instruction.

Murray (2001) discussed that the tendency at community colleges is to offer professional development activities that have little relevant value, meaning, or purpose. Additionally, all professional development offerings are to have a direct tie into the institution's strategic plan, mission, and philosophy that meet faculty need.

In order to promote faculty, institutional integration, and collegial engagement, it is critical to include faculty in the conversation of what type of professional development is warranted. In this manner, the institution is more likely to obtain faculty buy-in and support of such endeavors. A result of such efforts would strengthen the fabric of the institutional organization, enrich the learning environment for students, and allow faculty to be more focused on the "enduring mission of teaching" (Outcalt, 2001a, p. 113).

Provide and/or Modify Existing Mentoring Opportunities

Edmonson and Fischer (2003) stated when adjuncts are viewed as an asset, they evolve into becoming industrious, devoted, and perceptive members of the professoriate. As a result, the community college is enriched and their students are the benefactors of the mentor's time and effort. At the four research sites, all four had established mentoring programs for newly hired fulltime instructors, but only three of the institutions had mentoring programs for adjunct faculty. The problem was revealed when two of the adjunct participant

stated that there either (1) wasn't a mentoring program for adjuncts, or (2) the existing mentoring program consisted of being given a list of names to call if the adjunct needed help. According to Mello (2007) mentoring is viewed as a deliberate act of acclimating and connecting adjunct faculty to experienced community college personnel within the institutional framework.

One of the concerns mentioned by two of the fulltime faculty participants regarded the difficulty in communicating with adjunct faculty due to other commitments outside of the community college context. This is supported by Smith (2007) who said that fulltime liberal arts faculty expressed that, all too often, adjunct faculty are excluded from curricular and collegial conversations with peers due to the adjuncts' limitations of time and availability. However, Rouseff-Baker (2002) was emphatic when a statement was offered that the development of procedures for faculty needed to be focused upon the structural and practical needs of faculty. In this regard, it is imperative that mentoring be discussed with fulltime faculty and administration to jointly decide how best to meet the needs of adjunct faculty. In order for this to work, key faculty, seasoned fulltime and adjunct faculty, coupled with administrators will need to sit down and engage in rational dialogue about the institutional needs of all faculty (Murray 2001). This should allow for the institution to engage as a self-organized entity (Taylor & VanEvery, 2000) that integrated fulltime faculty with adjunct faculty. Mentoring needed to be an institutional priority (Wallin, 2005). Peer mentoring would prepare the next generation of faculty and would connect faculty together as cohesive whole.

For the research institutions who have already established mentoring programs, it is suggested that they revisit existing laws and rules or even craft new laws and rules that

promote faculty upon the community college campuses. As a result, new or modified policies should be constructed to encourage collegial relationship among and between faculty groups. In this respect, new meaning to an old practice or principle would be implemented (Taylor, 1997).

Provide Faculty Interaction Opportunities

All of the participants spoke about interacting with one another regarding fulltime and adjunct faculty at their respective campuses. Three of the adjunct participants stated that they wanted to be a part of divisional or departmental meetings that are typically for fulltime faculty only. Outcalt (2002a) made the following suggestion:

Department chairs could take the simple step of inviting part-timers to departmental meetings, even if departmental policies and politics prohibit part-timers from voting. Failing this, department chairs could organize informal gatherings for faculty. If these sessions were held during those hours after the close of the usual workday yet before the beginning of evening classes, they might be effective in bringing together predominantly fulltime day instructors. Finally, faculty development need not be formalized. Faculty themselves can assume responsibility for the well-being of their colleagues and the collegiality of their community. Faculty isolation and the fumbling, trial-and-error method by which many community college instructors learn to teach (Grubb, 1999) can be countered simply and effectively through one-on-one discussions between veterans and newcomers. (p. 114)

By conducting business in a new manner, community colleges will be better suited to address the concerns of faculty diverseness and fragmentation. Adjunct faculty work in isolated conditions that cause a need for interaction to be even more paramount to improve teacher effectiveness and a sense of inclusion. Without question, it would be the responsibility of the community college to offer such services and opportunities for adjunct faculty to dialogue, interact, connect, share ideas, and let their voice be heard. It is equally imperative that adjunct faculty be receptive in hearing the voice of fulltime faculty as well.

Future Research

Future research should take into consideration of the inexorable relationship between faculty socialization and academic culture (Tierney, 1997a). Since all four of the fulltime participants were formerly adjunct instructors, it would of interest to conduct research that centers on community college fulltime faculty who have taught as adjunct faculty prior to their fulltime teaching appointments in order to inquire as to their experiences and perceptions of instruction as adjunct faculty.

Another suggestion for future research is to conduct a replication of this study. Establish, however, an additional intentionality element for purposively selecting adjunct and fulltime faculty participants. It would be notable to conduct qualitative research with adjunct and fulltime faculty who have never taken on the “other” role. In other words, request participating sites to provide names of viable participants who are adjunct, but did not have experience as a fulltime faculty member and request names of fulltime faculty who do not have experience as an adjunct faculty member. In this regard, interview data would be collected that consist of a purely fulltime participant and a purely adjunct participant perspective of the “other”.

A third suggestion for future research would involve a case study at one community college research site that would include a participant sample constructed of only adjunct faculty. Research would be set up utilizing a critical theoretical perspective with which to explore whether abuses and/or inequities exist among adjunct faculty, and if they do exist, determine the manner in which they exist. Since the participants in this study alluded to social issues abuse and neglect, it would be important to establish how this perceived reality is being constructed through the life experiences of adjunct faculty.

A fourth consideration for future research concerns the presence of faculty unions within the community college culture. It would be of importance to investigate the union's effects upon faculty culture and institutional culture, as well as academic democracy. Research could be established by employing a basic interpretive theoretical perspective and phenomenological methodology.

A fifth suggestion regards investigating faculty perceptions of those who teach within science, technology, engineering, and mathematical (STEM) instructional fields. The research design could be structured around a subjective interpretivist theoretical perspective and feminist/critical theory methodology.

Policy Implications

Having a better grasp of how adjunct and fulltime instructor status groups perceived the other allowed the institution to modify existing laws and rules or to craft new laws and rules that promoted faculty socialization upon community college campuses. As a result, new or modified policies were constructed to encourage collegial relationships among and between faculty groups. In this respect, new meaning to an old practice or principle was implemented (Taylor, 1997). Tierney (1997a) concurred with Taylor's remark and stated that his "alternative view of socialization" (p. 1) highlights the importance of restructuring current traditions in higher education.

It would be in the interest of the community college system to take a look at existing policies to determine if they reflect the current culture and are meeting institutional need. This could possibly involve abandoning existing policies, rewriting existing policies, or creating new policies. In order to achieve and implement best practices, this process of

revisiting existing documented policy is imperative. The policies that should be revisited, revised, or created concern the area of building community and should reflect the institution's strategic plan and mission. This would be inclusive of, but not limited to, best practices for faculty, professional development, mentoring, and informal faculty interaction. Once these documents have been reviewed, the community college would be in a better place to determine if existing practice is indeed best practice. In this manner, they will be ensuring if the institution's efforts toward improving teaching and learning are being attained.

Suggestions for possible implementation of best practices would involve the following areas. Additionally, this information could be used as a checklist to guide the review process at each community college organization:

- Provide opportunities for faculty and staff to learn about the institutional strategic plan and mission.
- Celebrate the importance of the community college and its impact upon the local and global community.
- Provide a platform for faculty to publicly share professional achievements and institutional contributions.
- Have awards given to fulltime and adjunct faculty for contributions in the classroom and to the college.
- Give service awards to adjunct faculty (five years service, 10 years service, etc.).
- Provide opportunities for adjuncts to serve on hiring and textbook selection committees.
- Allow experienced and competent adjunct faculty to have first refusal of any fulltime faculty positions and/or course sections that would become available.

- Provide in-state and out-of-state conference opportunities where adjunct and fulltime instructors (within a specified field of study) could attend concurrently.
- Reserve time for faculty to meet with colleagues within their respective discipline.
- Establish professional development activities that are on and off campus.
- Assist faculty to develop collegial relations with other fulltime and adjunct instructors. Provide technological support for possible electronic forums.
- Form an adjunct/fulltime faculty advisory council as a non-partisan internal organization to represent the interests of all faculty members.
- Ensure all faculty members have office space for meetings with peers and students.
- Survey adjunct and fulltime instructors in order to identify their needs and top priorities as faculty members. Consider administering this survey in conjunction with the community college's Center for Excellence in Teaching and Learning (or with comparative council, committee, or group).
- Create orientation processes for new fulltime and new adjunct faculty in order to socialize new hires into the fabric of the community college culture and organization. Compensate attendees for their time and effort.
- Establish viable, meaningful, and purposeful mentoring programs to further the socialization process for new fulltime and new adjunct faculty. Peer partners would consist of administrative, seasoned fulltime faculty, and/or seasoned adjunct faculty. Possibly allow course release time or remuneration for participating fulltime and adjunct members for their time and efforts.
- Provide opportunities for fulltime faculty to develop a certification-training program for newly hired adjunct members with a monetary stipend for teaching (fulltime) and

completion of the program (adjunct). Areas for certification training would be inclusive of, but not limited to, instructional planning; instructional strategies; and assessment, diagnosis, and evaluation.

- Set up departmental meetings for all fulltime and adjunct faculty that occurs prior to the beginning of evening courses. Establish a schedule where department heads can meet exclusively with fulltime faculty, adjunct faculty, and fulltime and adjunct faculty concurrently.

Reflexivity

The journey of conducting this research project was a tremendous experience. I was afforded opportunities to meet eight individuals I most likely would have never known if it had not been for this endeavor. I am most fortunate to have talked with eight insightful and committed educators. It was such a pleasure.

The time spent on this study was not without its concerns. I came upon a situation with IRB that initially took me by surprise. After I had submitted my IRB application, I received notice a few weeks later that there were concerns regarding participating site and participant confidentiality. As a result, I drafted a set of safeguards to ensure confidentiality, but found that I could not connect any descriptors to specific community colleges or participating faculty. This caused some angst regarding sections of this paper regarding how I could possibly report the salient qualities of each community college and the respective faculty participants. I understand why these additional confidentiality safeguards had to be in place, but I was somewhat disappointed in how I could discuss the people and institutions that were so gracious in allowing me access to their campuses and faculty.

A second bump in the road took place while and after I had conducted my face-to-face interviews. I quickly discovered that all of the fulltime faculty participants had previously taught as adjunct faculty prior to securing a fulltime appointment. I was not anticipating this. Had I known then what I know now, I would have set my purposive intentionality strategy a bit differently. I discussed this in the future research portion of this paper. During the interviews, I quickly found that the fulltime participants were discussing their experiences as both adjunct faculty and fulltime faculty. This was an interesting twist and I believe I found an appropriate solution when I analyzed the interview data.

Though I thoroughly enjoyed the interviews, some of the more fascinating moments I had with participants occurred after the interviews were over and was able to talk with the participants without the digital audio-recorder archiving every comment being made. I found that the faculty with whom I talked were just as nervous as I, but were appreciative of the topic I was investigating.

After I completed the interviews and began to create transcripts and code for thematic information, I wondered what themes would emerge. What I did not anticipate concerned how the themes literally jumped off the page or off the recorder as I read and listened and read and listened again and again and again. It was rather exhilarating when data saturation occurred and I found myself going back to the same themes over and over again. It was then that I was convinced my themes were correct and I could let the writing begin. I was excited.

The writing process, though arduous at times, was a very fulfilling process. I have been so interested in my topic that once I could begin to write, I had a hard time keeping up with my thoughts. My ideas and thoughts were literally pouring out of me, and my fingers simply could not keep up as I worked upon my computer.

So here I am, writing this last section of my dissertation and I am just now realizing how close I am to being done. The efforts, trials, and accomplishments that have been obtained are quickly becoming a memory, but the effects of what I have learned will be with me for the rest of my life. There is a part of me that is extremely excited about completing my doctoral degree, but there is another side of me that realizes that I will be parting paths with the people I have grown to love and respect.

APPENDIX A. IRB LETTER OF APPROVAL

IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Research
Vice President for Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515 294-4566
FAX 515 294-4267

Date: 11/2/2011

To: William W Backlin
6 Hampshire Ct
Mason City, IA 50401

cc: Dr. Frankie Santos Laanan
N225A Lagomarcino

From: Office for Responsible Research

Title: Perceptions of the Other: Voices of Adjunct and Full-Time Community College Faculty

IRS ID: 11-439

Approval Date: 11/2/2011

Date for Continuing Review: 11/1/2012

Submission Type: New

Review Type: Expedited

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University according to the dates shown above. Please refer to the IRS ID number shown above in all correspondence regarding this study.

To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

Use only the approved study materials in your research, including the recruitment materials and informed consent documents that have the IRE! approval stamp.

Retain signed Informed consent documents for 3 years after the close of the study, when documented consent is required.

Obtain IRS approval prior to implementing any changes to the study by submitting a Modification Form for Non-Exempt Research or Amendment for Personnel Changes form, as necessary.

Immediately Inform the IRS of (1) all serious and/or unexpected adverse experiences involving risks to subjects or others; and (2) any other unanticipated problems involving risks to subjects or others.

Stop all research activity if IRS approval lapses, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.

Complete a new continuing review form at least three to four weeks prior to the date for continuing review as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

Please don't hesitate to contact us if you have questions or concerns at 515-2944566 or IRB@iastate.edu.

APPENDIX B. INTERVIEW GUIDE

Interview guide (Seidman's modified three tier interview model)

A. Introductory

1. Tell me about your educational background in terms of the degrees you have earned.
2. Tell me about your educational background in terms of the institutions where you have taught.

B. Participant Perception of Contributions to Organizational Culture

3. What contributions have you made at this community college?
4. How has your contribution affected adjunct faculty?
5. How has your contribution affected fulltime faculty?

C. Participant Perception of the Culture As It Is and As It Might Be

6. Tell me about your most rewarding experience with an _____ (adjunct or fulltime; whichever the participant is not) instructor.
7. Tell me about your most challenging experience with an _____ (adjunct or fulltime; whichever the participant is not) instructor.
8. How do you perceive your relationship with adjunct faculty?
9. How do you perceive your relationship with fulltime faculty?
10. When considering adjunct and fulltime faculty, in what manner does difference exist among the two faculty groups?

Interview guide continued (Seidman's three tier interview model)

11. If you could maintain something about the faculty environment, what would that be?
12. If you could change something about the faculty environment, what would that be?
13. Tell me how you develop and maintain your relationship with your adjunct faculty colleagues?
14. Tell me how you develop and maintain your relationship with your full-time faculty colleagues?
15. What is your perception of adjunct faculty?
16. What is your perception of fulltime faculty?
17. What is your perception of community college faculty culture?

D. Participant Goals

18. What are your professional goals five years from now?
19. What are your professional goals ten years from now?

E. Participation in Research

20. Describe your experiences regarding your participation in this research study.

APPENDIX C. INTERVIEW AND MEMBER CHECK DATES

Table C1

Dates of participant interviews, submission of interview transcripts for member checking, and submission of draft dissertation for member checking

Participant	Face-to-face Interview Date Check	Transcript Member Check	Dissertation Member Check
Amari	12/07/11	01/07/2012	01/27/2012
Gezim	01/12/12	01/21/2012	01/27/2012
Hisoka	12/07/11	01/07/2012	01/27/2012
Jung	12/16/11	01/07/2012	01/27/2012
Masozi	12/08/11	01/08/2012	01/27/2012
Pich	01/12/12	01/21/2012	01/27/2012
Swarna	12/16/11	01/07/2012	01/27/2012
Xuan	12/08/11	01/07/2012	01/27/2012

APPENDIX D. PEER REVIEW DATES

Table D1

Peer reviewers and dates of peer reviews

Peer Reviewer	Submission Date	Comments Returned
Lyn Brodersen	01/27/2012	02/01/2012
Nicki Cline	01/27/2012	02/03/2012
Deb Derr	01/27/2012	03/21/2012
Margaret Empie	01/27/2012	01/30/2012
Seth Gilbert	01/27/2012	02/05/2012
Norb Thomes	01/27/2012	02/05/2012

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