

DISSERTATION

HOW ADJUNCT FACULTY'S PROFESSIONAL WORK EXPERIENCE AFFECTS
THE COMMUNITY COLLEGE LEARNING ENVIRONMENT

Submitted by

Carolyn A. Beckford-Yanes

School of Education

In partial fulfillment of the requirements

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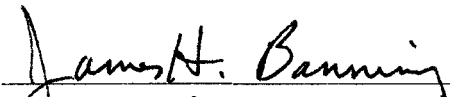
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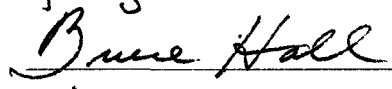
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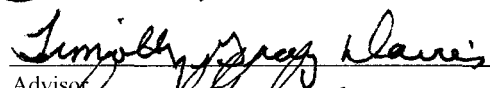
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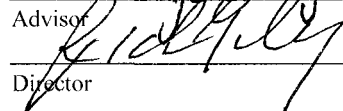
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ABSTRACT OF DISSERTATION

HOW ADJUNCT FACULTY'S PROFESSIONAL WORK EXPERIENCE AFFECTS THE COMMUNITY COLLEGE LEARNING ENVIRONMENT

Part-time and adjunct faculty have been present in community colleges since its inauguration as a higher education institution. Both groups provide financial savings, flexibility in staffing, and have made significant contributions to community colleges on a variety of levels. Adjuncts tend to be included in the classification of part-time faculty because they teach on a part time basis, however, there is a major distinction between part-time and adjunct faculty.

Adjunct faculty are typically those instructors bringing breadth, depth, and relevance to the curriculum who allow colleges to teach subjects that would otherwise be excluded from the curriculum. They provide a strong link to the community and to the workplace, as well as a tried and tested talent pool for recruiting full-time faculty. It is the adjunct faculty that brings real-world experience to the classroom.

Specifically, this research looked at adjunct faculty's impact and contribution. Study participants all revealed that adjunct faculty made a significant impact on the college and its students. They are seen as instrumental in preparing students for the job market by bridging the knowledge gap, especially in fields like information and medical technology where data changes rapidly. Students saw adjunct faculty as professionals providing solid industry experience, not just textbook lectures. They were impressed with the availability and accessible of their adjunct instructors who could be reached day or night via phone and email. The expression of empathy and understanding from their

adjunct faculty when school and work life conflicted made a difference in their ability to complete or further their education.

Contribution was determined to be made on several levels. Participants saw adjunct faculty as experts, specialists, and procurers of industry standards. From their world-of-work, adjunct faculty brought real-life examples into the classroom and were able to aid students in making connection between theory and practice. Administrators hire them because of the strong industry credentials they bring into the classroom and students value them because they are learning cutting-edge data.

This study not only confirms that adjunct faculty's professional work experience affects the community college learning environment, but also that community college students value the professional work experience of the adjunct faculty.

Carolyn Andrea Beckford-Yanes
School of Education
Colorado State University
Fort Collins, CO 80523
Summer 2005

DEDICATION

This dissertation is dedicated to the memory of Judith Marjorie Beckford, (July 18, 1969 – July 23, 2001).

Goodbye

*How could it happen, as if it never was?
Were we dreaming or off in a trance?
One minute we are together and life is just fine;
Now you're gone forever in the second of a glance.
Was it important the way we felt?
Did we tell you enough how much you meant?
Never have we known pain to feel this way,
And what hurts the most is saying goodbye.*

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No student undertaking a doctoral dissertation does so in isolation. It is truly a group effort with assistance from family, friends, employer, church, and community. While we have the privilege of putting on name on the final document, the effort is truly a collaborative one.

I thank my Lord and Savior Jesus Christ from whom all blessings flow. He alone imparts wisdom and gave me the strength, confidence, endurance, and tenacity to achieve this accomplishment. Father, I love you for always being by my side and continuously blessing me beyond my wildest imagination.

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There are so many others that I am unable to name for fear this would become as extensive as the dissertation. I recognize that my success is a credit to all those who have supported, prayed, and loved me. Indeed I am humbled and will use all that I have learned to bless others.

TABLE OF CONTENTS

DEDICATION	VI
ACKNOWLEDGEMENT.....	VII
CHAPTER ONE	
Introduction	1
Background/ Overview	1
Community College Mission and Student Population	2
Community College Enrollment Growth and Response	3
Community College Use of Part-time and Adjunct Faculty	3
Differences Between Part-time and Adjunct Faculty	6
Reasons Community Colleges Employ Part-time and Adjunct Faculty	7
Statement of the Research Problem	11
Research Questions	12
Definition of Terms	12
Study Assumption and Limitation	13
Delimitation	13
Significance of Study	13
Researcher's Perspective	14
CHAPTER TWO	
Introduction	16
Part-time and Adjunct Defined	17
Part-time and Adjunct Faculty Demographics	22
Part-time Faculty are Subject Matter Experts	22
Part-time Faculty as Equal	23
Part-time Faculty Professional Development	24
Part-time Faculty Provide Flexible Staffing	26
Part-time Faculty Work Environment	27
Part-time Faculty Compensation	29
Part-time Faculty are Cost Effective	32
Demographics Summary	34
Adjunct Faculty Effectiveness	36
The Impact and Value Add of Community College Adjunct Faculty	40
Adjuncts Bring Professional Expertise and Add Value	40
Adjuncts Strengthen the Education Process	43
Adjuncts in Shared Processes	46
Shared Governance	46
Shared Decision-Making	51
Summary	53

CHAPTER THREE

Introduction	56
Research Design	56
Site	58
Participants	59
Data Collection	61
Trustworthiness	66
Data Analysis	67
Summary	69

CHAPTER FOUR

Introduction	70
Site Description	70
Participant Description	71
Administration	72
Staff	73
Adjunct Faculty	74
Full-time Faculty	76
Students	77
Findings Related to Research Question One	79
Role	80
Industry Experts	80
Specialists	81
Full-time Faculty	82
Scope	84
Training	84
Socialization	89
Mission	90
Technical Education	90
Preparation to Succeed	91
Targeting Students' Needs	94
Surviving Change	96
Findings Related to Research Question Two	98
Student Perceptions	98
Industry Experience	99
Availability	103
Understanding and Empathy	104
Full-time Faculty Perceptions	119
Limited Impact	106
Significant Impact	108
Administrator Perceptions	109
Staff Perceptions	111
Independence	112
Flexibility	114

Findings Related to Research Question Three	116
Contribution	116
Industry/Professional Experience	116
Teaching Methodology	122
Process/Procedures Management	127
Diversity	131
Role Perception	137
Grandfather	137
Parent	139
Distant Relative	142
Summary	144

CHAPTER FIVE

Introduction	156
Implications for Practice	159
Recommendations for Further Research.	161
Personal Reflections	164

REFERENCES	166
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APPENDICES	177
Consent Forms	177
Interview Script	185

CHAPTER 1

INTRODUCTION

The Institution of the American community college dates back to the early twentieth century. These colleges grew out of a need for trained workers to operate industries; the longevity of adolescent life, which required the workers' preventive care for a longer time; and the need for social equality (Cohen & Brawer, 2003). Social equality was presumed to be fulfilled if more people had access to higher education that could elevate them to a higher socioeconomic status. While these three reasons support the initial existence and forward mobility of the community college, their most tremendous growth is attributed to another cause. Cohen and Brawer (2003) estimate that the most basic, overarching reason America's community colleges grew so rapidly was that demands were being placed on schools at every level to solve social and/or personal problems (p. 2).

Community college growth is directly attributed to how a college responds to its community's needs. In addition to providing community service that addresses social issues and personal needs, today's community colleges also provide academic transfer education, vocational-technical education and training, continuing education, and remedial education (Cohen & Brawer 2003). While four-year colleges have a stronger focus on providing research services, community colleges concentrate almost exclusively on educating the students within the community by meeting their academic and vocational needs (Knowles, 1977).

This exclusive educational focus makes community colleges historically unique. They serve the local community by providing academic and vocational-technical education and

training (Rubiales, 1998). These programs and courses offered at the community college are driven by the local community needs.

Community College Mission and Student Population

When community colleges provide services to their local communities, they are reaching out to all citizens needing academic education and vocational training. This causes them to draw heavily from the under-served populations. The community college mission specifically includes assisting these under-served students who might not otherwise attend college due to lack of finances, poor academic performance, ability unacknowledged by former instructors, and low personal and academic self-confidence (Gray, 2002). The dedication community colleges employ to help the under-served has made them one of the last service bastions in higher education (Evelyn, 2001). While universities are competing for the highest academic achiever or the research scholar, the community college is focused on offering education to everyone in the community despite his or her academic standing or research capability.

To fulfill their mission of providing education to the under-served student, community colleges operate an open door policy, providing access to all. No student will be denied admission to his or her local community college. This open access policy creates a very diverse student learning environment, resulting in a student body ranging from teenagers to senior citizens arriving from different ethnic, cultural, and socioeconomic backgrounds. This varied student population can include academic abilities ranging from semiliterate to Merit scholar all in the same classroom (Murray, 1999). The students are largely adults (over 24 years of age) who are employed full time and attend college part-time (Galbraith & Shedd, 1990; Cohen & Brawer, 2003). This diverse group is a different population than would be found in universities, as universities tend to enroll more traditional students who are expressly focused on their

academic pursuit (Gray, 2002). These adult, non-traditional students constitute nearly half of community colleges' entire national enrollments (Krier & Staples, 1993).

Community College Enrollment Growth and Response

The rapid growth of community colleges can be traced back to the 1960s and 1970s. In the 1970s, children of the baby boomers began entering colleges and community college enrollments grew from 2.6 million to 6.8 million within a 20-year period. This began a decided growth in the community college history fueled by a significant increase in adult enrollment trends (Brewster, 2000; Burnett, 2000).

While these adult students found education necessary, they sought education that was possible to achieve while they met other personal and professional commitments outside college. Community colleges sought to meet this need and make college possible for their local communities. To do this, the colleges needed to adjust their course offerings so that this growing, diverse, adult student population could continue to work full time while they took college courses.

In response to student requests, community colleges began to offer more night and weekend courses, to expand their course offerings, and to develop alternative course selections, making it possible for students to maintain full-time employment and obtain education and training. It seemed that community colleges were the first to realize that more people now needed to be educated in different ways, on more subjects, in less time (Louzioutis, 2000). This attention to student needs has kept community college enrollments expanding.

Community College Use of Part-time and Adjunct Faculty

As students continued to enroll in community colleges, administrators needed to make staffing changes to accommodate the growth. Full-time faculty traditionally had not been scheduled for night or weekend courses; however, growth demand required that additional sections be added at these times. Additionally, full-time faculty did not have the specific expertise needed to teach some of the new vocational and technical courses now being offered; thus, part-time and adjunct faculty from the business world brought their expertise to the evening and weekend classrooms. While part-time and adjunct faculty had always been vital part of the community college instructional force, they were now called upon in greater numbers than ever before.

Several recent studies review the community college's use of part-time and adjunct faculty. Banachowski (1996) specifically referenced their characteristics; evaluation, including performance and quality of instruction; working conditions and needs; and ways to improve classroom instruction. Roueche, Roueche, and Milliron (1995) also documented community college employment trends and use of part-time and adjunct faculty. Their primary focus was: (a) the overall problem of these faculty; (b) recruiting; (c) selecting/hiring; (d) involvement in the college life; (e) staff development; (f) evaluation; and (g) retention. Their aim was to encourage community colleges to better involve and integrate the part-time and adjunct faculty into the college operation.

Gappa and Leslie also (1993) researched part-time and adjunct faculty. Their discussion primarily centered on (a) achieving educational objectives; (b) being fair in employment practices; and (c) investing in adjunct faculty as a human resource. Leslie (1998) later discussed similar findings to Gappa and Leslie (1993). He included better policy and improved practices under which part-time and adjunct faculty are hired by and employed in community colleges.

Over time, the total number of community college part-time and adjunct faculty has changed. Community colleges have employed 50-60 percent more part-time and adjunct faculty than universities (Hauff & Berdie, 1989; Banachowski, 1996; McArthur, 1999). While part-time and adjunct faculty play an important role in higher education overall, they are specifically instrumental in helping community colleges fulfill their mission. The National Center for Education Statistics (NCES) reported that since 1970 part-time and adjunct faculty in higher education had grown 20 percent more than when the baby boomers began entering college. In 1970, they constituted 22 percent of the higher education teaching population. By 1992, they were up to 42 percent of the total higher education teaching population (Zabel, 2000; Brewster, 2000). In 1999, the total population of part-time or adjunct faculty teaching in higher education had risen to 45 percent (NEA Today, 1999). According to recent NEA statistics, there are as many as 1.1 million college and university teachers in the United States. Approximately 560,000 (now over 50 percent are part-time and adjunct faculty (Straw, 2001). The utilization of part-time and adjunct faculty and the trend toward larger numbers and percentages are predicted to continue (Hall, 1995; Banachowski, 2000).

Some community colleges are utilizing part-time and adjunct faculty for as much as 80 to 100 percent of their teaching staff (Burnett, 2000). The Part-time Faculty Association reported Chicago's Columbia College, a two-year institution, employs 1,000 professors, of which 800 (or 80 percent) work part-time (NEA Today, 1999). Other institutions have experienced similar or even higher statistics. At one two-year institution in Vermont, the community college staff is built upon and consists of 100 percent part-time or adjunct faculty (Burnett, 2000). In Florida, Valencia Community College has a part-time and adjunct faculty staff that is 75 percent of its

total teaching force, while in Arizona, Pima Community College accounts part-time and adjunct faculty as approximately 80 percent of its total faculty (Banachowski, 1996).

Although the California Community College System has been mandated to maintain a 75-25 personnel ratio of full-time to part-time or adjunct faculty, they have been unable to do so. At last reporting, the California Community College System had a 63 percent full-time to 37 percent part-time and adjunct faculty ratio (Burnett, 2000). Community colleges are finding it necessary to increase their part-time and adjunct faculty hiring to accomplish their instructional goals.

It is not just the quantity of part-time and adjunct faculty that is increasing but also their teaching involvement in the college's academic operation. Part-time and adjunct faculty are teaching a larger percentage of the college's course offerings than previously. Researchers credit part-time and adjunct faculty with teaching as much as 63 percent of higher education's total credit course offerings (Banachowski, 1996; Cohen, 1992; Krier and Staples, 1993). While the research is unclear which entity of higher education this figure relates to, this does show a high part-time and adjunct faculty teaching involvement in higher education. McArthur (1999) later cited that part-time and adjunct faculty were only teaching 53 percent of higher education's total course offerings. Again, it is unclear which area of higher education this relates to; however, either figure indicates a significant part-time and adjunct faculty involvement in academia.

As stated above, involvement is not a new phenomenon. Community colleges have regularly called on locals with expertise in particular fields to teach evening and weekend college courses. With the increased student enrollment, their use of the part-time and adjunct faculty, both in quantity and responsibility, has increased. More part-time and adjunct faculty are being hired to teach additional sections of night and weekend courses (Johnson, 1996). To accomplish

their mission, community colleges are depending heavily upon and increasing their part-time and adjunct faculty utilization (Liften, 1992).

Difference between Part-time and Adjunct Faculty

Literature on part-time and adjunct faculty often uses the two terms interchangeably. While an extensive definition and distinction will be discussed in the following chapter, a distinction needs to be made here. Although the two are similar and both provide major contributions to higher education, there is a difference between part-time and adjunct faculty.

The part-time faculty offers a community college something different from the adjunct faculty. Part-time faculty do not have employment outside academia and will teach numerous courses, often at several different institutions, for financial reasons. For the purpose of this study, part-time faculty are classified as those individuals teaching one or more credit courses but less than a full-time teaching load who do not have an established career outside their teaching.

The adjunct faculty are business professionals who lend their services to the college on a part-time basis. They have specialized, professional experience they bring to the college but only elect to teach a few courses because they maintain full-time employment in their specific profession. For the purpose of this study, adjunct faculty are classified as those individuals bringing a specific world of work skill, desiring only to teach occasional college classes in addition to their regular careers (Loicano, 2000; Louziotis, 2001).

While both part-time and adjunct faculty contribute to community college education and training, it is specifically the adjunct faculty who bring specialized, professional expertise and not the part-time faculty. It is the adjunct faculty who will help the community college provide a stronger vocational-technical education and training for their working adult student population.

Reasons Community Colleges Employ Part-time and Adjunct Faculty

Cohen and Brawer (2003) propose a threefold reason part-time and adjunct faculty continue to be employed in large quantities. First, they cost less than full-time faculty. Second, they offer the college flexibility because they can be employed as needed. Finally, they have specialized capabilities not available among the full-time instructors (p. 85). While the first two reasons relate to both part-time and adjunct faculty, the third only relates to the adjunct faculty.

First, part-time and adjunct faculty cost less than full-time faculty and provide a cost saving to community colleges. Community colleges have tight budgets, and they have come to depend on the low-cost labor part-time and adjunct faculty offer to help balance those budgets. Burnett (2000) reports the average salary for a full-time faculty currently ranges from \$40,000 to \$50,000 per year. In addition to their salary, the college pays approximately 27.5 percent fringe benefit per instructor, per year. Using the lowest salary in the range Burnett (2000) researched, a full-time faculty teaching the standard ten courses per year would cost the college \$51,000.

Part-time and adjunct faculty are reported to receive approximately \$1500 per course (Hickman, 1998). Because they are contract employees, they receive no fringe benefits. If they teach the same ten courses per year as the full-time faculty, it costs the college \$15,000 per year to employ them. The college saves \$36,000 by utilizing part-time and adjunct faculty to teach the same courses as full-time faculty would.

The community colleges' financial resource limitations have spurred an increased use in part-time and adjunct faculty employment (Hall, 1995). These limitations make it necessary for community colleges to continue using part-time and adjunct faculty. As educational costs increase, community colleges are being challenged to increase their offerings to a large, diverse

student body, yet decrease their expenditures (Roueche, Roueche, & Milliron, 1995). Part-time and adjunct faculty provide a feasible way for community colleges to accomplish this feat.

The second reason that community colleges have an increased utilization of part-time and adjunct faculty is staffing flexibility. When budgets are tight, part-time and adjunct faculty can provide an administratively desirable flexibility (Hartleb & Vilter, 1998; Valadez & Anthony, 2001). Hiring part-time and adjunct faculty allows for more staffing possibilities in responding to rapid enrollment changes, special programs, and scheduling demands without the college making a long-term commitment (Roueche, Roueche, & Milliron, 1995; Galbraith & Shedd, 1990).

Since community college enrollment can fluctuate from term to term, the flexibility the available part-time and adjunct faculty provide is an advantage (Roueche, Roueche, & Milliron, 1995). If the college experiences an increased student enrollment in a particular program, it needs to meet those needs. Because part-time and adjunct faculty are employed as needed and no long-term financial commitment is made to them, the community college is able to offer a wide variety of specialized courses, which may otherwise have a limited or irregular demand (Hoffman, 1980). Part-time and adjunct faculty provide community colleges needed staffing flexibility since they can be hired on an as-needed basis to assist the college in accommodating enrollment shifts.

The third reason identified by Cohen and Brawer (2003) only relates to the adjunct faculty. The community college has increased its adjunct faculty usage because these faculty provide specialized, professional expertise to the college. Community colleges find their skills are closely related to the world of work most relevant to the students (Galbraith & Shedd, 1990).

Adjunct faculty enrich the students' academic preparation (Banachowski, 1996). They have a greater fund of knowledge of their area than most full-time faculty because they are

currently employed in the field and are able to expound on theoretical concepts and better help the students synthesize ideas (Cohen & Brawer, 2003). Adjunct faculty are business professionals conversant with the latest developments in their field (p. 88). They are better equipped to teach students new practices and emerging technology than part-time or full-time faculty not having that practical business experience. Adjunct faculty possess rich work experiences that can help students build connections to the real world (Lyons, 1999). They are highly advantageous to the community college because they bring real-world vocational-technical education and training from which the students can profit (Banachowski, 1996). This allows the college to provide increased breadth and depth in various disciplines and programs that further promotes learning (Roueche, 1999).

Having the adjunct faculty teach in their employment field lends credibility to the college's program (Louziotis, 2000). Adjuncts may be distinguished practitioners of law, accounting, information technology, business, or medicine, bringing years of practical experience to the college classroom (Frakt, 2000). They may be dedicated, award-winning instructors as well as writers and scholars (Straw, 2001). They bring their world of work experience into the community college classroom and expose students to excellent professional, up-to-date, and real-world experiences. The adjunct faculty offers the community college the ability to advertise that students are gaining first-hand knowledge by taking courses from a faculty working in the profession he or she teaches (NEA Today, 1999).

Wilson (2000) agrees that it makes academic sense to hire adjunct faculty specialists to enhance program quality and provide the students a variety of experiences. McGuire (1993) also contends that adjunct faculty contribute to the curriculum and allow the college to offer courses that might otherwise not be available. Lane (2002) surmises that the adjunct faculty's ability to

bring current, real-world skills into the classroom is just one factor that makes them indispensable to the community college. For community colleges to provide high-quality education to an ever-increasing adult student population, the adjunct faculty's contribution is essential.

Although the pursuit of higher education is still a dream for many Americans, community colleges are making it possible for more people to realize their dreams through their open access and open door policy. Community colleges offer night and weekend courses, expanded course offerings, and alternative course selections so students can work full time and obtain a degree. Part-time and adjunct faculty play an important role in helping community colleges achieve this goal. They provide cost savings to the college and allow for increased staffing flexibility in periods of increased enrollment. It is the adjunct faculty, however, that bring specialized, professional experience to the students.

Community colleges strive to give students current, real-world vocational-technical education and training. Thus, quite "a lot of the action (in academia) is happening at the community colleges...because of the...innovative teaching opportunities" (Manzo, 2000). This innovative teaching is based on the real-world technology and focus the adjunct faculty bring to the college.

Research in education is important for extending the knowledge base of the field as well as understanding and improving practice (Merriam, 1988). By researching and understanding the contribution and impact of the community college adjunct faculty in business and technology programs, colleges can become even more effective in meeting student's need.

Statement of the Research Problem

While there is research to support hiring part-time and adjunct faculty for financial cost savings and to provide flexible scheduling options, there is very little research that supports hiring adjunct faculty for the specialized, professional experience they bring to community colleges (Banachowski, 1996; Lankard, 1993). Nothing in the literature documents how the community college adjunct faculty affect the students and the college environment with their work expertise and experiences. Evaluating the impact, effectiveness, and contribution of community college adjunct faculty would provide a better understanding of the adjunct faculty's role in community colleges.

Research Questions

This study seeks to better understand how adjunct faculty members' professional work experience affects the community college learning environment. The following research questions are posed:

1. What are the role, scope, and mission of the adjunct faculty as perceived by the administration?
2. What is the impact adjunct faculty have on community colleges as perceived by students, faculty, administrators, and staff?
3. How do adjunct faculty perceive their role and contribution to the community college?

Definition of Terms

The terms defined here are those that may hold a specific meaning as used in this study.

1. *Adjunct faculty* - A part-time, community college faculty member with a full-time professional career outside of academia. Part-time teaching is a choice and a preference for

this faculty. These individuals teach to fulfill certain philosophical desires. The adjunct faculty bring a specific, professional expertise to the college (Loicano, 2000; Louziotis, 2001). They are usually employed in the field that they teach (Cohen & Brawer, 2003).

2. *Part-time faculty* – A part-time, community college faculty teaching several courses, often at one or more colleges. These individuals may not have professional role outside of academia. They teach part-time and have a strong desire to obtain a full-time teaching opportunity (Roueche, Roueche, & Miliron, 1995).

Study Assumption and Limitation

The following assumptions and limitations were made during the course of this research:

(a) participation in the study was voluntary; (b) there will be data inaccessible to me. It is assumed that during the course of the study, it may be difficult to gain access to specific faculty information, obtain adequate background information, and employ sufficient supporting documentation from the community college.

Delimitation

Two delimitations exist in the study. One is in the data collection. The sole data collection source was the business and technology program of a Midwest community college.

Another delimitation relates to the adjunct faculty. Only the adjuncts with specialized, professional experience presently teaching in the field where they work were considered for the study.

Significance of the Study

Community colleges are dedicated to providing under-served students a strong vocational-technical education and training. Adjunct faculty with professional experience lend credibility to these programs and to the college. Their impact should be reviewed to better aid the college to further develop and strengthen its curriculum.

Research done in this area will also aid the community college in better adjunct recruitment and retention. When the administration is aware of the specific skill sets and professional credentials that contribute to student learning, they can make better hiring decisions.

While there is extensive data on use of part-time and adjunct faculty in higher education, the adjuncts' professional expertise has not been researched. This area is significant to study because it is linked to part of the community college's mission, which is providing vocational-technical education and training. But it is also helpful to strengthen the college curriculum and can aid the administration in hiring and retention of adjunct faculty.

Researcher's Perspective

As a business professional teaching in community colleges, I am able to see the students' need for real-world experience and preparation, both theoretical and practical. It is important that educators stay abreast of current practices and technology to keep students current in their learning. Their preparation for the world of work depends on more than an academic degree. It also depends on the student's practical experience and current knowledge of technology.

The adjunct faculty are needed to bridge the gap between industry and academia. Academia can often be static and rigid while businesses because they have to maintain a competitive edge will ebb and flow with time. The full-time faculty member presents theoretical information, but the adjunct faculty is the team member who is able to apply current practice to that theory and increase student understanding. The adjunct will expand students' current

concepts, introduce technology buzzwords, and update students' knowledge of presented information.

Quite often, students learn skills and technology that are no longer employed in businesses. Without the input from adjunct faculty to bring current business experience to the students, students may not be prepared to effectively compete in the job market upon graduation. Companies are indeed seeking degreed employees, but they are also seeking experience and technical knowledge of a field. Working as partners with the college and the part-time and full-time faculty, the adjunct faculty are a valuable resource. They offer the students current information and offer the college up-to-date methodology that can influence new programs and strengthen curriculum.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This chapter reviews the literature relevant to the study. It has four main sections that survey the value of part-time and adjunct faculty to higher education and community colleges specifically. They are (a) part-time faculty demographics, (b) adjunct faculty effectiveness, (c) adjunct faculty impact on the community college, and (d) adjunct faculty involvement in shared processes.

Three clarifications need to be made to facilitate a better understanding of the data. First, the literature is unclear in regard to part-time and adjunct faculty and whether they are being employed at two-year or four-year institutions. While the specific distinction of where the part-time and adjunct faculty are employed is unclear, the findings are still relevant to the study. Whether their employment is in two or four-year institutions, part-time and adjunct faculty are vital partners in higher education and their contribution and effectiveness needs to be researched further.

The second clarification relates to how part-time and adjunct faculty are classified within an institution. Many institutions and scholars administratively view part-time and adjunct faculty differently. While the Virginia Community College System (VCCS) reports their part-time and adjunct faculty as full-time equivalents or FTEs, the American Association of Community College identifies them by the number of credit hours they teach per term (Brewster, 2000). In contrast, California and Texas community college systems all classify part-time and adjunct faculty by the specific percentage of all sections they teach per term (Frakt & Castagnera, 2000). Because part-time and adjunct faculty are classified or defined differently, it

is difficult to always be sure how various authors are using the two terms. In this writing, part-time and adjunct faculty are referred to by either FTE, credit hours, or percentage of courses taught where such distinctions are made with regard to the data. Where no specific definitions are referenced, it is because they were not noted in the literature.

The final clarification refers to the definition of part-time and adjunct faculty. The distinction between the terms part-time and adjunct faculty is inconsistent in the literature. Often the two terms are used interchangeably, while some researchers expressly differentiate the two. While both the part-time and the adjunct faculty are major contributors to the community college mission and goals, there is a distinct difference between the two. The definition will be developed further in this chapter.

Part-time and Adjunct Defined

To better understand the group being studied, a review of the term is given. In the discussion below, the difference between a part-time faculty and an adjunct faculty member is developed.

Part-time and adjunct faculty have been referred to in many different ways in the literature. Roueche, Roueche, and Milliron (1995) cite several ignoble nicknames for the part-time and adjunct faculty in the institutions used in their study. They include “associate faculty, temporary faculty, temporary part-time faculty, community faculty, reserve faculty, supplemental faculty, and percentage instructors” (p. 2). Various authors have added their own identifiers to the already long list of titles. They include “academic underclass,” “Missing In Action or MIAs,” “freeway flyers,” “anchorless street-corner men,” “necessary evils,” (Banachowski, 1996); “hopeful full timers” (Tuckman, 1978); “invisible and expendable” (Gappa & Leslie, 1993); “pretend professors,” “great academic unwashed,” “grunts,”

“pieceworkers” (Murphy, 2002); “gypsy faculty” (Tuckman, 1981); “community faculty” (Frick, 1997); “the invisible faculty” (Gappa & Leslie, 1993); “slave-wage paper-graders” (Murphy, 2002); “throw away faculty” (Kean, 1994); “journeyman instructors” (Hartleb & Vilter, 1986); a “corps of unregulated personnel (The National Education Association in McGuire, 1993); and Leatherman (1997) relegates them to a “faceless department.”

But scholars who realize the part-time and adjunct faculty’s positive contribution to higher education have offered more complimentary definitions such as, “priceless resource” (Lyons, 1999), “professional educators” (Albert & Watson, 1978), “specialized experts” (Kelly, 1991), and “practitioners” (Louziotis, 2000).

Identifying the part-time and adjunct faculty is not simple or straightforward and neither is the differentiation between them. There are quite a few inconsistencies in the literature relating to who are the real part-timers and adjuncts. The portrait of the underpaid, disgruntled, rumpled professor running from campus to campus because he or she is unable to obtain a full-time job may be a reality for the part-time faculty, but not the true adjunct faculty (Stephens & Wright, 1999).

Several colleges develop their own criteria for defining this group (Hauff & Berdie, 1989). Roueche, Roueche, and Milliron (1995) settled on a definition that part-time and adjunct faculty are those whose employing institutions recognize them legally as less than full time. Biles and Tuckman (1986) also define part-time and adjunct faculty as those who work less than a full-time load. But the literature specifically cites part-time faculty who regularly teach a full-time equivalent load each term but are not legally recognized as full time (Fulton, 2000; Murphy, 2002; Burnett, 2000). One major inconsistency is that although part-time faculty are said to work

less than full time, for financial reasons, they will often teach as many courses as the college has available but are not afforded full-time status.

Gappa and Leslie (1993) state that part-time faculty can be referenced as individuals who are temporary, non-tenure-tracked faculty engaged in anything less than full-time employment. While this definition seemed plausible, Roueche, Roueche, and Milliron (1995) identified studies in which some part-time faculty after a certain period of employment were tenure-tracked. Gappa (1984) offers a very clear definition and distinction of the part-time faculty. He identifies part-time faculty as “anyone who teaches less than the average full-time teaching load or has less than a full-time faculty assignment and range of duties” (p. 2).

Langenberg (1998) does not agree with that definition and adds another perspective. He identifies the part-time faculty as those employed full time as educators with no other employment outside of academe. He differentiates this from the adjunct faculty and offers a definition of the adjunct as those “persons whose primary professional employment lies outside the educational institution” (p. 40). He labels these professionals as specialists in that they have some additional skill to offer the college.

Loiacono (1998) adds to the inconsistent definition of part-time and adjunct faculty when he offers three main categories for classifying the adjunct faculty. The first is made up of part-time college professors who have not yet obtained a full-time position and often have teaching positions on more than one campus. While they may possess the same credentials as full-time faculty, they may not teach a full load at any one campus. This group he refers to as hopefuls. While Loiacono (1998) refers to this group as adjunct faculty, it is inconsistent with other literature supporting that these are actually part-time faculty.

Loiacono calls the second group master teachers. These are professional teachers who may teach the same subject in their primary employment, usually high school, that they teach part-time for the community college. The master teachers are trained in the art of teaching and are masters at presentation. This group is also referred to in the literature as part-time because they do not bring a specialized, professional experience to the college.

The third group is made up of professionals such as business managers, network engineers, project managers, database administrators, security analysts, and technical project directors. These individuals have the highest credentials in their field and offer expertise often not available on community college campuses. This group Loiacono classifies as adjunct specialists because they are bringing specialized, professional experience to the college. This group is the only true adjunct of the three groups Loiacono presented.

Louziotis (2000) differentiates between part-time faculty and adjuncts. While he states that they are both part-time faculty, he notes that the adjunct faculty are professionals in their field with full-time employment outside of academia. They teach occasionally and have other endeavors to which they devote the majority of their time. He uses the term practitioners to define this type of professional. He defines the true part-time faculty as those the literature refers to who are stringing together a series of part-time teaching positions at various community colleges in order to teach full time or earn a living from part-time work.

Recent studies have been completed that corroborate Louziotis's (2000) findings that indeed adjunct faculty are employed full time outside of academia. Wilson (2001) found that two-thirds of the adjunct faculty reported being employed full time outside academia. In her study at Johnson County Community College in Kansas, Weglarz (2000) also discovered that two-thirds of the 159 adjuncts on staff held other salaried jobs outside academe. Fulton (2000)

discovered that same number of adjunct faculty consistently report that they are employed full time somewhere other than the college where they are teaching part-time.

Galbraith (1990) first reported that a great majority of adjunct faculty do indeed have full-time employment outside the college. However, Albert and Watson (1978) had already surmised some 12 years prior that, regardless of their other commitments, “we must begin to regard adjunct faculty members as professional educators, even if their primary allegiance is to another profession” (p.11).

One major commonality among the various definitions of adjuncts given by researchers is that they are employed full time outside of academia. They only teach part time for the college but have a specialized profession in another field. The second commonality is that they contribute specific and often technical knowledge and skills to enhance the college’s programs.

The complete picture of an adjunct is truly different from that of a part-time faculty member. The true adjuncts in community colleges are not nomads or predominantly unemployed people casting about trying to keep themselves afloat (Stephens & Wright, 1999). Rather they are relatively stable people employed full time in businesses.

The community college adjunct faculty members continue to be an integral part of the campus. Separated from their full-time counterparts by FTE, headcount, percentage of courses, or number of credit hours they teach each term, they are dedicated professionals with strong, professional experience who choose to teach on a part-time basis for a variety of reasons. Regardless of why they come to the community college, their expertise and experience is invaluable

Part-time and Adjunct Faculty Demographics

Part-time and adjunct faculty have a far-reaching impact on higher education particularly on community colleges. As previously stated, much of the literature makes no distinction between part-time and adjunct faculty. Thus, the demographic information in this section will reference both part-time and adjunct faculty, as the research does not segregate the two. Subsequent sections, however, specifically will address the adjunct faculty on whom this study is focused. The demographic information in this section has been grouped into categories and reviews part-time and adjunct faculty (a) as subject matter experts, (b) as equals, (c) for professional development, (d) for staffing flexibility, (e) for work environment, (f) for compensation, and (g) for cost effectiveness.

Part-time Faculty Are Subject Matter Experts

Hoffman (1980) researched and provided one rationale for the extensive community college adjunct faculty utilization. He cites that these individuals have particular expertise in specialized areas that make them subject matter experts. Community colleges use adjunct faculty in large numbers because they find their skills closely related to the world of work most relevant to the students (Galbraith & Shedd, 1990).

A community college student can conceivably complete a degree program only receiving instruction from subject matter experts. While Spinetta (1990) is disconcerted that this could happen, she does offer that there are sound reasons to hire adjunct faculty, especially in fields where currency of knowledge and vocational practice are at a premium. Having the adjunct faculty as experts teaching in a program lends credibility to the college (Louziotis, 2000).

As subject matter experts, adjunct faculty are better equipped to teach students about new practices than full-time faculty who lack the practical business experience. James Jacobs,

associate director for community college operations at Columbia University's Community College Research Center, agrees that the ability of the adjunct faculty to bring current, real-world expertise into the classroom is one factor that makes them indispensable (Lane, 2002).

Part-time Faculty as Equal

Part-time and adjunct faculty often feel alienated from their colleagues in community colleges (Hauff & Berdie, 1989). Many contend that their full-time colleagues use them to pick up labor-intensive courses they do not want to teach (Hartleb & Vilter, 1989). Others complain that their colleagues do not regard them as equals in their daily interactions (Carroll, 2001).

Part-time and adjunct faculty often perceive themselves as second-class citizens based on these interactions with their full-time counterparts (Hoffman, 1980). They typically receive no department orientation or official welcome from the full-time faculty; they are seldom invited to social events; and they have no input in the college operation. Hartleb and Vilter (1989) cite that even if invited to participate in departmental functions, the part-time and adjunct faculty would be ill advised to do so. The pair alludes to difficulties that result from becoming involved and opposing a full-time faculty who could possibly prejudice the department's hiring practices. They contend that it is best for part-time and adjunct faculty to remain unnoticed in the departmental office (if given one) and restrict their conversations to other part-time and adjunct faculty.

Walker (1998) supports Hartleb and Vilter (1989) and further explains why full-time faculty may react this way. He contends that full-time faculty fear losing their job when a college employs a large number of part-time and adjunct faculty. Full-time faculty see their job eroding with each additional part-time and adjunct faculty hired. Hence, they could sabotage the part-time or adjunct faculty by having discussions with department personnel (Loiacono, 1998).

Some full-time faculty overcome their fear by avoidance. They become oblivious to the existence of part-time and adjunct faculty (Kean, 1994). They set themselves apart from their part-time colleagues and further accentuate the gap between the two groups (Resch, 2000). They do this by drawing a clear distinction between “regular” faculty and part-time or adjunct faculty in different activities or conversations.

Part-time Faculty Professional Development

Gappa and Leslie (1993) use the term professional development to “refer to a wide array of efforts to invest in the expansion of people’s (faculty) capabilities” (p. 199). Resch (2000) defines it as a program to enhance the talent, expand the interest, improve the competence, and facilitate the professional and personal growth of the faculty. She declares that both full and part-time faculty need programs that renew their interest and provide opportunities to strengthen their teaching skills.

Programs for professional development have seldom included part-time and adjunct faculty (Galbraith & Shedd, 1990; Roueche, Roueche, & Milliron, 1995). Gappa and Leslie (1993) found that although considerable literature exists on faculty development for full-time faculty, very little has been published on how to help part-time and adjunct faculty become more productive although colleges expect part-time and adjunct faculty to meet the same instructional and professional development standards as full-time faculty.

Community colleges evaluate part-time and adjunct faculty performance and determine their eligibility for future employment in accordance with predetermined and shared orientation and professional development expectations without integrating them into the complete life of the institution (Roueche, 1999). Even though the part-time and adjunct faculty are the primary representation of the community college to evening students, they are the least likely of all

faculty to receive organizational support to improve their teaching (Roueche, Roueche, & Milliron, 1995). Comprehensive professional development programs for part-time and adjunct faculty is unevenly distributed among community colleges (Roueche, Roueche, & Milliron, 1995).

It seems paramount that part-time and adjunct faculty be included in professional development activities provided in the community college. It is not only necessary for instructional development and improvement, but also to build a sense of belonging and importance for the college (Galbraith & Shedd, 1990). To foster this, Gibson-Harman, Rodriguez, and Haworth 2002 propose that administrators and full-time faculty embrace the idea of one faculty, in which professional development programs are provided for all faculty in a collaborative effort.

The need for part-time and adjunct faculty professional development is realized and supported as well by scholars recommending a pairing or buddy system similar to Gibson-Harman's one-faculty idea. Part-time and adjunct faculty should work with more experienced full-time faculty as an inexpensive, non-invasive professional development method (Gibson-Harman, Rodriguez, & Haworth, 2002; Gappa & Leslie, 1997; Roueche, Roueche, & Milliron, 1995). While it is not a new idea, Hoffman (1980) states that more and more colleges are using the buddy system to connect part-time or adjunct faculty with full-time faculty. He insists it is not being done often enough, but that it is important because the effectiveness of part-time and adjunct faculty hinges upon their integration into the total education environment.

Resch (2000) suggests that no part-time or adjunct faculty should enter the community college without being socialized to the environment. To that end, she suggests full-time faculty act as mentors to part-time and adjunct faculty and become involved as supporting staff. She

encourages steps be taken to facilitate professional development of community college part-time and adjunct faculty.

Part-time Faculty Provide Flexibility Staffing

Community colleges use part-time and adjunct faculty in such large numbers to achieve staffing flexibility (Valadez & Anthony, 2001). Hiring part-time and adjunct faculty gives community colleges more flexibility to respond to rapid enrollment changes, special programs, and scheduling demands (Roueche, Roueche, & Milliron, 1995). Part-time and adjunct faculty are contracted to teach on a per-term basis (Longmate & Cosco, 2002; Resch, 2000). When matriculation drops, the number of part-time and adjunct faculty is easily adjusted, and they may not receive a contract renewal (Banachowski, 1996). Longmate and Cosco (2002) conclude that since part-time and adjunct faculty members are not on staff and may not return the next term, their employment offers the community college increased staffing flexibility.

Part-time and adjunct faculty allow the college to cope with sudden shifts in student enrollment (Galbraith & Shedd, 1990). The availability of a strong part-time staff from which to choose when enrollments are high is an advantage (Roueche, Roueche, & Milliron, 1995). The college now has access to a qualified faculty already familiar with the environment. This allows the community college to offer a wide variety of specialized courses that may have limited or irregular demand (Hoffman, 1980).

Many believe community colleges are abusing their flexibility privilege, though. Researchers cite instances in which part-time and adjunct faculty are hired and told of their teaching assignments at the last minute, being offered classes the night before the first class meeting, or even after the term has already begun (Lane, 2002; Straw, 2001; Spinetta, 1990).

This, researchers say, occurs because administrators often put off part-time and adjunct faculty contract renewal until the last minute.

Another way colleges abuse their flexibility is by staffing an overabundance of part-time and adjunct faculty, all of whom can be easily dropped from the payroll if not needed (Fulton, 2000). Spinetta (1990) cites that in many institutions, the employment of part-time and adjunct faculty has been a casual departmental affair rather than a planned institutional effort. She explains that administrators do not anticipate their needs early enough to properly recruit the necessary part-time and adjunct faculty. Hence, it becomes a last-minute endeavor that is incomplete.

Winter and Kjørlien (2000) allude to the disadvantage of that hiring method. The personnel hired to teach in community colleges will have a decisive impact on the community college's future success. If part-time and adjunct faculty are recruited and selected in a haphazard fashion, they will not be properly equipped to accomplish their tasks.

Part-time and adjunct faculty offer the community colleges the needed staffing flexibility to manage changing enrollments, although oftentimes the flexibility is abused by poor planning.

Part-time Faculty Work Environment

The most profound inconsistency in employing part-time and adjunct faculty relates to their working conditions (Tomkins, 1995). Their work environment is extremely structured and very rigid. Krier and Staples (1993) liken it to an intra-organizational ghetto within higher education wherein which the part-time and adjunct faculty are relegated to dead-end positions in an institutional limbo (p. 50). Hoeller (2001) surmises that part-time faculty have the worst of both worlds because they are not really employees, they lack job security, they are not really independent contractors, colleges set their pay, and colleges design their contracts.

Part-time and adjunct faculty struggle with inferior working conditions. Traditionally, they teach several classes and haul papers home to grade each weekend because they rarely have offices (Stephens & Wright, 1999). If they do get an office space, it is severely overcrowded and seat availability is on a first-come, first-served basis (Lane, 2002). There is no seniority, no tenure, no security, and they are often relegated to working out of their briefcases, a milk crate of file, or the trunk of their car (Frick, 1997). Part-time and adjunct faculty receive significantly less institutional support than their counterparts. They often have no email accounts, no secretarial or computer services support, no telephone, and they are not usually assigned a mailbox in most institutions (Hickman, 1998; Lane, 2002; Stephens & Wright, 1999). They are often left to do everything for themselves, even photocopying materials for their classes (Stephens & Wright, 1999).

More than half of all part-time and adjunct faculty have no office and no filing cabinet in which to maintain student records (Straw, 2001). Lane (2002) cites a part-time faculty member in a New York community college who has a cardboard box for a desk and shares a 12 x 12-foot space with nearly 100 other instructors. She explains the impossibility of holding a student conference in this environment. Dr. Margaret Quan has had a similar experience. For 11 years, she has taught in the California system, and her car has been her office as she heads to the two or three different colleges where she teaches (Burnett, 2000).

Part-time and adjunct faculty are not provided with keys to buildings in which they need access. They may also find that, although students and vendors are listed on various institutional request forms, there is no category for part-time or adjunct faculty (Krier & Staples, 1993). Once hired, part-time and adjunct faculty may have no access to the library or to athletic facilities on

their campus; they may have to pay for parking and search with their students for spaces in distant parking lots (Hartleb & Vitler, 1989).

A pair of researchers found a rare work environment some part-time and adjunct faculty encounter. While the research has not revealed that this is the norm, Krier and Staples (1993) describe a rather technologically advanced method that some community colleges have devised to monitor and control the working conditions of their part-time and adjunct faculty. They have researched several metropolitan community colleges that are making the educational process visible and controllable by using remote surveillance equipment and other control methods akin to prisons, asylums, and other disciplinary institutions (Krier & Staples, 1993). They cite the mandate of pre-selected textbooks; standardized course policies and practices on grading, assignments, and course syllabus; spot classroom visits and evaluations by supervisors or full-time colleagues; computerized monitoring with card-access systems; fire/non-renew justifications; sign-in check-points; and student evaluations. All are examples of various control mechanisms that were part of the daily work environment for some part-time and adjunct faculty.

While these may be isolated cases, the information further highlights the work environment in which some of our nation's community college part-time and adjunct faculty teach.

Part-time Faculty Compensation

Cox (2000) discusses the issue of part-time and adjunct faculty compensation versus full-time faculty pay. She cites that part-time and adjunct faculty receive far less pay and far fewer benefits than do their peers. Burnett (2000) estimates the average salary for a full-time faculty member in California currently ranges from \$40,000 to \$50,000 per year, plus benefits. Part-time

and adjunct faculty with the same qualifications take home between \$14,000 and \$18,000 per year.

Longmate and Cosco (2002) highlight that while a full-time faculty member earns roughly \$40,000 annually, a comparable part-time or adjunct instructor, with the same credentials, teaching in the same college may earn only about \$10,000 because of the discounted pay rate. According to Lane (2002), the average salaries for part-time and adjunct faculty in community colleges overall is much lower than figures cited by other scholars. She places it at approximately \$11,000 per year, compared to \$57,000 for full-time faculty teaching.

Scholars do agree that there is a great disparity in compensation among community college faculty. Straw (2001) notes that even with a Ph.D., a part-time or adjunct faculty teaching a full load will earn somewhere between \$15,000 and \$20,000 annually. This, she indicates, is one-half or less than their tenured colleague. Smith (2000) finds most part-time and adjunct faculty are paid less than \$3,000 per course, and almost a third earn \$2,000 or less per course. At this rate, she contends they would have to teach five courses to earn between \$12,000 and \$15,000 annually. She compares their earnings to that of fast food workers, baggage porters, or theatre lobby attendants.

Frick (1997) recalls receiving pay based on enrollment at a college where she taught part time. She cites that if she had 20 students in a class, she received less than \$2,000 for the 12-13 weeks of work. This while she often spent 12 hours a week per section on lectures, conferences, reading and critiquing papers, preparing new instructional materials and lessons, attending departmental meetings, counseling students, and reading in the field. While she has her Ph.D., she calculates that she earns between \$9 and \$13 an hour, which, even given enough sections to equal a full-time load, would yield an aggregate salary of less than \$18,000 a year.

Hickman (1998) quotes \$1,500 per course as the typical salary for a part-time and adjunct faculty. At that amount, he states that the part-time faculty will need to teach four or five courses a semester to make it to the national poverty level. Frequently this will have to be done at several different institutions. In his research, he interviewed a part-time faculty member teaching four courses and commuting four hours per day. In figuring the cost of transportation and child-care cost, the part-time faculty member was actually losing money teaching.

It is on this issue of compensation that three separate class-action lawsuits have been filed in Washington State by part-time and adjunct faculty seeking additional wages and overtime benefits (Marklein, 1999; Burnett, 2000). An ongoing battle on the issue of compensation in the state's community college district has caused the part-time and adjunct faculty to take legal action against the system (Freedman, 2002). Part-time and adjunct faculty want additional compensation for preparation, counseling, and grading time spent outside the classroom.

Scholars agree that compensation for part-time and adjunct faculty is generally substandard (Burnett, 2000). In the California community college system, faculty salaries can vary by as much as 350 percent (Spinetta, 1990). The hourly wages for part-time and adjunct faculty are equivalent to only one-third to one-half of the salary of a full-time faculty member who may be teaching the same course (Frick, 1997).

Lane (2002) interviewed a part-time faculty member with a Ph.D. teaching a community college course. The faculty member in the room next to her teaching the same course, for the same duration, with a full-time label, earned 40 percent more. While the part-time and adjunct faculty members offer the same credentials to the college as their full-time counterparts, their salary is often only one-third of the pay. Marklein (1999) urges colleges to offer better pay,

rewards, and advancement opportunities for part-time and adjunct faculty. While there is a concern about cost, she indicates the attempt is not to try to undercut the quality of the faculty.

Next to low pay, the lack of health and retirement benefits is widely considered the worst pitfall of being a part-time or adjunct faculty at most community colleges (Lane, 2002). The president of the New Jersey Commission on Higher Education attributes the lack of benefits to the rising costs in higher education. She states the effort is to try and keep costs down; thus, part-time and adjunct faculty will not receive benefits (Stephens & Wright, 1999).

But the approximately 63 percent of part-time and adjunct faculty without benefits are disgruntled with that situation (Lane, 2002). They feel cheated out of a large investment that could go into their retirement. They are convinced that once they retire, they will be condemned to an old age of squalor and total poverty (Frick, 1997). But the answer to providing the part-time and adjunct faculty with benefits is as complex as the problem. Burnett (2000) contends that the solution comes down to one thing – money. No one could be opposed on humane grounds to a faculty member getting full benefits and compensation for the work they do. While the problem is easily identified, the solution is still a mystery. There is no one to fund the benefits for part-time and adjunct faculty so even the best intentions fall short (Roueche, 2000).

Part-time Faculty are Cost Effective

One of the most vital reasons cited for employing part-time and adjunct faculty is financial. Community colleges experience a significant financial saving and overall economic benefit by using part-time and adjunct faculty (Hoffman, 1980; Banachowski, 1996; Hartleb & Vilter, 1986; Roueche, Roueche, & Milliron, 1995; Gappa & Leslie, 1995; Lyons, 1999; Garcia, 1998; Hall, 1995).

Roueche, Roueche, and Milliron (1995) state that community colleges are under fiscal constraints. They argue that community college budgets are being cut, requiring colleges to make better spending decisions. Based on their compensation, part-time and adjunct faculty are more cost effective than full-time faculty.

The increasing reliance on part-time and adjunct faculty makes economic sense for institutions whose budgets are shrinking (Walker, 1998). Scholars like Walker (1998) rationalize the reason community colleges will need to continue depending on part-time and adjunct faculty is because salaries and benefits for full-time faculty members make up a large portion of academic budgets. Since full-time faculty cannot be fired or made to retire against their will, administrators have little room to maneuver with personnel costs.

When budgets are tight, the use of part-time and adjunct faculty provide the cost reduction that is administratively desirable to community colleges (Hartleb & Vilter, 1996). Gappa and Leslie (1993) explain that using part-time and adjunct faculty to relieve budgetary constraints was initially meant to be a temporary solution that has quickly become a permanent fix. As the cost of education increases, community colleges are being challenged to increase their offerings to the student body, yet decrease their expenditures (Roueche, Roueche, & Milliron, 1995). Hiring a large number of part-time and adjunct faculty means that in case of budget crisis, such faculty can be dropped from the payroll (Fulton, 2000).

Part-time and adjunct faculty in community colleges were primarily about cost effectiveness by outsourcing instruction (Garcia, 1998). While some scholars are in agreement with the end result of cutting cost, they defend that community colleges were only responding to mandates to reduce their instructional costs (Lyons, 1998). Hickman (1998) declares that state and local funding has indeed declined over the past decade. As the cost of educating students

continues to rise, the amount of state and federal funding shrinks, making the hiring of part-time and adjunct faculty a requirement (Burnett, 2000). Community colleges have had to find ways to operate in a more cost-effective way with limited resources.

Loiacono (1998) unequivocally states that part-time and adjunct faculty represent the most cost-effective part of any college budget. Employing part-time and adjunct faculty is much more cost effective than paying full-time faculty a salary plus benefits. He supports colleges hiring good part-time and adjunct faculty who are more cost-effective than full-time faculty. Spinetta (1990) sees no end to community colleges' continued employment of part-time and adjunct faculty. She concludes that, given the current financial constraints of large school systems like California, community colleges will no doubt continue to rely on a disproportionate number of part-time and adjunct faculty.

Part-time and Adjunct Faculty Demographics Summary

Part-time and adjunct faculty offer community colleges significant cost savings, flexibility in matching the demands of varying enrollment, and better academic preparation for their students because of the world of work experience they deliver (Banachowski, 1996). They fill a much-needed place in community colleges and enable the college to offer and adequately staff a multitude of short-term courses and programs that meet specific community needs (Resch, 2000).

While they provide so much to community colleges, they occupy positions significantly lower in prestige and perceived expertise than full-time faculty (Resch, 2000). These subject matter experts are not treated as equals, have no professional development opportunities to upgrade their skills, have poor working conditions, and are not compensated fairly.

They have been part of community colleges for many decades but are still considered temporary labor. Most are met with working conditions akin to poverty. Even though community colleges employ 50 to 60 percent more part-time and adjunct faculty than other institutions, these faculty are still maligned. They are usually not paid on a pro-rata basis, have no fringe benefit, and can be added quickly and at the last minute to handle rapid growth in enrollment (Hauff & Berdie, 1989). Low salaries, no office space or administrative support, non-existent job security, and frequent lack of professional development, health and retirement benefits describe some of their typical welcome to the college (Lane, 2002). These widespread practices that part-time and adjunct faculty encounter increase their sense of isolation and decrease their commitment to the college (Hauff & Berdie, 1989).

Whether they are viewed as resource persons performing a community service or as individuals who are simply willing to teach at times and in locations that are undesirable to their full-time counterparts, part-time and adjunct faculty are vital to the community college's educational mission (Hoffman, 1980).

General consensus indicates these personnel practices involving part-time and adjunct faculty in community colleges are undesirable. Hickman (1998) offers the challenge to all institutions to find a middle ground where part-time and adjunct salaries and benefits support attentive, dynamic teaching, while keeping the institution financially sound. Additionally, administrators should not react to their faculty staffing needs but anticipate them. A more proactive approach needs to be taken to effectively plan and manage community college part-time and adjunct faculty employment to avoid their excessive use and subsequent abuse.

Adjunct Faculty Effectiveness

As part-time and adjunct faculty have been defined and distinguished and their demographics reviewed, the following sections will specifically focus on the contributions and impact the adjunct faculty makes to the community college education.

Scholars who oppose large numbers of adjunct faculty in community colleges cite ineffective teaching as the reason. They also believe that the adjunct's involvement undermines the student's educational quality and experience (Banachowski, 2000). This section will review numerous studies addressing adjunct faculty effectiveness and their contributions to community college education. While a comparison between adjunct and full-time faculty is not the intent, several of the studies did compare whether adjuncts are more or less effective than their full-time counterparts.

Numerous scholars report study findings that demonstrate adjuncts are effective instructors and are perceived by students as competent (Stocksen, 1985; Johnson, 1996; Lindeman, 1984; Kirker, 1990; Kappes, 1988; McArthur, 1999; Pierce, 1986).

Morano (1983) conducted a study on adjunct faculty teaching undergraduate credit courses at four different higher education institutions in upstate New York. He researched courses in management, psychology, and English. Students rated their instructors on 11 different teaching behaviors. The study revealed that both full- and part-time students perceived the adjunct faculty as competent and effective instructors.

Trent (1984) discovered that community college adjunct faculty were rated significantly higher than were full-time faculty on several categories in his research. A total of 525 student ratings were collected on 29 full-time and 37 adjunct faculty. He found no full-time instructors who rated higher than adjunct instructors on any items on the questionnaire.

McArthur (1999) revisited Gappa's original study of advanced level college courses. He conducted a retest with the idea that advanced level courses would indeed make a difference in judging adjunct teaching effectiveness. Again, the study results were determined that no significant differences existed between full-time and adjunct faculty concerning class retention rates, subsequent student achievement, or student ratings in advanced level courses (McArthur, 1999).

Stocksen (1985) used Kansas City Community College (KCCC) for his case study. The primary focus was students' perspective on adjunct faculty teaching effectiveness at KCCC. After data collection, interviews, observations, and formal student evaluations, the study revealed that students generally did not perceive any major differences between the adjunct and full-time faculty. A null hypothesis was proven in overall teacher evaluation, teaching methods, likelihood of taking instructor again, attitude toward study field, student involvement, communicating content and purpose, creating enthusiasm, and exam preparation.

It was thought that perhaps age, gender, length of teaching experience and class size might be factors in researching teacher effectiveness. Pierce (1986) conducted a research in these major interest areas. The sample population consisted of 42 instructors, of whom seven were randomly selected from three categories based on individual degree attainment of bachelor's, master's, and Ph.D. degrees. The conclusion drawn was that students did not perceive a relationship between effectiveness and status of instructor, whether adjunct or full-time. Nor did the degree the instructor held make them any more effective to the student population. Teaching effectiveness also did not prove to be related to age, gender, or class size.

The same year, Davis, Belcher, and McKitterick (1986) compared the grades of sequential English courses taught by an adjunct and a full-time faculty member. Neither the

grades nor the students' subsequent achievement revealed any ill-effects from the adjunct's teaching.

Kirker (1990) reviewed specific educational disciplines in his study and discover that adjunct instructor ratings were significantly higher than full-time instructor ratings on college-wide effectiveness in 25 teaching fields.

Another study examined whether any significant difference exists in students who received instruction from full-time and adjunct faculty based on pre-and post-test sub-test scores of the New Jersey Basic Skills Mathematics Placement Test (Bolge, 1995). No significant student learning differences were found.

Jackson (1999) surveyed 202 faculty participants at a small liberal arts college in Texas. The population consisted of 97 adjuncts and 105 full-time faculty. He researched their methodology, technique, and impact on the student population. He concluded from his research that there are no significant differences in the teaching effectiveness of full-time and adjunct faculty. Methodology, delivery, and overall technique used among full-time and adjunct faculty were consistent and produced the same results.

While adjuncts are less likely to hold a Ph.D., Hickman (1998) says they are frequently better teachers than full-time faculty because they can worry less about curriculum planning and research. He confirms that students on the average are no more or less satisfied with adjunct faculty than they are with full-time faculty.

Leslie (1998) arrived at the same conclusion as Hickman (1998) and other scholars. His research of adjunct faculty in community colleges revealed that current adjunct cohort receive student evaluations showing them to be as effective in the classroom as their full-time

colleagues. The adjuncts researched have produced student outcomes that compete favorably with those of their full-time counterparts, and have earned credentials of equal status.

To summarize the issue of adjunct faculty effectiveness, McArthur (1999) challenges higher education to investigate. He surmises that adjunct faculty are effective and cites many satisfied colleges that depend on adjuncts for a substantial portion of their course delivery. Roueche, Roueche, and Milliron (1995) states that in their opinion, there is insignificant data to support the often-heated debate that the adjunct faculty is ineffective in instructional quality. They have tabulated more than 20 years of research that identifies little or no difference in the adjunct faculty instructional ability.

Proponents opposing adjunct faculty in community colleges mainly cite their teaching ineffectiveness as a major reason to discontinue their extensive partnership in education (Walker, 1998). But studies to support any argument that adjuncts are ineffective are inconclusive (Banachowski, 1996).

The results of the aforementioned studies reveal what Banachowski (1996) had concluded. There are no empirical data to support the notion that adjunct faculty are ineffective in their teaching contribution to community colleges. Several studies researched age, gender, course content, level of education, and prerequisites to conclude that there were virtually no differences in the type or instructional quality delivered by adjunct and full-time faculty.

Walker's (1998) claim that having too few full-time faculty members on staff reduces teaching quality and decreases the students' intellectual continuity may have been based on opinion. Nothing in the research has supported his claim. There is no evidence to substantiate his claim that adjunct faculty cause more harm than good in their instructional delivery. Hence,

it is unlikely that community colleges will reduce their large adjunct faculty numbers (Banachowski, 2000).

The Impact and Value Add of Community College Adjunct Faculty

Proponents of adjunct faculty in higher education cite their professional work experience as a major incentive for including them in higher education environments. This section seeks to first review the impact and value the adjunct faculty's specific professional expertise has on the community college and its students. Second, this section will review how adjunct faculty strengthen the education process.

Adjuncts Bring Professional Expertise and Add Value

Eels, writing in 1931, declared that adjunct instructors were specialists who would provide more expert knowledge than full-time instructors, who had a tendency to be generalists. Scholars since have confirmed Eels' position.

Gappa and Leslie (1993) state that adjunct faculty provide most institutions with an extraordinary array of expertise. They discovered instructional programs that were enriched by the adjuncts' professional contributions and experience. This, they rationalize, is primarily because adjunct faculty are able to relate theory to practice and bring concrete examples from their own experience to the classroom.

Adjunct faculty hold a profession outside of academe and have chosen to teach to fulfill a personal satisfaction or for community service involvement (Reddick, 1989). Many are published authors, translators, award-winning teachers, and scholars who enjoy teaching (Straw, 2001). Adjunct faculty do have other commitments outside of academe, but these employment commitments are an advantage to community colleges (Banachowski, 1996). The real-world,

professional experience adjunct faculty bring to community colleges enrich the students' academic preparation. Having adjuncts in the field actually teaching better enables the college to help the students apply the theory being taught.

Fulton (2000) calls them adjunct specialists because of their extensive professional competencies. He declares that the adjunct specialist's role is primarily to bring current technology and information into academia. He sees their main contribution as related to what is currently occurring in corporations, businesses, and other industries. Leslie (1998) echoes Fulton's reasoning. He contends that the adjunct faculty have strengthened occupational and technical programs. Without them, he explains, the community college will not remain on the cutting edge of changing careers needs and skill expectations because full-time faculty do not have those required expertise (p. 89).

Some institutions, like North Central Michigan College, wholeheartedly embrace the real-world expertise that adjuncts bring to their environments. At 53 percent of their teaching population, the adjuncts are a welcome addition to the campus and expose students to people with professional experiences to share (Petoskey, 2001).

Neither is Virginia State apprehensive about its adjunct faculty use. This is mainly because of the professional experiences they bring to the Virginia Community Colleges (VCC). In the last 25 years, their adjunct population has doubled to 41 percent, making more than one third of their college instructors' adjunct. O'Dell (1998) studied the phenomenon to find that the college made this change to tap the adjuncts' professional expertise and increase student offerings.

Louziotis (2000) states that the adjuncts will fully help the students prepare for the business world. Fulton (2000) also argues that adjunct specialists should be hired to enhance

program quality and provide a variety of experiences for students. He offers the example of a successful marketing executive and computer engineer who can do wonders for a seminar on marketing or a course in local area network's respectively.

Lyons (1999), Assistant Dean of Business and Information Technology at Indian River Community College advises colleges to recognize that their adjunct faculty are a priceless resource. He states that adjuncts contribute a wide variety of quality enhancements while lowering overall instructional costs. Adjuncts are trained in current practice in their fields, possess rich work experience, and desire to build connections in students' minds to the real world. At Indian River Community College, Lyons (1999) declared that adjuncts allow the college to stay alive by teaching highly specialized courses that would otherwise not be possible to offer for demanding student markets.

In addition to the professional experiences they bring to the community college, adjunct faculty also add value to the institutions in which they teach (Leslie, 1998). Banachowski (1996) declares that they rank higher than full-time faculty in professional qualifications. Adjuncts practice in the field they teach and will bring up-to-the minute information about current practices to the students, thereby increasing the curriculum value (Louziotis, 2000).

Phelan (1986) notes that the Pratt Institute uses practicing professionals extensively to teach in the fields of engineering and architecture. He theorizes that: "the value of value-added roles of professionals who are adjunct faculty are most apparent when it is understood that they are a primary source by which appropriate norms, values, and information are inserted directly into the curriculum" (p. 7). Further, by bringing professionals into teaching roles and allowing direct contact with the students, the Pratt Institute was able to ease student transition into the world of work.

Adjuncts are employed primarily for their professional competencies rather than their pedagogical training. Although they may lack the specific teaching skills and experience required to ensure instructional integrity, they are typically specialized experts in their chosen occupation who add value to community colleges (Lankard, 1993; Kelly, 1991).

Adjuncts Strengthen the Education Process

Roueche, Roueche, and Milliron (1995) cite new courses or program requirements, particularly in technical areas, that require the skills and expertise of the adjunct faculty to strengthen the education process. These skills are not as developed among faculty whose teaching responsibilities have limited their opportunities to participate in out-of-the-classroom, state-of-the-art training (viii).

The adjunct's expertise is important for enhancing the curriculum and strengthening the course offerings of the college. Fulton (2000) agrees that adjunct faculty should be hired to teach specialty classes in selected disciplines, if only to enhance program quality. He advises community colleges to keep their full-time faculty in core areas but to hire adjunct faculty to provide curricular enhancement and specialty classes.

Adjunct faculty use the experience gained in their work to favorably impact the education of the students and the overall educational enterprise. Adjuncts are able to expose students to the realities of work in a variety of settings (Kimmelman, 1992). The expertise and cutting-edge practice that adjunct faculty bring into the classroom is unmistakable.

Klein, Weisman, and Smith (1996) conducted a study on adjunct faculty in social work programs and found benefits to both the college and the adjunct faculty themselves. They found that practicing social workers brought the most current practice perspectives to the classroom, linked academic programs to the practice community, and provided important communication

channels (p. 254). It was observed that the adjuncts became better-informed practitioners through reacquainting themselves with social work literature and interacting with students and faculty, thus strengthening the student's education process. Louziotis (2000) confirms the importance of hands-on application. He cites that if one is demonstrating to students how theories are applied, or giving them the chance to apply them, these experiences become a valuable part of their educational process.

Student participants in the Klein, Weisman, and Smith (1996) study were asked about the degree to which adjunct faculty enriched the program and brought contemporary social work practice into the classroom. Approximately 60 percent indicated that adjuncts were important and did introduce contemporary, cutting-edge practice into their program.

Noble (2000) conducted another research study in social work and looked at factors that could possibly increase student learning. He surmised from his study that there are definite circumstances when the adjunct faculty is needed. Those circumstances, he concluded, are to prevent out-of-field teaching by regular faculty who lack the necessary experience and credentials to teach particular courses.

North Carolina State University's Department of Adult and Community College Education researched various ways to recruit and retain qualified adjunct faculty. Specific information regarding the career stages of the community college faculty and their career paths, roles, and development was the outcome. Fugate and Amey (2000) discovered that many faculty, especially those in the technical-vocational areas, were concerned that had they not worked in the field prior to teaching, they could not have been effective. Because technology changes at such a rapid rate, these instructors do not feel they would be adequately able to deliver the information without having had prior hands-on experience. One instructor

commented, “if you have not been out there and experienced it, how can you come in here and teach your students what it is like” (Fugate, Amey, 2000. p. 3).

Castagnera (2000) contends that there is no substitute for adjunct faculty who are distinguished practitioners of many different subjects and bring years of practical experience to college classrooms to strengthen the curriculum.

Adjuncts will continue to be a vital part of higher education. They offer the institution the opportunity to meet their ever-changing demands, to build relationships in the community, and, most importantly, to enrich the educational experience of the students by introducing them to real-world technology (Rose, 1996). Adjunct faculty are beneficial to the students because of the expertise and special skills they bring to higher education (Avakian, 1995). Some scholars feel that higher education owe much of its success to the adjunct faculty who are providing students with the experience that links education to the workplace (Cohen, 1994).

McGuire (1993) challenges higher education to consider a more positive response to the impact and contribution of adjuncts. He declares that adjuncts bring a level of “breadth, depth, and relevance” to the curriculum and allow the school to offer courses that might otherwise not be available to the students. If higher education loses adjunct faculty, colleges will suffer not only economically, but pedagogically as well because adjuncts will take the historically fundamental purpose of the two-year college with them: providing a practical education (Banachowski, 1996). It would not serve the community college to separate from the adjunct faculty.

Spinetta (1990) urges higher education to continue to hire adjunct faculty, especially in the fields of computer information systems, law, and nursing, where currency of knowledge and vocational practice are at a premium. Klein, Weisman, and Smith, 1996) advise community

colleges that the special expertise of adjunct faculty will be lost to higher education if they are viewed as interchangeable spokes in a proverbial wheel.

Adjuncts in Shared Processes

This section of the literature survey seeks to understand adjunct faculty involvement in the shared governance and decision-making processes of the college. An attempt will be made to review adjunct faculty involvement, level of involvement (if any), and what improvements need to be made to initiate or ensure their involvement in shared processes.

Participation in campus governance is one of the cherished traditions of the American professoriate (Baldwin & Chronister, 2001). But for the adjunct faculty, it is often limited or completely lacking. As most adjuncts are considered invisible and expendable, they are not active in shared governance or shared decision-making processes at their colleges (Hartleb & Vilter, 1986).

Shared Governance

There are very few discussions regarding community college governance patterns, and even fewer studies have examined the factors related to community colleges involving adjunct faculty in their shared governance processes (Lovell & Truth, 2002). Most adjuncts seem to be only marginally involved in the governance of their institutions (Longmate & Cosco (2002).

Lovell and Truth (2002) define governance as the decision-making authority for an organization...instituted to establish policies and approve actions related to faculty. Schuetz (1999) identifies shared governance as a social system of government in which decision-making responsibilities are shared among those affected by the decisions. Leatherman (1998) says that shared governance is an idea developed by higher education groups that lay out the roles that

administrators, professors, and even students should play in the operation of the institution.

While Renchler (2000) recommends that shared governance should be cooperatively designed, he states that, more often than not, only administrators and full-time faculty will collaborate on policies.

Mission College uses its shared governance as a process wherein faculty, students, and staff participate in ways appropriate to their knowledge and responsibility. The Shared Governance Plan from Mission College (1998) states that,

“shared governance recognizes and is predicated upon the sincere commitment of all participants to our students, our profession, and our institution. [The] college practices shared governance out of respect for the expertise and experience of its faculty, staff, and students because it believes that shared governance is made a reality not only through a process for jointly developing recommendations but also through the delegation of authority in appropriate areas...” (p. 85).

The Santa Monica College defines shared governance in their policy manual as the process of involving administration, faculty, staff, and students in deliberation leading to recommendations to the Board of Trustees regarding ongoing and long-range planning and policies for the college (SMC). Fitzgerald (1998) cites the California Education Code reference to shared governance:

“Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration...” (p. 101).

At the community college level, shared governance means that responsibility for institutional decisions is shared, with joint recognition and respect for the participation of staff and students (Lau, 1996). This process should foster a sense of empowerment, equal partnership, and vested interest in successful outcomes of institutional policy and implementation decisions

(Scheutz, 1999). Ultimately, it is to be a cooperative effort with joint respect for everyone involved.

The concept of shared governance is unique to higher education institutions because of their comprehensive structure. Having faculty and administrators share in the organizational responsibility of their institutions and primary authority for specific areas and actions within the department is an idea tied to colleges (Tomar & Kezar, 1999).

Cohen and Brawer (2003) talk about four types of leadership frames that relate to governance: bureaucratic, political, collegial, and symbolic. Of these, the collegial frame best depicts the picture of what shared governance should represent. This model proposes a community of scholars with consensual decision-making processes involving all relevant parties affected by the decisions. The institution's goal is the most vital consideration in this frame, while human resource is a close second. However, it is a joint, community process, wherein which all parties participate in the discussion that precedes a decision (Fitzgerald, 1998). This idea represents the ultimate concept of shared governance.

Shuetz (1999) supports Cohen and Brawer's (2003) contention that the ideal shared governance is indeed collegial in nature because it recognizes the contributions and requirements of all members of the college in a group consensus process geared toward a successful outcome. She further suggests that shared governance can create a strategy that connects lines of authority to take advantage of opportunities and facilitate programs to maximize efficiency and evenly distribute workload.

Birnbaum (1987) also proposes a collegiate model of shared governance that illustrates a well-defined role for professionals working with the college. Both faculty and administrators may move between the technical and administrative realm. Faculty may serve on department,

college, or university committees that serve administrative functions while deans and presidents may choose to retain limited teaching responsibilities and participate in the college's technical content. This model similarly indicates interdependence for faculty and administrators. There is a total mutual reliance and inclusion on both sides.

Shared governance, when fully operational and working correctly, should provide opportunities for input through open communication and shared information with a wide range of campus representation. Mutual respect must be afforded to all and the meetings should be open to those who wish to attend.

When California Assembly Bill 1725 was passed in 1988, it mandated that shared governance be installed in all 108 California Community Colleges (Shuetz, 1999; Rubiales, 1998). But successful shared governance requires a willingness, commitment, time, and focused effort from all levels and participants (Schuetz, 1999). If it is mandated or imposed, it will not be effective. Implementation of shared governance under these constraints will do the opposite of what is intended. Schuetz (1999) provides synopses of the outcome of forced shared governance: (a) divisiveness and wars among faculty, staff, and administrators pursuing their own organizational agendas, (b) distrust and resistance to change, (c) defective accountability, and (d) extensive time required to accomplish.

When it is not imposed, there is a strong move to maintain and protect shared governance processes in community colleges (Kavanagh, 2000). However, those collaborative structures are not expected to produce clear relations and happy solutions for the adjunct faculty (Fitzgerald, 1998).

Schrecker's (2000) interview with a college dean revealed that there are administrators who believe that good faculty governance will not be effective unless there is a sense of stability

in the faculty; unless there are seasoned faculty in the governance processes; unless the faculty members have a strong and long-standing interest in the college; and unless the faculty learn the ropes and accept increasing responsibilities and become counselors within the institution. These criteria do not define or identify the adjunct faculty, only full-time faculty.

Adjunct faculty, although employed in high numbers, are rarely afforded the opportunity to speak openly about controversial issues without consequences (Kavanagh, 2000). They are often denied the right to participate in institutional or even departmental governance. Advocates for the adjunct faculty contend that this is a threat to the integrity of faculty governance. Richard Moser, an AAUP adjunct advocate, contends that without faculty input, both adjunct and full-time, teaching becomes separated from the work of curriculum development, mentoring, and advising (NEA Today, 1999).

According to Lashway (1996), those who are closest to student learning are best equipped to make educational decisions. Faculty have the broadest role and greatest influence on matters of curriculum and personnel. Hence, all faculty members should become part of shared governance.

There is a general agreement that shared governance is needed in community colleges, but proponents for this process do not presume it will be easy to include the adjunct (Burgan, 2001; Shuetz, 1998; Leatherman, 1998). Leatherman (1998) cites weaknesses in faculty governance but cautions that to get rid of them, many of the values that separate academe from industry will be lost. Sheutz (1999) advises that shared governance, is well worth it, but notes that it requires commitment and time from all faculty members. Burgan (2001) suggests mending whatever problems exist with shared governance as opposed to trying to end it.

Baldwin and Chronister (2001) observed a neglect of involvement in a governance role by non-tenured faculty at a vast majority of campus they surveyed. They caution that such neglect of involvement can only weaken academic governance over the long term. They contend that the effectiveness of the shared governance system depends on the active participation of all key players in the academic enterprise.

Shared Decision-Making

Shared decision-making is a direct derivative of shared governance. Lontos (1994) defines it as an ongoing process of making educational decisions in a collaborative manner. It results in improved effectiveness for the college because it increases staff commitment (Lontos, 1994). To encourage meaningful faculty and staff participation in the higher education system, the decision-making must be an inclusive process.

The purpose of shared decision-making is to improve the effectiveness of the college and the student's overall learning. Lontos (1994) proposes that the most appropriate individuals to carry out such tasks are: (a) those who are in the classroom where the action is, (b) professors and staff, (c) those responsible for carrying out decisions, and (d) those implementing decisions.

Floyd (1986) see a disconnect between faculty and the college administration in the actual practice of shared decision making. She notes that both faculty and administrators are interested in shared decision-making, but the faculty seeks to protect and reinvigorate the area of curriculum, while the administrators seek ways to fully integrate consultation with faculty. She contends that both groups are frustrated and discontented. They seek to increase total faculty participation in shared decision-making.

Riley (1999) conducted a qualitative study on the impacts of shared decision-making. She reviewed the degree to which those involved achieved shared decision-making and the

strengths and weakness of the process. It was determined that everyone defined shared decision making differently. But the study results also revealed that faculty did not want to spend time meeting if they felt their input was not going to be used.

Liontos (1994) cautions that shared decision-making is by no means a quick and easy process. It is characterized by increased meeting time and delegations on each decision to ensure the needs of each group are adequately represented and understood. Everyone involved should be prepared for a long-term, ongoing process that will require training and patience. Liontos (1994) admonishes, however, that from such an investment, the college will gain stronger staff morale, a renewed commitment to teamwork, a revived trust in the members of the organization, and an increased effectiveness in the shared decision-making process.

Liontos (1996) conducted a 15-month study of six schools that converted to share decision-making with very positive results. She cited these results: (a) autonomy was achieved, (b) better decisions were made than would have been under centralized management, (c) trust increased as staff gained understanding of management complexities, and (d) administrators learned to respect faculty judgments.

While the process of shared decision-making can be time-consuming, the results are unmistakably advantageous for the institution (Liontos, 1994). It improves teaching and learning through a collaborative process that involves an array of personnel at different levels. While it is not a quick fix, it can be a valuable resource in restructuring an operation. Shared governance opens the door for inclusion in which administration, faculty, and staff can participate. It recognizes the importance of varying responsibility within the college and seeks to include all elements of the population. Thus, it emphasizes the need for mutual understanding and a commitment to exchanging ideas that will help resolve educational problems.

Shared decision-making offers the faculty and staff an opportunity to get involved, and it demonstrates to them the commitment to and value the college places in its employees. When faculty sees that their views have influenced school decisions, they begin to feel respected and empowered. They will become more involved. Advocates say that shared decision-making is an excellent method to help colleges improve student learning, help create faculty satisfaction, and develop new forms of leadership (Lashway, 1996). Although it will not be an instant success, the effects, once achieved, will be long lasting.

While there is sufficient literature on community colleges' shared processes, there is little data on how the adjunct faculty is specifically involved in these processes. It would appear that the adjunct faculty contribute very little to non-teaching efforts in community colleges. Scholars debate whether this is effective. Hartleb and Vilter (1986) declares that the adjunct faculty should not be involved in shared processes because they "are paid to instruct, not to participate" (p. 20). But Murphy (2002) encourages college administrators to find alternative ways to integrate the adjunct faculty into departmental and college governance that will balance their different backgrounds and roles.

Summary

The review of this literature on adjunct faculty in community colleges was developed around four major inquiries: part-time and adjunct faculty demographics, adjunct faculty effectiveness, adjunct faculty impact and added value, and adjunct faculty involvement in shared processes. Each issue was a significant factor on the creation of the framework on which this study is conducted.

The adjunct faculty has been present in community colleges since their beginning. They provide financial savings to the community college, flexibility in staffing, they bring real-world

experience to the classroom. These professionals have made significant contributions to the community colleges on a variety of levels.

Much of the literature on adjunct faculty focuses primarily on their use and abuse, as well as their ineffectiveness as educators in community college environments. Nothing in the literature demonstrated that the adjunct faculty member is an ineffective educator. Studies conducted document that the adjunct is as effective as full-time faculty in all instructional areas researched. The impact and value adjunct faculty bring has also been significant. Empirical data supports adjunct faculty use in community colleges because of their professional experience, their value add, and their contributions to strengthening the educational process.

New Directions for Higher Education has produced a series of studies that reference the importance of adjunct faculty in the furtherance of our nation's community colleges. Leslie (2000) cites several low or no-cost strategies to enhance involvement of adjunct faculty in the growth of higher education. They include: (a) establish policies to create appointments for adjunct faculty, (b) prepare and publish a handbook for the adjunct faculty indicating available resources and services, (c) keep adjunct faculty well informed and helpful to students, and (d) provide access to services such as a library and computer lab for adjunct faculty.

Leslie (1998) states that adjunct faculty need to be recognized as true partners in education. He explains that they are indeed partners with different, but equally important, roles. He contends that if higher education were able to give them equal status, the problems of the adjunct faculty would be ameliorated if not solved altogether. However, policies related to adjunct faculty often perpetuate inconsistency and irregularity among the teaching staff (Leslie, 1998). Scholars and proponents of adjunct faculty recommend major policy changes and

improved policies and practices that would facilitate improved circumstances under which adjunct faculty are hired and work.

The overall contributions adjuncts make can be significantly increased at each college. But it is not just a matter of their cooperation; policies must be developed to integrate the adjunct faculty into the life of the college and to take advantage of their expertise and special knowledge (Spinetta, 1990). Inclusion has been underestimated and undervalued. Even though it affords only a few real solutions explain the overall problem of integrating the adjunct faculty into higher education, it would raise morale and engage the adjunct faculty's commitment to the community college (Sutherland, 2000).

As community colleges enter their second century, they face issues that will continue to redefine their place in the American educational system (Lovell & Trough, 2002). The inclusion of the adjunct faculty will be vital to this new direction.

CHAPTER 3

METHODOLOGY

Introduction

The primary purpose of this study is to better understand how adjunct faculty members' professional work experience affect the community college learning environment. This chapter outlines the research design, physical site, participants, data collection, data analysis, and methods used to establish trustworthiness.

Research Design

The study focused on Business and Public Service Technology adjunct faculty in a Midwest community college. Adjunct faculty are defined herein as part-time community college faculty holding full-time professional careers outside of academe while teaching courses for the college in their field (Cohen & Brawer, 2003). Part-time teaching is a choice and a preference for the adjunct faculty. They bring a specific, professional expertise to the college (Loiacano, 2000; Louziotis, 2001).

To determine how the adjunct faculty's professional work experience affects the Business and Technology Division in this community college, the following questions were posed: (a) What are the role, scope, and mission of the adjunct faculty as perceived by the administration? (b) What is the impact of adjunct faculty on community colleges as perceived by students, faculty, administrators, and staff? and (c) How do adjunct faculty perceive their role and contribution to the community college?

Qualitative research design was used to answer the research questions. It is a process-oriented research approach focused on understanding the meaning of a given social setting and its demands (Merriam, 1988; Creswell, 1994). It incorporate specific strategies for understanding

research participants in their natural context (Denzin & Lincoln, 1994). This allowed me to go into the physical research setting, interact face-to-face with the participants, and become one with the environment. Over a one-year period, I became the research instrument upon which knowledge was built. I worked with the participants in their own habitat for a richer understanding of the data. In an effort to understand the research settings and its demands, I spent a year in the research environment observing, interviewing, and engaging in direct, face-to-face contact with the research participants. By spending time in the research environment, data emerged that answered the research questions.

Qualitative research is an inductive methodology that attempts to uncover the nature of a person's experiences (Strauss & Corbin, 1990). It allows for thorough investigation of occurrences about which little is known. Using this methodology, a new perspective is allowed to emerge from the research as the study is conducted.

The primary reason qualitative research methodology was selected for this study was because little empirical research has been done in this specific area. While there is sufficient literature on the use and abuse of adjunct faculty in higher education, few studies provide information on how their professional, industry experience impacts the community college or its students.

Case study was the specific qualitative research paradigm used in this study. Case studies focus on a specific situation, event, or program designed to better understand and interpret observations of an educational phenomenon. Merriam (1988) defines it as:

a detailed examination of one setting, one single subject, one single depository of documents, or some particular event. Several theoretical perspectives and several disciplines can provide the basis for such a detailed examination ... (p. 195).

The focal point of a case study is to review all variables and a variety of evidence to thoroughly understand and improve practice (Merriam, 1988). It focuses on all the variables in a single unit to be studied. A case study was selected as the qualitative research method because it has unique strengths to deal with a variety of evidence in documents, artifacts, interviews, and observations.

Case studies are an exploration of bounded systems over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1994). This case was bound by its physical setting. It was conducted on a single site, using a single program, at the same location, during the same time frame. Multiple sources of information were researched to properly understand the case.

Case studies are effective in reviewing educational conditions that are cultural in nature. The data collected in a case study is not subject to true or false claims and will be descriptive rather than informative in its process. The end result of this case study is a rich, thick, description of the occurrence studied that will illuminate the reader's understanding (Merriam, 1988). This case describes the student demographics, the administration, and the physical setting of the campus that was the focus of this research.

Site

This case study was conducted at a Midwest community college that has an enrollment of 37,000 students. The school first held classes in 1965 and, less than 20 years later, multiple campuses were opened. In the early 1990s, the college became a comprehensive state community college with service districts encompassing five counties. The college is fully accredited and

offers more than 100 career-oriented degrees and certifications, as well as specialized technical credit and non-credit program.

The mission of the college is to provide quality technical and general education that meet the needs of its students and the employers in the community. To fulfill its mission the college has identified these additional goals:

...to offer the two-year associate degree, a short-term and one-year certificate, and continuing education; to facilitate access to the college for every student interested in learning; to provide an environment conducive to learning for a diverse population; to provide developmental education; to provide quality technical programs and lower division undergraduate programs which include a foundation in basic, ethical, and technical principles and the application of these principles to current technology and the world of work; to ensure that the training and education provided is responsive to the employment needs of the community; to provide credit and program transfer for the graduates; to seek appropriate accreditation of its programs and to maintain high quality education at a low cost.

This single community college setting was selected for the research based on the following three reasons: (a) the high number of students in the Business and Technology Division, (b) the number of adjuncts in the college, which ranges from 750- 1000, and (c) the number of courses in the Business and Public Service Technology Division, which is approximately 20.

Participants

The study participants included the administrators in the Business and Public Service Technology Division; part-time and full-time community college students in the program; full-time and adjunct faculty; and the staff who are either directly or indirectly involved in selecting, hiring, and retaining adjunct faculty for the program. Participation in the study was voluntary and confidential for all participants.

In obtaining permission for the study, the college president was contacted and consented to the research. The president had conversations with the cabinet and did obtain buy-in, including that of the Business and Public Service Technology Division Dean. The dean was interviewed to determine the adjunct faculty's perceived value and contribution and proved instrumental in aiding the selection of interview participants. The dean assisted in identifying those adjunct faculty members who have been at the college for at least one year and those who worked in their specialty field.

Together with the dean, the adjunct faculty's curriculum vitae were reviewed and 30 adjuncts were selected based on their professional credentials. Reviewing their curriculum vitae was another means of identifying those adjuncts who were in the teaching in their specific profession. This data review also helped to identify those holding specific degrees, certifications, licenses, and advanced training in those fields. Adjunct faculty teaching in their specialty field who had been with the college at least one year were contacted via email and asked to contact me to discuss the research proposal. Those responding favorably were invited to participate in the study. From the initial list of 30 adjunct faculty, 15 were willing to participate; however, only 12 were available and could make arrangements to participate in the interviews.

The administrative staff of the Business and Public Service Technology Division was also interviewed. Those primarily responsible for recruiting adjunct faculty were specifically interviewed to determine the goals and criteria used in hiring adjunct faculty.

The full-time faculty in the program were requested to participate in the study as they interact with the adjunct faculty and were likely to substitute and support each other in the classroom. Full-time faculty's input and overview of the adjunct faculty was determined to be valuable to the study. The dean was again consulted to make the initial recommendations on

those full-time faculty who interacted most or taught similar classes as the adjunct faculty. Ten full-time faculty who had taught in the program at least three years and had contact with the adjunct faculty were selected and contacted for the study.

Students in the program who take courses from adjunct faculty were to be interviewed. As the direct recipients of the adjunct faculty's experience and expertise, they were found to be vital contributors. Students in their second semester or later having had at least one class with an adjunct faculty member in the Business and Public Service Technology Division were identified and invited to participate in the study. Students in their first semester were not determined to know if the adjunct faculty's experience were beneficial to the study.

Students came from the classes of adjunct faculty already participating in the study. The study was explained to the entire class and students were asked to participate. Small group interviews with 10-15 students were conducted. From these groupings, a purposive sampling was done and 5-10 students were isolated based on their overall participation in the group sessions, their willingness to share information, their specific experiences with the adjunct faculty, and their current degree standing. These students were invited to participate in individual, one-on-one interviews.

Data Collection

I engaged in many different activities and interactions during the data collection process, as recommended by Creswell (1998). Extensive consideration was given to getting the actual data, but also gaining access to the research environment, building a rapport with study participants, recording the information, and storing the data. Case study involves a wide array of data collection because an attempt is made to build an in-depth view of the case (Creswell, 1998). Multiple forms of data were reviewed to thoroughly build this case study.

This research was conducted in an academic environment. The research approach utilized direct and indirect observations, interviews, document analysis, and multimedia tools of data collection. The data collection occurred over a one-year period from spring 2002 to spring 2003.

Observations are a major data collection methodology used in case studies that provide firsthand information (Merriam, 1988). While observations are useful for gaining firsthand information, they require good management and organization skills because of the potential risks of intrusion, deception, and exposure of the observed (Creswell, 1998). Extreme caution and the highest consideration were extended to protect all participants and non-participants during observations.

To maximize myself as the instrument, extensive participant and non-participant observations were conducted. Time was spent observing those having agreed to participate in the study as well as the rest of the college population. These observations provided a very comprehensive view of the college. It was my intention to see how all segments of the college interact with each other by viewing both participants and non-participants.

Using Merriam's (1988) checklist of elements, a full observation of the college was conducted. It included review of the setting and physical space of the college; all participants and non-participants (students, faculty, and staff); activities and interactions on the campus along with frequency and duration of each; symbolic and non-verbal communication. In observing these interactions, I was better able to understand the various relationships and hierarchy of the college. Observing these interactions in their everyday occurrence provided knowledge of the college's structure and collegiality.

Common gathering places or hearths were fundamental to observations. The student center, the faculty lounge, and the staff break room were key observation locations. Places where cohorts meet and interact with their peers on fundamental levels, or locations of comfort that allow the students, faculty, and staff to be in their own natural habitat provided the most accurate data. These observation opportunities were invaluable to data collection.

Initial observations lasted no more than 20 minutes and did not include conversations. Subsequent observations were extended to as much as one hour as I became part of the environment. As Creswell (1998) cautions, logging of the data was done as soon as possible after observation. Reflective notes and diagrams were recorded during the observation process and reviewed immediately afterwards for accuracy. Journal notes of the observation experiences were word-processed and stored on a computer for easy retrieval.

While observations provided access to behavior, interviewing helped to put behavior into context (Haper, 2000). Several different types of interviews were conducted to gain as much information as possible from each participant group. There were extended formal, short informal, individual in-depth, spontaneous, and group interviews. Pseudonyms were assigned to each interview participant to protect identity and maintain confidentiality.

Extended formal interviews were conducted with the dean and the administrative staff of the Business and Public Service Technology Division. These individuals were found to be key to hiring and employing the adjunct faculty. It was important to first establish their views on the role of the adjunct faculty and the impetus behind their employment at the college. To begin to answer the research questions, I wanted to thoroughly establish the employers' assessment of the adjunct faculty's benefit.

Short informal interviews were done with the full-time faculty. These are individuals who work closely with the adjunct faculty and are called upon to substitute in the adjunct's classroom. These colleagues provided information that was helpful in understanding how the adjunct faculty interact with their peers. While their views are important, these were not extended formal interviews.

Individual in-depth interviews were conducted with each adjunct faculty member selected for the study. As the major focus of this study, ample time was spent with these individuals. We discussed their professional experiences and the motives that led them to teach at the college.

Group and individual interviews were conducted with the students. As they are the primary beneficiaries of the services the adjunct faculty provide, it was important to spend time interviewing them. Students who were able to meet at a particular time on a particular day were interviewed together. These group interviews were designed to communicate with a large group and receive more feedback than would be possible individually.

From the group interviews, a purposive sampling of individual students was selected for further follow-up conversations and individual interviews. Students were selected for these interview sessions based on their openness and willingness to share ideas. These individual interviews were conducted to gain richer insight into the research question.

During all interviews, an atmosphere of openness and total confidentiality was established to ensure all participants felt free to share their thoughts, opinions, and experiences. All interviews were audiotaped and transcribed for accuracy.

The third data collection methodology used was document analysis. Document analysis provided direction in the most appropriate area to begin the research. First, the adjunct faculty members' curriculum vitae were solicited and reviewed thoroughly. From this, review I selected

the adjunct faculty for the study. Having this document in advance significantly helped me to better prepare myself for the interviews.

The second type of document analysis reviewed in the data collection phase was formal and informal examination of documents published by the college. These included mission statement, strategic plan, correspondence with faculty, newsletters, and the college's most recent self-study report. These documents helped to gain a better understanding of the institution outside the research timeframe. Reviewing past documentation also helped to place current event information in its proper context.

The final method of data collection was multimedia. Multimedia and audio-visual materials were reviewed to provide a better understanding of the research site prior to the research period. Videotapes, CDs, and photographs of the college, both past and present, were reviewed to better understand the college's growth and total composition outside the research timeframe. Audiovisual material used for new student/faculty orientation, marketing, advertising, and recruiting were reviewed. A digital camera was employed to capture physical details occurring in the environment such as structure, layout, student commons, and faculty lounge. These physical details were reviewed during data transcription to better link images with conversations.

While data were gathered using a variety of methods, caution was taken to acquire accurate and concise data. The fieldwork for this study generated a vast amount of data. Information from the observations, interviews, document analysis, and the multimedia medium was collected and analyzed thoroughly after data collection.

Trustworthiness

The criteria used to establish trustworthiness were internal and external validity, reliability, and objectivity (Lincoln and Guba, 1985). Multiple methods of verification were employed to strengthen the case study.

I first attempted to build credibility with the study participants by prolonged engagement in the field. An effort was then made to build visual credibility and become a part of the research environment. This was achieved by establishing a presence at the college on a routine schedule. I had hoped the more time spent at the college, the more the participants saw me, the more they would begin to view me as a partner. Time spent in the environment helped to build trustworthiness and establish a rapport with the study participants.

As a means of establishing trustworthiness, I employed a method of member checking. This allowed the participants an opportunity to verify data and judge its accuracy. Participants were able to verify that the researcher's constructions of multiple realities were those that had been offered (Haper, 2000). They had the opportunity to review transcribed interview notes to verify accuracy and/or to amplify further the context of their responses. Member checking also included sharing field notes with study participants in an effort to verify data and ensure proper and accurate interpretation. Participants were asked to examine rough drafts of interview notes and transcribed data and were able to provide alternative language of interpretations. Unexplained actions and observed behaviors were discussed with the research participants in an effort to obtain assistance in thoroughly understanding and interpreting information.

Various methods of trustworthiness were engaged to triangulate the data collected and analyze it for accuracy. Triangulation used multiple sources of data or multiple methods to

confirm the case findings (Merriam, 1988). Flaws of one method can often be the strengths of another method. Thus, using various data collection methods helped to establish validity. Building credibility in the research environment by prolonged engagement in the field and member checking were methods for triangulating the study.

Data Analysis

For the qualitative researcher, data collection and data analysis occur simultaneously (Haper, 2000). They are tightly interwoven processes that occur together because the analysis directs the sampling of data (Strauss & Corbin, 1990). In case studies, analysis consists of making a detailed description of the case and its setting (Creswell, 1998). The multiple sources of data collection were analyzed using open, axial, and selective coding to interpret the data.

The interview text and recorded observations were reviewed to find common categories. Once broad categories were identified, relevant themes were sought until a consistency emerged from which to analyze the participants' responses and the observations. Visible themes from the data were categorized and an open, axial, and selective coding system used to sort the data (Patton, 1990).

Open, axial, and selective coding provide a procedure for developing categories of information, interconnecting categories, building a theme that connects the categories, and ending with a set of propositions (Creswell, 1998). Coding represents the methodology by which data are broken down, conceptualized, and put back together (Strauss & Corbin, 1990). Coding is the central process by which theories are built from collected data and is the means to explain the data. This procedure was used to analyze the data for corresponding categories of information and relationships.

Open, or first-level, coding separates the data for a more introspective review. It is an analysis that pertains to the naming and categorizing of phenomena through examination of data (Strauss & Corbin, 1990). Open coding identified many different categories, and data were compared for similarities and differences. Questions were asked about unusual occurrences and my assumptions were explored and usually led to new discoveries. The complete data analysis and data review were built on this first and basic step of open coding.

While open coding fractures the data, axial, or second-level, coding puts data back together in different ways by making connections between a category and its sub-categories (Strauss & Corbin, 1990). Sub-categories are related to their larger categories through various relationships.

Once the categories had been identified, the reality of the case was built. This conceptual and comprehensible picture of reality was what selective coding provided (Strauss & Corbin, 1990). It relates the data at both a broad level and at a narrow level to create a complete picture. Relationships were established among all major categories to help formulate the reality of the case.

The data were coded sentence by sentence, wherein which major themes or ideas were pulled out and labeled. I reviewed each sentence for patterns of similarities and differences within the participant responses and actions that helped to explain the data. I also examined the data for salient categories of information.

Constant comparative analysis was employed to consistently balance the data. Each category was reviewed and I continuously compared and contrasted information received from all recipients and all data collection methods.

Summary

This study sought to better understand how adjunct faculty's professional work experience affects the community college learning environment. Qualitative research methodology was selected to answer the three research questions set forth. Case study was the specific qualitative research design employed to answer the research questions.

The case study was conducted in a Midwest community college and focused on the college's Business and Public Service Technology Division. The participants in the research study included the program dean, college administrators, full-time and adjunct faculty, and full-time and part-time students of adjunct faculty.

Data collection included observations, interviews, archival documents, and multimedia references. Various methods of establishing validity, including triangulation and member checking, were engaged to ensure trustworthiness during the study. Data were analyzed using open, axial, and selective coding as well as constant comparative analysis.

CHAPTER 4

RESEARCH FINDINGS

Introduction

This chapter will report my research findings. The findings were reviewed based on the three research questions presented in Chapter 3. Through data analysis, themes emerged representing the participant's views of their experiences based on the following research questions:

1. What are the role, scope, and mission of the adjunct faculty as perceived by the administration?
2. What is the impact of adjunct faculty on community colleges as perceived by students, faculty, administrators, and staff?
3. How do adjunct faculty perceive their contribution and role to the community college?

Site Description

The community college researched was founded in the Midwest in 1965 as a technical institute under the jurisdiction of the state's department of education. In an area populated by heavy manufacturing and automotive industries, the college grew significantly. By the 1980s, the college was located on two campuses and offered 19 program areas of study.

Today the college is a comprehensive community college accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. There are now more than 160 career-oriented degree and certificate programs offered on the two campuses.

Between both campuses, the college annually assists 44,000 credit and non-credit students to meet their educational goals.

The main campus spans 260 acres and is located just minutes from downtown. It houses 17 buildings that are home to programs in nursing, safety and security, performing arts, childcare, law enforcement, health services, industrial engineering, mathematics, science, transportation, and student activities. The second campus spans 9 acres and is approximately 40 miles south of the main campus. This campus provides classrooms and laboratories for business, public service, industrial, and engineering technologies.

This community college has quickly emerged as a leader in the higher education community despite the numerous other colleges and universities in the area. It is currently experiencing high enrollment, expanding program choices, and continuing expansion with additions to its physical plant. Several new programs are underway in addition to a new facility that will serve the public, the military, and medical industries in the United States. Degrees offered include Associate's in Arts and Science, Associate's in Applied Business, Associate's in Applied Science, and Associate's in Technical Studies. A variety of certificates are offered to enhance or upgrade skills and to increase job market competitiveness.

Participant Description

Study participants were taken from the Business and Public Service Technology Division. This Division serves more than 6,000 credit students and graduates approximately 500 students annually. The division delivers courses and degrees online and off-site for employers, in addition to regularly scheduled day, evening, and weekend classes. The emphasis in the Business and Public Services Technology Division is on linking employers to highly skilled,

productive employees. Their core concern is to prepare students to meet the needs of prospective employers.

Participants interviewed in this division included part-time and full-time students, full-time and adjunct faculty, administrators, and staff. All participants were verbally informed of the study and invited to participate. Students had to have completed at least one semester at the college and could be enrolled in any program in the division. Adjunct faculty who had at least four years' teaching experience at the college and were currently employed full time professionally in business and industry were invited to participate. All divisional staff and administrators were invited to participate.

The themes are presented through the participants' voices, which provide thick, rich descriptions that convey their full range of experience and perceptions about how the adjunct faculty's professional work experience may or may not contribute to student learning. The following participant descriptions serve to introduce the study participants and their background. Participant descriptions begin with those individuals in the administrative offices, then move to those in the classroom. All participant names are pseudonyms.

Administration

Jane is the fourth president of the college and, at the time of the study, had been serving for two years. She holds a Ph.D. in community college administration and vocational education with a bachelor's and a master's degree in English. Jane previously served a five-year presidency in a different Midwest community college. Prior to that, she was dean of student affairs at a major land grant university. She has also taught high school English.

Amelia is the Dean of the Business and Public Services Technology Division. She holds a Ph.D. in Education and a master's and bachelor's degrees in business education. She has over 38 years' experience as a teacher, professor, and college administrator.

Betty is the Associate Dean of Academic Services. She holds a Ph.D. in higher education administration and a master's degree in society and inequality. She has been involved in the curriculum review process for the development of five programs, three majors, and two certificates. Betty writes and manages academic grants for the college. She has faculty status at the college and has been employed there for four years.

Tim is the provost of the college. He holds a Ph.D. in community college administration and master's and bachelor's degrees in business. He has been with the college over 10 years and has been instrumental in securing the permanent charter of the college as a state community college.

Staff

Laverne provides administrative support to the faculty in the Business and Public Service Technology Division. She has been with the college over five years, and she shares the support role with one other administrative assistant. Laverne supports the faculty full time Monday through Friday during normal business hours.

Ursula is the other half of the administrative support team. She works part-time to support the faculty in the Business and Public Service Technology Division on weekends and after hours. She shares the support role with Laverne, ensuring the division is provided support on an ongoing basis. She has been with the college for three years and interacts most with the adjunct faculty based on her scheduled hours of employment.

Adjunct Faculty

Jerry spent 20 years in the United States military. He was introduced to computers in the military and became director of an advancement information system. He had leadership training and taught technology classes in the service. After retirement from the service, Jerry became a database manager for a medical organization. He has worked in information technology now for three years and manages the gift-giving database structure for his company.

Vicki has been in early childhood education for 24 years. She has an associate and a bachelor's degree in childhood education. She teaches pre-school enrichment classes and sometimes trains early childhood professionals. A recent initiative she has undertaken is the adoption of an elementary school in a third world country. She travels as frequently as possible and holds seminars and educates teachers on early childhood development.

Nick has 50 years experience in English and journalism. He began his career in a public high school before moving to the local community colleges. Retired from industry, he now teaches part time and continues to work with students. Nick is the founder and editor of the college's adjunct faculty newsletter. The newsletter has been active for four years, and he has been writing articles and publishing information to keep the adjunct faculty in touch and informed. He has created a website where the newsletter can be found and articles, photos, and comments can be posted.

Elaine is an IT trainer who owns a technology training business partnership. Her company uses proprietary training tools to assist area business employees in accessing up-to-date technology information. She has over 20 years' experience in major corporations doing business systems training and marketing management. She is currently pursuing her Ph.D. and has

master's degree in higher education administration and a bachelor's degree in data processing technology.

Chandler has 20 years' experience in the engineering field. He is an industrial engineer by profession and a also self-taught CAD designer. He has extensive experience with area manufacturing companies. He has a strong desire to stay hands-on in the engineering industry, but finds adjunct teaching very rewarding. Although this is his first teaching position, he would like to continue along this path for as long as possible.

Monica is a former middle school teacher who is now a consultant and systems engineer. She has 24 years' experience in the information technology field and is certified in many areas. In her profession, she is fully responsible for the operation of the company's networked systems. She has knowledge of building systems, user training, and documentation. She has extensive experience managing information technology professionals.

Kramer is a retired corporate executive who worked in a heavy manufacturing environment for 22 years. He was promoted to distribution coordinator and later warehouse manager. When the company began having trouble, he took a buyout package and began a successful consulting firm, which he still operates. It was at that time that he began teaching part time at area community and business colleges to supplement his income. He has extensive experience writing grants, designing curriculum, and conducting user training.

Phoebe is a career development specialist who works with a community-based, non-profit-organization. She has 20 years' professional work experience in marketing and human resources. She does résumé consultation and career development training for the citizens in the area. She has held positions as director of programs and training for non-profit organizations in the city. She, too, has experienced downsizing.

George is an information technology professional with personal computer technician skill and certifications. He is now a computer technician who provides technical support to all the staff and faculty at the college. Prior to that, he was a lab technician and computer operator. He teaches introduction to technology courses.

Mary has been a corporate employee for 25 years. She held various positions in her firm including front office supervisor, administrative specialist, and customer service. She spent 10 years in the telecommunication field before she experienced corporate downsizing. She recently received her master's degree in public administration and has a bachelor's degree in business and finance.

Full-time Faculty

An invitation to participate in the study was sent to all full-time faculty in the Business and Public Service Technology Division. Only two full-time faculty members responded and participated in the study. The very low participation from this faculty group could be attributed to two primary reasons.

First, the study was done during the summer months when many full-time faculty are not teaching. Second, the participation from this group was probably low because the title of the study was specifically related to adjunct faculty effects on the community college. It is quite possible they did not realize that their participation and would be valuable to the research.

Barbara has been with the college for 32 years. She started with the college in 1973 as a part-time instructor before moving to full time in 1978. She was in the business field prior to coming to the college and immediately felt at ease in the business department. She began teaching secretarial administrative program courses before the title was changed to office

administration. She has experience working at another academic institution and a degree in education.

Paula has been at the college for 10 years. She has prior experience in programming and database development in industry. She currently teaches programming and other technology-related courses. She holds a degree in computer information systems.

Students

Students in their second semester or later having had at least one class with an adjunct faculty participated in the research. Small group interviews were held with groups of three to eight students at a time. While not specifically intended to be grouped by programs, students coincidentally came out of the same classes directly into the focus group interviews, so most of the grouping had that unique commonality. Focus group interviews are identified by group numbers and the program name.

Focus group number one consisted mainly of computer-aided design (CAD) students. They were technology majors and most were non-traditional students; people with families currently holding a full-time position who are returning to school as part-time students. Some were in degree programs while others were in certification programs. One student had been taking classes at the college on and off for 15 years. Although he wasn't there to obtain a degree or a certificate in anything specific, he took classes based on projects he was doing at home and those areas that interested him and required advanced learning. This group is identified in the study as FG [focus group] 1, CAD.

Focus group number two included CAD and the child development certification (CDA) students. This group was comprised of non-traditional students who were older adults with an established career. These students had families and were employed full time in the field in which

they were studying. This group enjoyed strong family support in completing their education. Some students were new to the college and had recently begun their college career while others had been attending for several terms. This group is identified as FG 2, CAD.

Focus group number three participants were nursing students. They were comprised of non-traditional and returning college students. They were very committed to their program and wanted to go into nursing, for the opportunity to help people. These students expressed an interest in learning all they could about nursing then migrating to the South to assist with the growing demand for elderly care. This group is identified as FG 3, Nursing.

Focus group number four participants were child development certification students. This group was comprised of non-traditional students currently working in the child care development field. The majority of these students had children, or step-children, so their program interest was based on personal and professional reasons. Unlike the diversity seen in other focus groups, these students were all females between the ages of 18 and 28. This group is identified as FG 4, CDA.

Focus group number five participants were enrolled in the computer information systems (CIS) programs. Most were traditional, first-time-enrolled college students. They had a wide variety of knowledge about information technology but enjoyed a lasting interest in computers. This group's knowledge level was very mixed. While some had already disassembled and reassembled a personal computer, others were unclear about the difference between a floppy and diskette, and still others were just learning to use the keyboard. Some students were exploring information technology for the first time; others had done so but had not yet developed a comfort level with it; and others had already spent countless hours on the Internet and were familiar with computer jargon. This group is identified as FG 5, CIS.

Focus group number six participants were engineering students. This group was comprised of all male students. It was the most academically diverse group, with students who were in a transfer program; students who had been enrolled in another college; students with prior military education and training; students in their first year of college; and students who were completing only a certification program. This group is identified as FG 6, Engineer.

Focus group number seven participants were child development students. This group was comprised of non-traditional, full-time employed mostly female students. These students already were employed in the child care field and were interested in obtaining the required state certification to maintain their positions. Although all are employed currently in the field, they admit they were learning new procedures that they were practicing both at home with their own children and on the job. This group is identified as FG 7, CDA.

Participant descriptions were presented to highlight their personalities and backgrounds thus adding faces to the voices. The themes of the collective participant experiences are explained below within the context of the three research questions.

Findings Related to Research Question One

Research question one, “What are the role, scope, and mission of the adjunct faculty as perceived by the administration?” examined the perceptions of the administration towards the adjunct faculty. Because the adjunct faculty are selected, interviewed, and hired by the administrators, it was important to gauge what they perceived their contribution to be. The administrators interviewed were asked to share their views of the adjunct faculty relative to each of the three areas.

Role

Role relates to the adjunct faculty's main function and purpose. As discussed in chapter 2, research indicates that part-time and adjunct faculty are hired for many different reasons, from filling a temporary vacancy to cost reduction. However, there are distinct differences between the two groups of professionals. While it is very common for the terms to be used interchangeably, they describe two separate and distinctly different faculty groups.

As established earlier, the adjunct faculty is decidedly different from the part-time faculty. While both have a place in today's community colleges, the adjunct faculty are those specifically focused in this research because of their strong world of work experience and the potential contribution they are purported to make to the community college.

The administrative staff describes the adjunct faculty member's role similarly. From their discussions, three specific roles emerged. They were industry experts, specialists, and full-time faculty. The first two roles they felt were positive influences on the college and the third they felt to be negative.

Industry Experts

The first role the administrators attributed to the adjunct faculty was industry experts. They shared that the adjunct faculty had industry training in business and industry that makes them valuable to the college. They saw these faculty members as those who had continued exposure and experience in several different corporations and were bringing that experience into the classroom.

The adjunct faculty bring a different range of corporate and non-profit experiences from which these students in a small college of heavy manufacturing industry can benefit. - Betty

By linking adjunct faculty to specific teaching fields based on their professional achievements, administrators say the college is poised to maximize each adjunct's experiences. Because the adjunct faculty teach in the areas where they have worked and have achieved professional credibility, they are viewed as industry experts in the classroom. They highlight that the adjunct faculty were not simply matched to the class level by their educational competence, but they were teaching in their specific professional field of expertise and none taught outside their areas.

The administrators reveal that many adjunct faculty had not taught in an academic environment prior to taking the job at the college, but they had all managed and/or supervised employees in their professional roles in business and industry. Based on that experience and their position as subject matter experts, the administrators believe adjunct faculty are classroom competent.

Fast-growing fields like information and medical technology require the industry expertise of the adjunct faculty. Because they remain connected to emerging technology and have daily exposure in these fields and technical backgrounds, the administrators say this role of the adjunct faculty is vital to the growth of the institution and its technical programs.

Specialists

The second role attributed to the adjunct faculty that of specialist. This describes professionals who are highly trained in specific fields, as opposed to generalists in a broad industry. Administrators saw the adjunct faculty as those professionals with specific training in a particular field who could lend credence to what students were studying.

They [adjunct faculty] are instructors specializing in a specific discipline providing higher education learning experience. They are positioned to teach in those specific areas of competence, which would make the most impact on the students. ~ Amelia

The administrators seek to maximize student learning by placing students with adjunct faculty specialists. In some fields, this specialist role is critical to the college. The administrators are able to find those professionals with insight on specific fields. They believe the adjunct faculty will provide a bridge to student learning as professionals in these emerging technology fields. As industry experts and specialists, they are able to provide a link for students to business and industry.

As an administrator, we are always looking for good instructors, especially in the information technology area. Right now we are looking to do a job fair if possible to bring in the technical experience we need. - Paula

The administrators seek to find specialists and will often use various recruitment efforts to ensure they have such experience at the college. These recruitment efforts can include referrals from other instructors, job fairs, calling businesses, and utilizing their Internet job board. They state that this would offer the students the best possible avenue to learning emerging technology.

Full-time Faculty

The third adjunct faculty role administrators identified is that of full-time faculty. This relates to the propensity the adjunct faculty has of advancing from providing up-to-date industry and technology teaching with a few classes a semester to assuming full courseloads as full-time faculty members. Of the three roles attributed to the adjunct faculty, this was noted to be the only negative one, because it removes them from business and industry. The administrators admit they have hired adjunct faculty into full time positions primarily because of the need.

Most of our faculty [adjunct] are regular instructors now. We have hired quite a few of them to be regular members of our staff. – Paula.

With the college's high enrollment, administrators are focused on getting qualified, proficient faculty members into the classroom. The adjunct faculty are viable options because they already have experience at the college, have demonstrated their proficiency as instructors, and they have a relationship with the student body. Further, as will be discussed later, some adjunct faculty welcome the opportunity to teach full time because of corporate layoffs and downsizing that have affected their industry profession.

For the administrators, the importance of the adjunct faculty to student learning is not in question. Interviews indicate they do feel the adjunct faculty role is important in all aspects. The administrators' goal is to continue relying on adjunct faculty support to bring much needed current, real-world experience into the classrooms. They believe that by hiring the adjunct faculty as full-time faculty, students will have regular access to real-world experience.

Adjunct faculty realize, though, that this dilutes their ability to continually provide real-world experience and information. According to the adjunct faculty, when they take on a full-time position, they are no longer connected to the business world. The technological skills they bring soon become antiquated as they are not able to stay current with industry. They believe there is a need for them to stay in business as they teach.

I would love to teach full time, but I would have to stay in touch with technology. I would have to have some time off to visit a shop and work in that environment. When you leave the material for a while you get rusty and you don't realize it until one day, it's gone. If you're not doing these things, you will lose it. ~ Chandler

While the college administrators see the adjunct faculty role as vital, high enrollment needs compel them to hire them as full-time faculty, thereby removing them from business and industry. It is the hope of the administrators that having these professionals in the classroom on a regular basis will provide students more access to their knowledge. However, the full-time

faculty role limits the true adjunct faculty as it removes them from the real-world, industry experience that makes them valuable. The adjunct faculty is necessary in ever-changing fields where technology improves faster than classroom learning takes place. They believe staying in industry is the only way that this is possible.

Scope

Scope relates to the extent to which the adjunct faculty can grow and develop at the college. It is the depth or the distance to which the adjunct faculty can further their relationship with the college. While one seemingly obvious growth is to obtain full-time status, scope here relates to the full development and advancement possibility of adjunct faculty in their current position. It explores the options they have to continue a lasting relationship with the college both inside and outside of the classroom as well as how the college can benefit more broadly from their industry experience. Two themes emerged in response to scope during the administrator interviews: training and socialization.

Training

As mentioned, many adjunct faculty interviewed are industry experts or specialists in their field. They also have been with the college an average of ten years. All the adjuncts interviewed had already mastered their industry profession and possessed certifications, awards, and other accolades that demonstrated expertise in their chosen field. However, many had no classroom teaching experience prior to coming to the college. For some, the opportunity to teach was presented to them though they were not seeking a teaching career. Although interviews indicate that they are doing very well in the classroom, this was not their life's goal. It was not something they knew they would do at this point in their lives. Hence, although they possess the

aptitude, they need help with mastering the basics. They come prepared with the subject matter knowledge; now they need assistance delivering it in the classroom.

Administrators believe combining the adjunct's professional credentials with teaching experience properly positions each adjunct faculty with strong professional and academic credentials. They see growth opportunities for the adjunct faculty. The administrators recognize the wealth they have in the adjunct faculty and express that they see a future continued relationship with them.

In the administrator's interviews, they felt they are aware of the adjunct faculty potential but have not positioned themselves to fully tap into how best to utilize these professionals and have not positioned themselves or the college to maximize the employment opportunities.

Administrators shared an initial and intense urgency to get adjunct faculty into the classroom. Their effort in this process leaves little research in maximizing adjunct faculty experience outside their teaching responsibilities. The focus is to get enough adjunct faculty hired to manage enrollment, and it often takes the span of time between semesters to accomplish this, leaving no time to plan for growth.

There are over 900 adjunct faculty here and we have had to cancel some classes because we don't have anyone to teach them. ~ Jane

Before classes begin, the administrators review and ensure adjunct faculty have the needed skills to teach the required courses. They are engaged in recruitment or selection of adjunct faculty to accommodate course loads. During the term, the time is spent trying to manage and accommodate each adjunct faculty member to ensure he or she has what is administratively needed to complete the term. After the term, administrators must begin the process again. This modus operandi does not allow for a plan to grow or develop adjunct faculty at the college.

The administrators say while they would like to offer training, they are not able to place emphasis on it at present. They would like to learn where adjunct faculty are deficient and where the college can better support these professionals. Currently, no consistent or organized formal or informal training is offered to the adjunct faculty.

Training usually depends on the department chair. We have discussed a mentor program and we have discussed that it would be good. ~ Tim

The administrators also indicate the necessary funds are not readily available to conduct full-scale adjunct faculty training. As mentioned, there are over 900 adjunct faculty at the college. Interviews indicate they do not receive regular end-of-term course evaluations. These are only done when a problem is revealed with a specific instructor. The administrators are unable to observe each adjunct faculty teaching a course every term and conduct an end-of-course evaluation. Many instructors have not had an end-of-term course evaluation during their tenure at the college.

I think you have to teach five semesters and then you get an evaluation or possibly an increase. I have asked them to come to the classroom because I want to know how I am doing. They tell me my grades and evaluations are fine and they only go to the classes where there is a problem. I would like to know though so I can hopefully improve and change my teaching style. ~ Mary

Actually in our handbook, it states that there is someone from the administration that is supposed to sit in one class every semester. That has not happened for me since 1997. ~ Phoebe.

Course evaluations are a training the adjunct faculty want to have as part of their growth and development. They say that without proper evaluation, they are unsure how to proceed with their teaching. Without formative or summative evaluation, there is no room for improvement or correction. They are not able to reach their full contribution to the college without the necessary reviews and evaluations. If they are not provided adequate instruction, or if there is a better way

to pursue a concept, they will not know and their growth in the classroom will be stalled. As they are not career educators, they feel the training and evaluations are vital to their learning.

As far as I know, outside of the formative and summative evaluations that the students do, I do not know that we are evaluated. I am assuming my department takes a look at the outcomes assessment and take a look at the student surveys and they look at the syllabi and ensure you are following the present guidelines, but I don't know. I have been here two years and have never been evaluated; nobody has ever come to my classroom. ~ Elaine

Evaluations are only done by the students. They come once a term and the students give feedback. I tell them to be honest so I know what I need to do. Some will put some mediocre marks down and won't really tell you anything but at least they do the evaluations. I have not been evaluated by the administration. ~ Chandler

I have never had them come in and evaluate my class the entire time I have been there. The students evaluate you. You do get those but I would love for the instructors or the staff to come in and to evaluate. It would be nice to know how you are doing from your peers. ~ Monica

The administration agrees that training is an area of adjunct faculty development they have not fully considered. Interviews indicate that very few of the adjunct faculty have ever attended any training classes on classroom management. They have not been informed fully on test development, syllabi creation, substitute teaching, or proper student discipline. Instead, adjunct faculty resort to the methods they use in their individual corporate environment. Some find that to be effective, while others realize it is probably not the best route to take considering how the role and objectives of a student differ from those of an employee. However, with the absence of any formal training on these topics, they utilize what is familiar.

When I started, no one took me through any training or gave me a syllabus. I went and got some from the professors that I knew taught the subject. I didn't want to be doing one thing and others doing something different. I didn't want students to say I want to be in this class because that professor is doing a new thing. ~ Mary

A training program is needed so we can feel more secure in what we are doing. What we get though is, here is the book; here is the contract; see you later. ~ Kramer

Essentially, we are given what the course responsibilities are and the development is really up to the individual. I had a template of the syllabus from one of the other full-time professors. ~ George

Although the administrators indicate very few opportunities for formal or informal adjunct faculty training, some scant training is being practiced in different departments at different levels. One adjunct faculty interviewed was presented with a formal training opportunity by his department. No other adjunct faculty, regardless of tenure, was found to have received formal training.

I was invited to participate in the training with the full-time faculty. It didn't cost me anything at all; they paid for it. I know that is rare and I appreciate being considered by my department. ~ Jerry

Other adjuncts discussed informal training sessions or meetings held at the beginning of each new term while still others, even those in the same department, do not appear to be aware of these opportunities. A selection or non-selection process for the limited training opportunities is not apparent. Although some haphazard meetings and orientations are being held, not everyone is getting the training opportunity.

At the beginning of the semester there is a conference day. They invite adjunct faculty to come to things and they talk about administrative stuff. In my department the adjunct instructors are invited to meetings but I don't think it is made public in other departments. ~ Elaine

Meetings are offered twice a year at our chairperson's home. We have food and the chair will bring the meat. I am always invited and I have participated several times. We have a very cohesive department. We all know each other and we all support each other. ~ Vicki

Adjunct faculty are invited to meetings and we had a meeting in the Fall. They would like to include everyone but it is hard to get the entire adjunct faculty scheduled for a meeting. In the whole division, there are hundreds of adjuncts. ~ Barbara

Training, whether formal or informal, regular or irregular, short term or long term, is not being fully communicated or made available to all adjunct faculty. Some adjunct faculty have been given the opportunity to participate in informal training sessions and meetings, while others have not. Full-scale training sessions, across the board and on a regular basis, have not been implemented.

Socialization

Adjunct faculty socialization is the second area of perceived development the administrators described. Interviews revealed no established method of gathering, either as combined adjunct faculty or as combined overall faculty. When there is no process for professionals with the same responsibilities to come together and share ideas and suggestions, growth opportunities are stalled. The adjunct faculty say they are not positioned to learn from each other and will continue to teach the only way they know. Conversely, the full-time faculty teaching the same classes are not tapping into the expertise of the adjunct faculty.

To be honest, I don't really know the other instructors. I go into the classroom and after work I go home because it is 10pm. ~ Phoebe.

I don't know the other instructors from Adam. I see the office administration folks because the campus is expanding a lot and there are remote labs. ~ George

The faculty also share no connection with each other unless they take it upon themselves to get to know each other. While that is a very proactive approach to getting to know your colleagues, and it would indeed promote feelings of relaxation and contentment, the administrators agree that it should be an effort they coordinate.

I know several of the professors because I make it my business to know the folks that are teaching in the same field. But there is no meeting or opportunity to get together. Maybe that is coming down the road, I don't know. ~ Monica

While the scope of opportunity for the adjunct faculty is relatively promising, the relationship with the adjunct faculty is one the administration does hope to further develop and strengthen. Specific areas of training, evaluation, and socialization will be reviewed. To date, they are unable to cite any concrete plans to undertake improvement in these areas, but they are aware of the need for further adjunct faculty development.

Mission

The question of mission relates to the promise the college has made to the students, the staff, and the community. The college has pledged to provide quality technical and general education that meet the needs of its students and the employers in its service area. The college is committed to preparing every graduate to succeed in the world of technical service, to make a positive contribution to society, and to support and survive change.

The administration believes the entire college must be committed to the college's mission if they are to succeed. The commitment to (a) provide quality technical education, (b) help each graduate prepare to succeed, and (c) survive change is a cooperative effort. While each faculty member is vital to the realization of this mission, the adjunct faculty are qualified to respond in each area.

Technical Education

The adjunct faculty say technical education requirements they teach are set and driven by industry, not academia. Software cost and ease of use, industry trends, and technological usage determine what skills are relevant for students to learn. Technical skills are frequently changing so businesses can be more competitive and deliver goods faster, safer, and more cost effectively. Academic programs are not always on the cusp of what is being used in business and industry because the link is not constant and current to provide that information and keep academic

programs updated. The adjunct faculty believe they are the professionals in industry who feed academia with valid information about technological advancements. They have access to current training and certification that ensures they are abreast of the latest technology. Without the time spent immersed in technology, the probability of communicating incorrect or outdated information is high. Adjunct faculty say the full-time faculty are not heavily enough immersed in business and industry to deliver accurate and current information.

I had a one-hour debate with one of the instructors who has tenure. He says you teach the physical thing and I am teaching the computer aided design. He says no, you have to teach the discipline and I am saying no, you don't; you can teach the design. But you can teach how to use the computer-aided methodology to accomplish the design. Underlying it has the same philosophy. ~ Chandler

While there may be more than one way to accomplish a task, the practice of using industry standards and technology will advance student knowledge. It is the adjunct faculty who are abreast of those standards. If the college is to uphold its mission of providing quality technical education that meets the needs of area employers, the adjunct are the professionals who can help achieve that goal.

It is so hard when you come into academia to understand the computer industry, which changes drastically. It is so new you can barely keep up with the technology. ~ Monica

Preparation to Succeed

Preparing students to succeed after graduation requires them to be well rounded and knowledgeable. They will need theoretical as well as practical knowledge. If the college is to fulfill its mission, students need to have technical education and familiarity with cutting-edge software. Those who are in the classroom should be able to convey current industry practices and procedures. The knowledge of these practices and procedures will prepare students for the world of work.

The adjunct faculty have the professional readiness to help prepare students to succeed. When given the opportunity, they share that students themselves prefer their instruction because they are able to link it to business and industry.

I think the students like the real-world examples. Some of the students I have taught work out here and they don't forget me. One good example was a student I taught almost two years ago. He was told to take my class. He was told if you are going to take this particular technology course, take this instructor so he made sure he took my class. They kind of remember if you made an impact in their lives so they don't forget you. ~ Jerry

Jerry was one adjunct faculty member interviewed who felt he had the ability to prepare students to succeed. Preparation to succeed involves those practices inside and outside of the classroom. Students will need to be equipped to succeed with theoretical and practical knowledge if the college is to fulfill the mission.

Class Size

But students also need assistance with classroom management. Reducing class size and better targeting classes to student needs were two strategies identified that would better prepare every graduate to succeed. Large classes were found to impair students' ability to grasp the material being taught in the required time frame.

To reduce class size means limiting students numbers in a particular course. This provides instructors and students an opportunity to get to know each other and offers a more personal level of learning to each student. Instructors are able to get to know each student's learning needs and can better determine the method that meets those needs. Smaller class size to facilitate learning is a goal of the administrator.

We strive to offer a positive educational environment with small class sizes that allows the faculty to get to know the students. ~ Paula

Although not researched in this study, class size often is linked to student comprehension. Both the administrators and the adjunct faculty indicate that with a larger class, the level of instruction has to be tempered. Material is altered in its presentation to ensure the broader audience has full comprehension.

It really slows the class down and the other students are really frustrated that I have taken time to address these [entry level] computer issues that should already have been experienced or understood. ~ Chandler

Larger class size prohibit students from developing a personal, one-on-one relationships with their instructor. As well, instructors have little time to adequately work with each student. When there are an inordinate number of students in one class, especially a technical course, the adjunct faculty say it impedes the students' ability to grasp the material. Larger numbers of students disproportionately decrease the amount and the pace at which information can be presented. They experience that delivery has to be reduced so all students are able to follow the material and ensure that the course accomplishments are achieved.

With large class size, instructors are not able to deliver information at a rate that allows the students to grasp the material during the given time frame. Oftentimes when the course is completed, the adjunct faculty say only half of the material has been presented and discussed. This does not adequately prepare students to succeed, as when they complete a course, they may only know half the concepts necessary to compete in business.

The class, the last 8-week session was in computer. I have another class in office administration. Both classes were filled with 24 students. Instead of having 25 students in a class, they could cut it down so we could have more one-on-one with the students. Smaller class size is really nice. ~ Phoebe

Last term I taught an operating systems course that goes for approximately 15 weeks. Usually I average about 20 students. ~ Monica

Non-traditional students are especially disadvantaged with large class sizes. Those who have been away from a structured learning environment for some time find it very difficult to adapt and communicate in a large classroom. Adjunct faculty say non-traditional students often need more simplified explanations than are possible with a large class. The inability of the school to provide a conducive learning environment for these returning students could result in high levels of frustration and early dropout.

I have been out of school for 10 years and this is my first year back. I like classes that are small and the teachers can go one-on-one with you. ~ FG3, Nursing

In several focus groups, students believed that for them to grasp the data, there should be a limited number of students in each class. Additionally, if the college is to promote an inviting learning environment for returning non-traditional students, adjunct faculty recommend smaller class sizes. They want to work with students to ensure they not just complete, but comprehend the material during the given time period. This is best accomplished when class sizes allow them one-on-one contact with the students.

Targeting Students' Needs

Another means of preparing students to succeed is by targeting their needs. Targeting students' needs refers to the college's ability to match each classroom with students who have similar knowledge levels. When students are not matched appropriately based on level of knowledge, their needs are not being served. Courses where students have a wide range of knowledge about the same subject make it difficult to completely address the needs of all learners.

There is a wide range of knowledge in the class and that is difficult to deal with because I realize it is easier for me to start on a basic level and work up. I tell those who are already flying, pay no attention to me and just keep going. It is an imperfect arrangement group.
~ George

The maturity of the students in the class varies. Some are younger students and others are older students. I get students from both ends of the spectrum. A lot of times they are not prepared. ~ Phoebe

Adjunct faculty shared that students of similar knowledge will further the mission of the college as it relates to preparing students to succeed. Because the community college environment is so diverse, it is incumbent upon the administration to ensure more stringent methods are used to place students of similar knowledge level in the classrooms. Adjunct faculty say students' level of knowledge should be related to prevent boredom by some students, and intimidation by others.

I don't know what the numbers are or anything like that but a lot of them just lack the basic skills. I am having to tell them where the A- drive is and they don't understand how to get a file. I have to teach them the basics and go back and revisit with the problem. It really slows the class down and the other students are really frustrated that I have taken the time to address these issues that should have already been experienced or understood. ~ Chandler

Some students tell the advisor they had a particular subject so the advisors say they don't need to take it. But they have been out of school for 10 years. So because they had that class, they don't make them take it which may not be a good idea for some students. ~ Nick

In some instances I have had women who have just broken down in tears in class. They say, I am not prepared for this; how can I learn anything when you go so fast; you ask too much; there is too much work, etc. I really bleed for those students because they don't feel they are getting what they need. ~ Monica

Although it is not completely feasible for the administration to target the students' knowledge level, the adjunct faculty say it can be done in the classroom. They recommend giving the faculty the ability to make adjustments at the moment they realize there is no knowledge parallel in the classroom. They believe that having the option to make changes once

they realize a student is either far too advanced, or far below the knowledge level of the majority in the classroom, would aid in furthering the mission without much disruption.

Another option the faculty recommend to better target students' level of knowledge in the classroom is to allow students to test out of certain courses. By administering a current, up-to-date exam on the subject matter, the administrators would be able to determine the students' proficiency level.

Unfortunately we don't have a way to test out of it so all students take this course. Those just out of high school will generally fly right through it. The non-traditional students coming back to school for the first time and are basically petrified about touching a computer. You have those folks that are a different level in the classroom. I try to get underneath the middle skill level to start bringing them up. But those students who can fly through it will easily get bored as you are trying to bring up the others. ~ George

A consideration ought to be a test out option for those that know the material and do not need to be dragged down. ~ Jerry

They are making these people sit there; they could easily test their way out of the class on the first day but they have to sit there. I think they are ones that are over prepared more so than the ones that are not prepared. ~ Elaine

Education that meets the students' needs and adequately prepares them to succeed includes balancing classrooms with a similar level of knowledge. This environment levels the playing field for all students to learn and comprehend the material together.

Surviving Change

The third commitment in the college's mission is to aid students in surviving change. As the college and technology change, students must be ready to face and survive change if they are to succeed. To prepare students for change, adjunct faculty say they must be equipped with the fundamental basics of the concepts they are learning. They must be taken from the ground level on a particular concept and be allowed to work it all the way through so they grasp the concept's

totality. If they understand the basics and how to operate in a mundane, limited format, when situations change they will be equipped to survive those changes.

I teach a bit of DOS and the students ask why do I have to know that. I want to be able to hand them the hard drive that is not formatted and tell them to make it work. Then I can say that is why you need to learn the basic commands. You need to know the basics in case something breaks or goes wrong. How do you fix it if you don't know the basics? ~ Monica

Education [should] focus on the basics. The one and two-dimensional stuff; how to use the tools; how to view it; how to get around it; and all that stuff. I use examples in teaching. I use the computer to accomplish design work. ~ Chandler

It is perhaps more prevalent in technology arenas than others, but the necessity of surviving change is realized if the learner has mastered the full concept. Once he has done that, the adjunct are assured students will be ready to continue learning, and their knowledge will not be usurped by the next advancement. Instructors must begin with simplicity in the classrooms so students have a strong grasp of the fundamental concepts they are learning. Once they understand the backbone of the concept, then they begin to add layer on top of layer until the full picture is revealed. Adjunct faculty share that they are doing this in the classroom.

In my analysis of the college's current course catalog, the keys that enable the college to fulfill its mission are these:

two-year associate degree and one-year certificate programs; access to the college for every student interested in learning; an environment conducive to learning for a diverse population and the services needed to succeed; developmental education to improve student potential for success; quality technical programs and lower division undergraduate programs which include a foundation in basic ethical and technical principles and the application to current technical educational courses; training and education that is responsive to employment needs in the community; lower division undergraduate program to foster credit and program transfer; accreditation; and high quality education at the lowest possible cost.

The college's mission is critically important as a student contract. The administrators say they need the entire college to assist in completing the mission and ensuring delivery of their promises. The commitments to the students are to provide technical education, prepare them to succeed, and equipped them to survive change.

To realize this, the administrators seek to hire those professionals who can specifically affect and contribute to these commitments. Adjunct faculty members with industry experience are able to share technical education that can prepare students to succeed and aid them in surviving change. They need the help of the administrators who can assist by securing small class sizes and ensuring students in each classroom are appropriately matched to their level of knowledge. With smaller class sizes, adjunct faculty say they can build relationships with the students and proper one-on-one training to realize the college's mission.

Findings Relating to Research Question Two

Research question two, "What impact do adjunct faculty have on community colleges as perceived by students, faculty, administrators, and staff?" was researched by interviewing each group to better understand the adjunct faculty's influence. Impact relates to the level of effectiveness the adjunct faculty has demonstrated as perceived by these groups. Effectiveness was described differently by different groups depending on their relationship and involvement with the adjunct faculty. The full-time faculty and the administrators who have experience with the adjunct faculty in a teaching capacity responded differently to this question than did the staff.

Student Perceptions

The adjunct faculty members impact affect the students most as they are the recipients of their instruction and the group that spends the most time with the adjunct faculty. Although the

students may not be fully aware of their adjunct faculty's education or professional experiences, it was thought that they would be able to speak to their instructors' effectiveness with classroom management and educational delivery. Three themes emerged through the student voices that described the combined perception they held of their adjunct faculty's impact. They were (a) industry experience, (b) availability, and (c) understanding/empathy.

Industry Experience

In all focus group sessions, students interviewed had extensive information on the background and teaching credentials of the adjunct faculty. They knew expressly in what field, what industry, and what corporation their instructor was employed. While they were not informed on the differences between part-time and adjunct faculty as is being used in this study, they knew whether or not their instructor was employed at the college full time.

Students knew the work world profession their instructors held and how long each adjunct had been teaching at the college. Many students could identify instructors who were proprietors, consultants, partners, held private practice, or managed/supervised.

My instructor has her own practice; she does her own workshops and she is working on a project with children in Africa. ~ FG4, CDA

My one professor is a retired employee from the medical college and the other has a full-time job in the engineering field. ~ FG6, Mechanical Engineering

This background knowledge demonstrated that instructors and students were sharing information during class about industry trends or business matters. The general consensus from the students was that their adjunct faculty shared their industry experience in the classroom. They brought their professional expertise to bear on the classroom examples that gave more insight to what their students were learning. Students identified specific technology, procedures, and situations their instructors spoke about during class lectures. They attributed the insight their

instructors brought to the classroom to their real-world industry experience and they thought highly of the specific examples and instances they were given.

We have seen things in real life that we have learned in the class. Like I went to the store and saw a baby left in the car and we were taught what to do. So I went in and informed the store manager. The police came and I had to give a statement. But we are learning to watch out for children. ~ FG4, CDA

The book has a step-by-step way to do a drawing but my professor can look at a drawing and do it. One thing I do notice is that my CAD professor uses his experience as an asset where other professors just don't have that experience.
~ FG6, Mechanical Engineering

Whether the students were taking the course for a degree, a certificate, or just for general knowledge, they found value in the industry experience their adjunct faculty shared. While not many students were enrolled to enhance or upgrade skills, those who were found the adjunct faculty's instruction valuable and effective.

I purchased the CAD program that we were working with and I found this class very helpful. We are remodeling our bathrooms and it is helping me with that right now. Having listened to him [the instructor] talk, he has worked for many companies and he has talked about what some require. I think it is very helpful versus just having the academic portion of it. You would feel like you could trust what they are saying more. They have the background. ~ FG1, CAD

Child development students were especially impressed with their instructor, they indicated, has over 20 years experience in the field. These students are working toward a state-mandated certificate and are required to pass the two-year program to either obtain or keep their job in child development arenas. They valued the information from the adjunct faculty because of her experience and specific hands-on application to the concepts created content relevancy. They found it helped them better understand the data and expressed confidence that they could pass the state test and obtain their certification.

The child development program engages in environmental learning with each student. Students often travel to community-based organizations where, they volunteered, they obtain practical, hands-on learning opportunity. This provides needed exposure to the material and they are able to link theory with practice. These students believe it is beneficial to their learning experience if the instructors have hands-on, real-world experience. Students indicated that this study area study changes because new laws are passed regularly, so this field of study is not one that can be learned from a textbook. One has to have current, practical experience and exposure.

You have to work in the field to understand it to know what is developmentally appropriate. No matter how often you study, it won't work. Some things could be developmentally appropriate one way, and not developmentally appropriate another way. It is the experience. You learn through experience. You need that experience in working in the field in order to be able to teach it. ~ FG2, CDA

Exposure to the environment is relevant to each student's career direction. For those students still making career choices, they indicate the need to get a realistic picture of what is currently developing in the field to aid them in determining if they should continue.

It is not always about reading the facts and applying it to the licensing. Lifetime experience is what teachers [in this field] must have. I think anyone can get a degree. It is not necessarily about those [credentials]. I have worked with a couple of teachers that have 3 times as much of a degree than I have and they don't know half of what I know. They have studied children for years but they can't function in a classroom. ~ FG4, CDA

If you have a teacher that has some experiences, they can help you by saying "try this" or "try that" and it helps to have some feedback that can help you. Sometimes only experience can satisfy or address a particular problem. Some things will only come through experience. Like a child who is biting. You don't always read how to handle that in a book. ~ FG2, CDA

Students in the child development programs drew a clear distinction between instructors with children and those with information on how to apply the best practices to child safety and rearing. These students insisted that their instructors needed specific experience in child development to adequately assist them in their learning. They expressed that, although they may

have or are rearing children, they still may not know what knowledge is required in child development areas.

Industry experience is vital to these students because certification is required by the state for all employees working in field. Students clearly indicated that, unless the instructor is experienced and had been immersed in the childcare field, their students would be able to successfully complete the board-certified exams that followed the course work. They felt these instructors with current, relevant knowledge of up-to-date changes in the child care laws and safety method could better assist in their preparation and successful completion of the state certified exam.

I don't think anyone can teach as well as someone who has experience in the field. In childcare development you have different children, different problems, etc. Some of that you can not learn in the classroom, you have to gain it through life experience.
~ FG2, CDA

Students in the information technology field also expressed that those instructors with industry experience were invaluable in students' ability to market themselves and compete in the job market upon graduation. As with the child development program, the information technology field changes quickly. One must be immersed in this field to be competitive. For students to stay abreast of these advances, they expressed that they needed instructors who were not just academicians, but practitioners.

My professor is in the field and he brings a lot of practical knowledge about the subject to the table. Some of the book resources take off into different avenues which are not necessarily what you want to spend time on. He gives us more practical knowledge as opposed to the book that gives you information you might never use. I think being in the field can bring that knowledge into the classroom.
~ FG6, CAD

One constant theme that emerged from student focus groups interviews was that the industry experience and practical business experience the adjunct faculty brought into the classroom made a significant impact on students' learning experience.

Availability

The opportunity to contact their instructors during a family emergency, to clarify a homework assignment, or perhaps to get career counseling made an impact on the students. They highlighted the ability and ease with which they could reach their professor and this was something that made an impact on them and their learning.

Student responses indicate that adjunct faculty provided their contact information to the students and were accessible to students. While not customary for faculty members who are not employed full time by colleges and universities, students indicate this was a common practice among their adjunct faculty instructors.

She is very accessible; she gives us her phone numbers. One assignment we were supposed to go to a synagogue and I forgot the address and had to call her at home.
~ FG2, CDA

Student interviewed did not appear to be overusing the contact information they were given nor did they indicate sharing the information inappropriately. Rather, they valued the confidence placed in them and safeguarded the instructor's information. They primarily contacted the instructor if they were not going to be in class and were due to have an exam; if they were working on an assignment and needed direction; or if they needed to submit an assignment late. But whatever the reason for contact their adjunct faculty member was available and students' call were met with acceptance.

Today I forgot to give her my homework and she gave me her home address and I dropped off my homework and it was no problem. I really enjoyed that about her.
~ FG5, CIS

Some of the students had not needed to contact their instructor at home during the course. However, all students indicated that their instructor's availability was very important and contributed to their sense of value in the classroom. Students say the instructors don't just casually mention that they are available without any show of commitment to being available but are serious about being accessible night and day.

She tells you again and again to call her at home or call her at the job. I have called her at home and she has called me back. I called her at her office, and she wasn't there but I left a message. She is very adamant about calling her if we need to. She would tell us if you don't get the homework, call me; if you don't understand the email, call me. ~ FG5, CIS

The ability to reach their instructor after hours, made an impact on these students. Focus group discussions revealed that students agree that this is valued and treasured. They express that they feel more connected to the instructor; they are more comfortable with the learning because they able were to ask questions in a more informal environment; they were able to obtain additional clarification; and they feel respected by the instructor to be entrusted with such information.

Understanding and Empathy

Understanding and empathy relate to the sentiments expressed toward each student during their learning. Undertaking a degree or certificate program can be very challenging to any student. It is especially challenging to non-traditional students with community, family, and career commitments. While it is not an easy task to accommodate all those responsibilities simultaneously, non-traditional students do it every day. It is not an option for some to put aside their family or their community commitments when they decide to return to school. Hence, they need all the assistance possible to make it come together.

Students indicate the third impact their adjunct faculty have on their learning is that they are understanding and empathetic to their many responsibilities. While they have no clear answers for why it happens, they share that the adjunct faculty members sometimes go beyond what they expected in allowing them to complete coursework. Students emphasize that the adjunct faculty will sometimes extend assignment deadlines or allow them to deliver homework assignments to their home if they have a sick child or have to work later than usual.

My professor notices and understands that life is very difficult. She gives you a chance to rectify the issues. ~ FG5, CIS

Many students indicate that they are completing their first year after a significant time outside a structured learning environment and they needed the understanding of the adjunct faculty in order to accomplish the assignments. They do not simply need them to extend deadlines, but sometimes need them to provide offsite tutorial support and/or further simplify class material. Often they are not comfortable making these requests during the class.

My professor explains the material well. She doesn't use huge words; she explains it in simple terms. They are great; they explain stuff like they are supposed to.
~ FG3, Nursing

I am doing a degree program and I have work experience. My instructor brings it down to a different level. The book sometimes get intricate and he breaks it down in more practicality and it seems like it is easier to learn that way. ~ FG2, CAD

Whether the adjunct faculty are understanding and empathetic because they realize that returning students need more assistance after significant time out of an academic learning environment or because they know the struggle of managing family, community, and career, the students are grateful. They appreciate the show of concern the adjunct faculty have for their learning and they say they try even harder to ensure they are successful in their classes.

Although some of the students shared doubts that these sentiments will continue throughout their academic experiences, they are appreciative of it now.

Full-time Faculty Perceptions

As indicated above, the full-time and adjunct faculty do not socialize with each other. Due to the nature of the adjunct faculty's employment, they typically come on campus to teach and then leave immediately afterwards. Because they support the same student body, work for the same employer, and have the same mission as put forth by the college, it was important to get a sense of what the full-time faculty thought regarding whether adjunct faculty had an impact on the college.

As aforementioned, only two full-time faculty were interviewed. I surmised that it was due to the topic and title of the study; it may have been thought only adjunct faculty were needed. The two full-time faculty interviewed had mixed perceptions about the adjunct faculty's impact on student learning. Their responses are summarized in two themes: limited impact and significant impact.

Limited Impact.

One view the full-time faculty shared is that the impact of the adjunct faculty is limited or not any more significantly effective than any other instructor group. One belief is that the adjunct faculty do provide professional industry experience that is extremely beneficial to student learning; however, it is not an experience that is all-encompassing.

In years past, it was revealed, several adjunct faculty had given up their professional industry experience for full-time positions at the college. It is unclear whether these are recent occurrences, and the industry background of those who moved to full-time faculty positions is not known. The trend now, as indicated by this faculty member is that those wishing to

transition to full time are increasing their course load. For this reason, this full-time faculty feels those adjunct faculty have limited impact on the college. The other full-time faculty member indicates the adjunct faculty spend less time in business and industry and have essentially moved into another faculty status. She believes this reduces their time in the field and lessens their impact in the classroom.

The full-time faculty interviewed both agree that the most valuable trait the adjunct faculty provide the students is a link to the outside world. They contend that once the adjunct faculty increase their course load, they become absent from industry, and fail to provide any more impact on student learning than any other faculty. If they are no longer engrossed in business and industry, the adjunct members no longer bring real world experience into the classroom and are therefore on par with the other instructors. One full-time faculty says the adjunct faculty lose their edge and impact. In her assessment, adjunct faculty teaching full-time course loads are removed from the world of work and are now providing instruction as all other instructors.

Most of our instructors [adjunct] don't really share any more experience than the full-time instructors [do]. They have been teaching full-time course load for a while and don't even work in the industry anymore. ~ Barbara

Faculty members say the economy in the area has seen a downturn and quite a few layoffs have taken place and more are imminent. They share that many adjunct faculty have been displaced from their primary employment and are trying to find other employment opportunities. One way they have sought to facilitate this is to increase their course load at the college.

Most of the adjunct faculty are employed and very experience. One works in a medical facility. She wants to be hired full time because she is not working now. She also works as an advisor trying to get as many hours as possible. ~ Paula

It is unclear whether some adjunct faculty have begun teaching full-time course loads because they desire to move into academia full time, for financial reasons, or because they are downsized in the professional world. What is known is that in some college departments, adjunct faculty have left business or industry or have drastically increased their academic course work such that they are in the classroom on a regular basis. When they do this, one full-time faculty member feels the adjunct faculty have a limited impact on the college and are only as effective as the rest of the full-time faculty.

Significant Impact.

Another view expressed by the full-time faculty interviewed noted that the adjunct faculty provided significant, value-added classroom instruction. They believe that the adjunct indeed brought years of up-to-date, industry experience and information that is helpful to student learning. They feel those with the industry experience benefit the students greatly.

One full-time faculty believes the adjunct faculty provide value-add and identifies the specific areas that produced the most impact. Those teaching and working in the fields of information technology and medicine are the largest contributors and provide the greatest impact. These specific industries were identified because they are demanding, demonstrate high turnover employment rates, and are frequently precarious environments. Adjunct faculty in these fields, she thinks, bring relevant experience because of the valuable training not shared by other faculty at the college.

One instructor has medical background and she is very good at it. She works at a hospital and she brings a lot of medical experience to our medical students. She has years of experience that she brings to our medical option students and she has been wonderful. ~
Barbara

Although the full-time faculty member with this belief feels that the impact made in these areas is significant to the college and the student body, she did not indicate that it detracted from

the emphasis or contribution of the full-time faculty. She saw it to be a process of sharing gifts and talents that benefit all students. She was able to distinguish that the specific adjunct faculty with needed industry experience were there to share in that way and in those arenas. It is in their specific environments, and only those environments, that she felt the adjunct faculty provided more impact and were greater contributors.

Full-time faculty shared mixed responses to the question of adjunct faculty impact. They felt the adjunct faculty who had reduced or completely given up their profession in order to teach full time were no longer bringing any more relevant, real-world experience to the students than full-time faculty. Even those still in business and industry but teaching a full-time course load, they felt did not make any more significant impact than any other faculty group. They saw no distinction among faculty ranks when they were all teaching the same course load.

Another view was that in particular technical areas, specifically medical and information technology, true adjunct faculty make a significant impact on the college. These professionals, they thought, brought vital and current technological information to the students that no other faculty could provide.

It must be noted that those in different departments may share a different perspective on the adjunct faculty based on how they perform or contribute in their department. It is clear from the research there is a variance among adjunct faculty across departmental lines.

Administrators' Perceptions

The administrators are responsible for recruitment, selection, and hiring of the adjunct faculty. They specifically seek out those professionals who would like to bring their industry experience into the college. Many come to the college by referrals from staff and other faculty members, but administrators continue to find experienced adjunct faculty to support student

learning. They were asked to comment on their views of the impact these professionals have on the college.

The administrators see the adjunct faculty's impact as valuable to student learning. They hire and recruit them for one express purpose: to provide professional and specialty training in technical fields that help to advance and enhance student learning. They specifically emphasize that professionals in technical fields are heavily sought after.

While academic credentials are important to the institution's accreditation, specific training and expertise in subject matter areas are most vital. In a technical area, adjunct faculty are sought after and hired for experience that complements program offerings, not specifically for their academic preparation. It is the administrator's preference that the adjunct faculty, and all other faculty members, possess the required academic preparation. However, they may or may not have a degree, but they do have years of professional training and are very successful in their field.

Newly hired instructors need to have a Master's degree in the field; a Master's degree or higher with course work; a Master's and then second degree and additional credit hours in the field of teaching; or 5 years specialty training. ~ Paula

Although many adjunct faculty had no prior teaching experience, they are all highly-respected experts in their field. As I reviewed their resumes, the adjunct faculty had an average of 25-plus years of industry experience in their teaching field. Several of the adjunct faculty also held certifications and awards in their fields. These professionals, whether degreed or non-degreed, all have a strong command of their profession.

The business and public service technology division seeks to offer programs that are representative and reflective of the city's employment market. The division seeks to link employers to highly skilled, productive employees. They begin by preparing each student to

meet the challenges of the business world. They seek to prepare students in the classroom to enter the workforce. The administrators seek to continue to find professionals with a strong sense of business and industry to link theory with practice, thus advancing student knowledge. They point out that the area of most concern is information technology. Those in the field of computer information systems, computer-aided design, or network support/network engineer are in high demand because these fields are every changing.

We are always looking for instructors, especially those in the information technology area. Right now we are looking to do a job fair to aid in recruiting these instructors. ~ Amelia

As the college's enrollment continues to grow, these areas of technology experience the fastest changes. The administrators say having adjunct faculty with these relevant experiences available to help prepare the student for the world of work makes a significant impact on the college. The administrators support ongoing recruitment and retention of those professionals with industry experience who can help prepare the students for these fields.

Staff Perceptions

The department researched consists of only three staff members who provide administrative support to the adjunct faculty on an extended schedule. They primarily support the adjunct faculty by equipping them with information and clerical support so they are unencumbered and can focus on the instruction. Two employees work full time to cover a 12-hour week day while the other works part-time on the weekend. There is support for the adjunct faculty five days a week from 8am to 8pm and on weekends from 12 noon to 5pm.

There is at least two [staff support] out there a majority of the time. I know the daytime adjuncts and the other support staff knows the part-time evening instructors because of how our schedule works. ~ Laverne

It was important to communicate with the support staff as they see and interact with the adjunct faculty more often after they have been hired than any other administrative personnel. Most adjuncts work in their profession during the day so they teach in the evening. As they come in, the administrative support staff are those persons the adjunct faculty will most converse and communicate with about supplies, management, processes, and procedures.

Although the administrative staff has little knowledge of the credential and professional expertise of the adjunct faculty, they were asked to share their perceptions of their impact on the college although not from a teaching perspective because they are not familiar with the adjuncts' teaching experiences or capabilities. They were also able to comment on student feedback because when an issue arises, the students would go to the office to see a program administrator and the support staff would be the first point of contact.

The administrative staff cites no negative student experience relating to adjunct faculty teaching and thought they were all doing a positive job. They allude to adjunct faculty who had been teaching at the college for over 10 years and indicated that they were probably doing a good job and contributing positively to the college because they consistently acquire classes.

The two areas of most significant impact in which the administrative staff believes the adjunct faculty contribute are independence and flexibility. In their discussions and work relationship with the entire division, these were the two areas in which the staff believed the adjunct faculty contributions were most effective.

Independence

The three administrative staff support not just the adjunct faculty in the division, but also all other divisional personnel, including the dean of the division. It has already been noted that the Business and Public Service Technology Division serves more than 6,000 students and

graduates approximately 500 students annually, delivering courses and degrees online and off-site for employers in addition to regularly scheduled day, evening, and weekend classes. The division is very active within the community and serves as a training and recruiting source for employers and students.

The administrative support staff sees independence as one area in which the adjunct faculty makes a significant impact on the college. Their ability to manage themselves and take initiative to manage their own support needs was a positive element. It is the administrative staff's role to assist the adjunct faculty in locating their classrooms, obtain supplies, identify copy machines and computers they can use, and help them with student issues.

However, the administrative staff indicate that outside of the first day of their employment, many adjunct faculty do not require these services. When they come in to teach they need very little assistance. The support staff say they can simply point adjuncts in the right direction and are free to return to supporting the rest of the division. The adjunct faculty will often find their own classrooms, bring their own supplies, and produce their test and syllabi copies prior to class.

We have those that are helpful and those that do for themselves such that you hardly ever see them. We don't have very many that require more than a hello, how are you. ~
Laverne

While it is the job of the support staff to ensure the adjunct faculty are taken care of, they indicate the adjunct faculty in the division are mature professionals with a high level of independence who will often take care of their own needs unless it is something significant they can not handle for themselves. The administrative staff suggests that the independence of the adjunct faculty makes an impact on the college because the support staff does not have to spend

an inordinate amount of time providing ongoing support to them and thus, they are free to service other areas of the division.

Flexibility

Flexibility is the second area of impact the administrative support staff has indicated the adjunct faculty has on the college. Flexibility relates to the overall ability of the adjunct faculty to be understanding, give and take, and be pliable and bendable in times of change. It speaks the ability of others in the department to work with the adjunct faculty as a cohesive unit.

The administrative staff cite that although the adjunct faculty are independent and can assist themselves and a majority of them are easy to get along with and have a very pleasant disposition, some can be quite the opposite. They were unable give a specific percentage or number, but note that some adjuncts could be inflexible if something they needed was not available. They identify instances when the office experienced high volumes of student and administrative activities and indicated that during those times, some adjunct faculty were not amenable to waiting for assistance. The administrative staff express that the adjunct faculty could be inflexible in allowing students with vital issues and concerns to precede them.

As I was going to help the faculty [adjunct], someone walked in and I had to help them first. I asked someone else to go back and assist the instructor. Well, he came back upset and said he wanted me to assist him. I felt that I had not given him what he asked for. ~
Laverne

Because the administrative staff is relatively small and they support the entire division, it is imperative that faculty and staff be flexible in their requests for assistance. The administrative staff say student concerns sometimes take precedence over the faculty or staff concerns since the students are customers. The administrative staff tries very hard to balance support among all areas to ensure coverage. The inability of the adjunct faculty to be flexible in times of high volume can negatively impact the college.

Another type of inflexibility the administrative staff say the adjunct faculty demonstrate is to engage them in lengthy discussions that oftentimes prevent them from accomplishing their task. Once class is over for some of the adjunct faculty, they sometimes go into the office and check email or voicemail. The administrative support staff recall times when adjuncts have come into the office and consumed their time in conversation. This practice, the administrative staff share, prohibits them from being productive as well as effective.

Although the support staff could easily excuse themselves and return to work, they say they feel somewhat inhibited because their goal is to make the adjunct faculty feel like family. To this end, they will often engage in overly extended conversations with them, to their own detriment.

Sometimes we have a lot going on and they don't realize it. They just finish teaching and they come into the office and chat and chat and chat and I have to get back to my work. I don't always know how to say it politely because our role is to support them. ~ Laverne

The administrative support staff believes the adjunct faculty are making both positive and negative impacts on the college. The adjunct faculty makes a positive impact on the college because of their independence. They are self-supporting and it alleviates the support staff from additional responsibilities. Their independence allows the support staff to further assist others at the college.

However say a negative impact is experienced when the adjunct faculty are inflexible or overburden the administrative support staff, because this impairs staff's ability to further the mission of the college. When the administrative staff members feel the need to engage in lengthy conversation with the adjunct faculty, it inhibits them from accomplishing other necessary tasks.

These actions, although not done willfully, are not effective and detract from the primary goal of support to all faculty and students in the division and do carry a negative impact.

Findings Relating to Research Question Three

I addressed research question three, “How do adjunct faculty perceive their contribution and role to the community college?” by interviewing the adjunct faculty in the Business and Public Service Technology Division. This question asked the adjunct faculty how they perceived their contribution to the college. It allows them to take into account what they do at the college, what their purpose/goal/mission/objective is, and what they would like to accomplish. They were asked to examine their stated and unstated roles and share their perception of their own contributions.

Contribution relates to what the adjunct faculty believe they provide to the school. I wanted to hear these professionals describe exactly what they believe they bring to the college. In interviewing the adjunct faculty, they felt their individual and cooperative contributions were far reaching and numerous. They are best highlighted by these four emergent themes:

1. Industry/Professional Experience
2. Teaching Methodology
3. Process and Procedures Management
4. Diversity

Industry/Professional Experience

Based on data from question two, all indications reveal the adjunct faculty bring relevant industry and professional experience to the classroom. All adjuncts interviewed had extensive years of industry experience prior to teaching at the college. Most had over 20 years’ experience

and are viewed as experts in their field. While they held many different positions within their various industries, some had risen to a level of industry success and were very content in their profession. Among the adjunct faculty interviewed were entrepreneurs, directors, managers/supervisors, and industry consultants.

My title is director of advancement information systems. My company is responsible to manage monies and funds that have been solicited and donated to support our philanthropic activities. I am responsible for the database and the accounting software, which consists of the constituents that render their gifts. ~ Jerry

I have been on the consulting side but I am a systems engineer. That means I am trained in telephone or telephony systems, wide area networks, or the overall communication systems. I have one system administrator that works for me. I have worked in Silicon Valley so I have seen really large networks and I have worked on really large configurations. ~ Monica

Some adjunct faculty were in upper management level positions in the city's corporations and some were successful business owners. They had experienced several prosperous years in their industry and were now owners and operators of business partnerships.

The partnership was formed in 1996. Prior to that, we were sole proprietorships. It is a software computer training company. We offer corporate training on all kinds of software, we offer data services, and we train customers on databases integrating into the larger systems. ~ Elaine

I have a management consulting practice and we do human resources, research, development, and business development services. We have merged four companies under one consulting company. ~ Kramer

The adjunct faculty came from many different industries, including telecommunication; manufacturing; information technology; non-profit and community-based organizations; career development and employment; editing and marketing; training and development; childcare; restaurant management; military service; and engineering. Their combined industry expertise covered virtually all areas of business and technology.

I am a resume developer and I work with anyone in the community that would like help with finding a job. We hold orientation classes they go through and we assist them in employment. ~ Phoebe

I worked for the telecommunications industry for 10 years; 25 years in the business arena altogether. I have done everything from assistant to building manager. I worked for large corporations. ~ Mary

I am a CAD consultant. I also work for an engineering company doing computer-aided design and three-dimensional designs. The company makes insulating boxes for glass furnaces and steel mills. Before that I worked in industrial engineering. I have always been in this field. We do plant layout; motion analysis, and stuff like that. ~ Chandler

The adjunct faculty bring a wide variety of business and professional experience to the college. Their varied industry experience is the primary contribution the adjunct faculty perceive they make to the college and this sets them apart from other faculty members. While they do not wish to make comparisons with other faculty, they do not believe the full-time and part-time faculty are able to bring their level of industry and professional experience to the college.

I would say that the full-time professor that teaches what I teach does not bring good, practical application to his teaching style. He is all or a majority of book knowledge. I think he has been there so long that anything he knows about the subject is book knowledge. ~ Chandler

They indicate that, while other faculty members add value, they are not able to deliver up-to-date technologically sound information and will often teach from the textbook. Although they don't discount the information the textbook provides, the adjunct faculty's opinion is that only they can enhance the text material with practical application information.

Outside of just book knowledge, I think I bring wisdom along with my experience. I like the textbooks; they provide a lot of knowledge. But what good is knowledge if you don't know how to implement it? ~ Mary

A full-time professor is going to give out what is in the book. He will go into the book and he will use what knowledge he has. If that knowledge is based on the last time he worked on that item, that is exactly what he has to bring to the table. Now, for instance,

me, I think about my job and I think what do I need to know. I would start at the point where I have to do something or present some data in the corporate setting and bring that in the class. ~ Monica

What you are going to use from the book and what is actually going to be applicable in those corporate experiences are different. ~ Kramer

Business and industry experience affords the adjunct faculty an edge over other faculty members. They are proficient with those business field practices and are able to contribute that knowledge to the college. Students confirm that indeed adjunct faculty shared their industry experience in the classroom. They are able to provide practical insight and not just textbook and theoretical concepts.

Adjunct instructors who come in or have the connection with corporate America or even the government comes here and work, we can bring that knowledge and share with them because that's someplace they are looking to go. That is where they say they want to go. ~ Mary

I know the mysteries behind this subject. I think I bring that analogy into every classroom so I believe it is probably a plus for those students. ~ George

I have a common frame of reference as a business owner. I wanted to move them from the theoretical to the practical. ~ Elaine

I used a test from another instructor when I first started teaching and realized it doesn't test their knowledge about what is going on in the real world and how to apply it. I am saying to myself, I need to show these guys the real stuff because that is where the rubber meets the road. ~ Chandler

Two adjunct faculty interviewed recalled other instructors lecturing on incorrect, inaccurate, and outdated information. They knew this because they were in those particular fields and had hands-on experience and front-end subject knowledge. These instances, they confirm, are where their industry experience is an asset to the school because as practitioners, they are able to share the most current, up-to-date information and arm students with the proper data.

I was listening to this lecture and he was telling them things about the technology that wasn't true. I think it was just because he has not explored it himself. I went and told him that you can do this and I had to show him. I think a lot of times what happens is when you get a package, you only utilize 10% of the package and never explore. ~ Chandler

One of the instructors in my department, I don't know if she teaches full time for part-time, has asked me for assistance with the technology. The biggest misunderstanding is how the network actually works. They do not have a clear picture of what the technology is doing. ~ Monica

Neither of these two adjunct faculty knew if the professors were full time or part time, but they were able to deduce that they had not worked in the field and did not know enough about the technology they were teaching. They did not think the information they presented was detrimental to student learning; however, they thought if the instructors were more informed about technology, they would be able to provide more insight and practical application to enhance student knowledge.

Adjunct faculty take something else from business and industry into the classroom that is helpful to the college. From their professional experience they share the ups and downs and practical truths of corporate culture. They share the impact of corporate downsizing, corporate buy-outs, and corporate loss of funding. While this is not something any employee wants to embrace, it is a very realistic side of American corporations that the adjunct faculty have experienced and are able to share in the classrooms.

I bring all the pains, the day-to-day grind of being in that corporate experience or in that environment. We bring that life experience to those students. ~ Kramer

At least 25 percent of the adjunct faculty interviewed had personally experienced cutbacks, downsizing, layoff, or loss of funding in their employment history. They bring these difficult corporate experiences into the classroom and use it as a teaching tool to educate students.

I went seven months without a job when my company closed. I thought with two degrees I should be able to get another job before the end of the month. One month went by, two months went by, three months went by, and then six and a half months. ~ Phoebe

For 25 years I worked in the business arena. I did everything before the company I worked for decided they were going to move their marketing division to North Carolina. ~ Mary

The industry experience of downsizing is in itself another real-world experience the adjunct faculty brings to the classrooms. As students learn the technological tools needed to excel, the adjunct faculty also educate them on how to diversify their skills, maximize their experiences, and prepare for the possible negative aspects of corporate America. By encouraging them to diversify their learning, find a niche in their chosen field, and perfect their craft such that they will be invaluable to an organization, thus minimizing the effects of downsizing.

There are 3500 employees in my company. Out of that 3500, there are probably only 2 people that can do what I do. So I try to create a niche. You have to try to find a way to make yourself stand out as opposed to blend in. I bring to the class the value of finding a niche. ~ Jerry

Education is one thing but we teach them how to climb up the corporate ladder in the organization; how to deal with people; how to deal with yourself; how to motivate others; and how to be leaders. You have to have someone that understands those kinds of environments. ~ Kramer

The adjunct faculty also educate students on being ready to compete in an environment where layoffs are possible. They inform them how to communicate and govern themselves to stay competitive in the changing job market. Some of the adjunct faculty accomplish this by simulating corporate or business environments in the classroom.

If a student comes to me and say I missed a test, I just look at them say, I don't think we have anything to talk about. This is how it is in business. You wouldn't show up three weeks later to work and say, I guess we should talk about my job. The classroom structure is very formal and my communication with them is very formal. ~ Elaine

I teach them things that really prepare them for the work place. I have had students that are more respectful and will tell me ahead of time that their schedule may conflict and they do not have a choice. I have had other students either late or miss class with no excuse; they just walk in and sit down. I want them to know they should treat the class as if it is a job. ~ Phoebe

I tried to tell them about things that are happening in the real world. I try to call them all managers and supervisors because they are getting their undergraduate degree and they will be able to get those positions and I tell them what to expect when they do. ~ Mary

Industry experience is one area where the adjuncts perceive that they make a significant contribution to the college. Because of their industry and professional experience, they are walking into each classroom armed with the most current information. They are equipped to instruct students on theoretical book knowledge, but they are also equipped to follow that up with practical, real world knowledge and show the students the application of that information. While they do not make comparisons, they do indicate that other college faculty are not positioned to offer the same level of classroom expertise.

The adjunct faculty's industry experience is shared with students in both technical and non-technical ways. Adjunct faculty take their industry experience further because they also share with students the reality of working in corporations. They educate them on downsizing and layoffs and help them prepare themselves in the classroom to compete in these environments. Some adjunct faculty further enlighten students in a practical way, showing how to behave and how to communicate in a job-like setting. They perceive this as necessary preparation for entering the business field.

Teaching Methodology

Teaching methodology relates to the teaching style or techniques employed by adjunct faculty. They believe their contribution in this area is unique and helpful to student learning.

Adjunct faculty shared that while they all deliver information in a standard, classroom format, their teaching methodology was different.

Half the adjunct faculty interviewed had no prior teaching experience before accepting their college position. Most had not previously considered teaching nor had they any experience doing classroom or group instruction in an academic environment. As aforementioned, they were successful in business and industry and, either by providence or divine intervention, the opportunity to teach was presented.

Twenty-five percent of the adjunct faculty had a family history of teaching and grew up in a household of educators. Although they were not directly or intentionally seeking a teaching opportunity, these adjunct faculty were exposed to teaching and had familiarity with the responsibilities and requirements of education.

Regardless of the path that led them there, all adjunct faculty interviewed found teaching to be exciting, interesting, and worthwhile. They all feel that they are making a difference in the students' lives and, although challenging, they enjoy it. They now look forward to a continued teaching relationship with higher education because they have found it intrinsically rewarding.

The first ten minutes of the first class I was a little apprehensive. Now I just love it. Now I will teach anything. I love it. ~ Chandler

I will continue to do it because I love the young people and I want to see every young folk make it. ~ Kramer

I love it; I love it; I love it! I could do it for the rest of my life. I could teach anywhere and I get asked to teach at different institutions all the time. ~ Vicki

I get enjoyment from teaching. If I didn't have this job and I was still in this area, I would consider teaching either here or somewhere else. What I get out of teaching is not from this college but what I get from the classroom. ~ George

Most adjunct faculty had gathered no fewer than four years' experience teaching. Some had mastered the concept of teaching and were taking a more active role in classroom

instruction. Those who had a strong command of their teaching and their industry profession were now active in designing their own curricula. Others had written technical programs; some wrote their own labs; and still others were using proprietary material in the classroom.

I wrote the curriculum for teaching in multicultural diversity for the adult liberal study. This was highly praised. I was able for the first time to design my course, my curriculum, the books and all that. The material is copyrighted. ~ Kramer

I write my own labs; I just make them up. I have a book that I love but it only goes so far. ~ Monica

In addition to designing their own curricula and writing their own labs, the adjunct faculty interviewed were using very unconventional teaching methods. Adjuncts interviewed appeared to subscribe to teaching practices not commonly used by traditional professors. They have knowingly diverted from the norm and indicate that it was because students needed a more modern, unconventional teaching method to retain the material. The adjunct faculty see these modern teaching methods as contributions from which the students benefit.

Because they are relatively new to the teaching field, the adjunct faculty discussed delivery methods they easily embraced and implemented that could be construed as unusual. Unlike those faculty who are career teachers, these teaching practitioners say they are very informal, unstructured, and think outside the box. These are the very qualities they believe make them effective in the classroom. They feel they are able to deliver information in a new and exciting way that reach the students. They utilize a style in the classroom that delivers variety and ingenuity. They say they do this to make learning fun and exciting.

I get up on the chair and announce that I will never do what they expect. I give kudos for cheating and figuring things out and being innovative and inventive. It is about how you find the information you need to know. ~ Monica

My job is to walk them up to a problem and drop them off. The whole point is that I am not going to give them ABC set of instructions. They are going to want that from me and I will not. This encourages research and challenges learning. ~ Mary

When they give me an answer to a question I say, is that right? Are you sure that is the correct answer? It doesn't look right. Are you really sure that is the right answer? I make them think about it. ~ Vicki

The adjunct faculty feel they are not structured by a career in teaching and are more open-minded and will employ a greater variety of delivery methods. They say they are challenged to exercise fresh new ways to reach the students. They share no ambivalence about technology and are in no way hesitant to apply it to aid in getting their message across.

I make sure to communicate using the electronic medium. Every single thing that I need to communicate to them in the class is put on that system. We use the discussion board to talk about what people have said in class. ~ Elaine

I use a projector screen and the students that have a laptop can bring it in. They do hands-on exercises so they are in front of a computer. ~ George

I keep the lecture under an hour. I can talk all day and it will not make them proficient with technology. The quicker I get them on the computer, the better it is for them. So I try to keep it short; 40 minutes and then get them on the computer.
~ Chandler

Adjunct faculty did not believe long-standing teaching professionals would ordinarily engage such outside-the-box, non-traditional methods of teaching. They feel those trained as educators will often take a more traditional approach to their delivery. The adjunct faculty say today's students, however, may often need a different approach to the same problem in order to comprehend it. Because there are so many more distractions and outside influences that are competing for their attention, these instructors say they have to employ more unconventional means of delivery and course design.

You may have to design a web curriculum. You have to design a curriculum or lesson plan to be of value to the individuals in the class. My approach is to look at people as people. ~ Kramer

The adjunct faculty say they try to tie content together, make learning fun, and focus their attention on the needs of the learner. They try not to overwhelm students with their technical knowledge and experience. Adjuncts insist they are not in class to impress the students with all they know about technology and industry, but they are trying to assist learning by making the subject matter interesting. They attempt to simplify things by bringing different analogies and examples into the classroom. They attach meaning to examples and try to provide a hands-on learning experience whenever possible.

Everyday I give them programming assignments. I give them quizzes every week; they are getting a lot of assignments. They come back and say this is the hardest they have ever worked in a class. But you get what you put in. If they want computer programming as a career, my job is to make them the best I possibly can. ~ Jerry

I teach computer concepts and the course is designed to essentially give someone who has no knowledge whatsoever of computers, an understanding of what the basic working parts are needed to work their system. I apply it to small business environment. ~ George

As the adjunct faculty have access to technology and real work situations, they use them whenever possible to mix theoretical and practical examples inside the classroom. Several allow students to bring projects from work that are applicable to their learning for personalization and reinforcement of the data. Students are able to take a real-life scenario and apply theoretical principles to solve an ordinary problem. Adjuncts indicate that this will link the theoretical and practical information and will enhance learning.

In order to make learning meaningful for the students, most of the time I will ask them to bring in their own material from work or problems they are having. The book may say create a Microsoft grade book but a student may say I am in the accounting department and I trade money so I need more relevant examples. ~ Elaine

I expect them to challenge me. I bring in things that I write in my business and I show it to them and they bring in things that they write at work. ~ Monica

Students who actually have material to work on become fully engaged in the learning activity and have the opportunity to apply their education to solve an actual puzzle. Other instructors will typically not have access to these resources and therefore may not be able to further students' learning in this real way.

The adjunct faculty perceive their teaching methodology contributions to be very effective. They feel they are able to bring a technologically diverse, unorthodox, and innovative style to teaching. Adjunct faculty believe they are making a significant contribution with the use of their teaching methodology. They consider their initial approach and inherent fondness for their newfound teaching profession; their ability to clarify and expound upon technical information; the real life examples they bring into the classroom; and their ability to link classroom activity and practical student employment problems to be examples of contributions they make.

Process and Procedures Management

Process and procedures management relates to the way the adjunct faculty manages the classroom and the rules and regulations they adopt. Not having been career teachers, they also apply unlikely principles in governing the classroom. As working professionals, all adjunct faculty are aware of the need to balance their personal and professional lives. They know, more than most, that those two aspects of life can and will often conflict and cause difficulty. They consider these situations in their classroom and attempt to extend more compassion when setting up process and procedures because of their experience. Students have already indicated the adjunct faculty's ability to be understanding and empathetic as one positive impact they have on the college. The adjunct faculty also feel they are compassionate in their making and administering of policies and procedures in the classroom.

Extending compassion and understanding does not, however, allow students to bypass the learning process. Adjunct faculty say they hold students to a higher level, knowing they must be prepared to compete in the job market. While they are compassionate with those students with legitimate difficulties, they have great expectations and often push students to their limit. They indicate this is to prepare them for what is to come. Part of student preparation is to understand and fulfill employer expectations. Adjunct faculty with business and industry experiences as directors, managers, and supervisors are fundamental in helping students meet these expectations.

More than half the adjunct faculty interviewed indicate they treat the syllabus as a business contract. In doing so, they hold each student accountable for the assignments and deadlines contained in it. As with any contract, students are able to read, analyze, and suggest any changes before it is agreed upon. Thereafter, they are bound to it as a contract between themselves and the instructor for the duration of the course.

We sit together and we create a syllabus and we talk about it being a contract. They are given an opportunity to change the contract once and that is all. By virtue of the fact that they are still in class after several weeks, I tell them that I assume they accepted the terms of the contract and I advise them that I accept it too. I expect to start on time; you are not expected to take a cellular call during class. ~ Elaine

From their industry experience, adjunct faculty realize that employers and corporations have strict processes and procedures that must be adhered to for any employee to be successful. They highlight how they educate students on the importance of these guidelines and encourage them to know and adhere to them.

We talk about what is going to be expected of you. I basically lay the foundation. We discuss how to act when you get there: what to wear, what not to wear, what to do, and what not to do. ~ Mary

Some adjunct faculty have set up a procedure whereby the classroom is a pseudo-employment office. Those requirements that one would encounter in an employment office are what each student is expected to use to govern his or her classroom behavior. Adjunct faculty assist students in practicing good employment skills by insisting students notify them in the event of an absence. They place a high level of accountability on punctuality and attendance that is not tied to financial aid, but satisfactory employment habits. The adjunct faculty discourage student absenteeism without acknowledgement and encourage them to utilize the call-in process and procedure as one would in a professional environment.

I want them to know they should treat the class as if it is a job. I teach things that really prepare them for the workplace. ~ Phoebe

Attendance is critical. I tell my class if you show up every class you can and you turn in all your work, you will pass this class. I know if they are in front of me, I can teach them something as long as they are there in front of me. I am in their face; on top of them; they do get it if they show up. ~ Monica

I run my class the way I run an office. I encourage students to come to class. I motivate them to come to class. I do this by encouraging and issuing attendance points. If you come to class you gain attendance points, if you don't then you won't get them. I say this is no more than your monetary reward you get from working. You get three excused days and that's the way the it is. ~ Mary

The adjunct faculty say there is a pervasive problem with attendance, no-shows, punctuality, and classroom conduct from all students regardless of class standing. They are working with students to help them develop sound employment practices relative to accountability and reliability. Adjuncts have indicated a reduction in absenteeism since they linked employment to attendance. They expressed to students that attendance is one way employees are selected for promotions. Once they demonstrate these concepts in employment contexts, they indicate students were able to better comprehend and comply.

I have a vision for people and I look at how they perform, but I also look at their habits. If you say you are going to call me Tuesday by noon to setup an appointment for the

following week, I want you to follow through. Those people that do follow through, that are on time, those are the people that I say can use me as a reference. Show me that you have a desire to learn. Do not just come to class. If you are sick, let me know; call me the next day or email me. Ask me what you missed; what did we cover. ~ Phoebe

As a manager or supervisor would in an office, many adjunct faculty interviewed make themselves available to their students. As aforementioned, this was one area in which the students indicated adjunct faculty were contributing positively to their education. The adjunct faculty also affirm this is one area where they feel they are making a significant impact.

Many instructors initiated a procedure for handling problems with their class. They share their home and business numbers with students for after-hours or emergency assistance. They hope going the extra mile will further encourage the students to be responsible and that it will reduce students' limitation or inactivity due to lack of understanding.

While the adjunct faculty indicate very few students actually utilize the opportunity to contact them, they continue to make themselves accessible and available. They feel they are making a difference to those who may require extra assistance.

Don't call me and say you won't be coming to class. But I have had to take a test to students in the hospital. However I can help I am willing to do that. ~ Elaine

One instructor has a unique process to encourage all students in the beginning of the term. He begins each course with each student at 100 percent and subtracts after each assignment. All students, regardless of their class standing and program major, receive the maximum allotted points in the beginning of the term. Each assignment is subtracted based on performance. Students are challenged and encouraged to maintain the highest grade throughout the term. The adjunct faculty say this process gives some students their first-ever A grade, and most will go beyond their usual limits to maintain it.

I tell my students when they come to class, everybody has an –A-. Now you just have to figure out and find a way to keep it. That means you need to come to class; you need to read; you need to write; you need to study. Now let's not get 14 weeks into the class and you're wondering when the paper is due. ~ Kramer

The adjunct faculty feel this procedure of leveling the playing field and starting all students at the same point encourages attendance and helps to employ good study habits to maintain the A. Students, he shares, begin with the feeling that they can excel. Adjuncts indicate the students are more prone to work hard to keep what they have rather than starting at the bottom and building upward.

Process and procedures are necessary to ensure progress. Many students had not been properly informed nor had they been encouraged to follow such guidelines. With their experience in business and industry, the adjunct faculty are aware of the importance of accountability. The contribution the adjunct faculty say they make to process and procedure is directly attributed to their professional, corporate experience and it assists in preparing each student for the world of work.

Diversity

Diversity refers to the racial and ethnic mixture of the college's adjunct faculty population. The community college researched is in the heart of the Midwest in a heavy manufacturing environment replete with automotive and nuclear plants that fuel that economy. There is also a heavy farming community. The college is located in a city that recognizes a 75/25% minority population. The immediate and surrounding cities hold the same racial and ethnic minority make-up. However, approximately an hour or 60 miles away is a very large metropolitan city with a heavy minority population. Some minority residents in the city are from this larger metropolitan area and have moved in search of a slower, safer, more family-oriented environment in which to raise their children.

It is important to understand the environment in which the college is located as the adjunct faculty admit it could be a contributor to diversity issues. They admit a low number of minority adjunct faculty and say one reason may be that the region does not have enough qualified minority candidates.

This area of the country; this city where I am, it does not seem to be a good fit for minority faculty members. I just had to be very straightforward. ~ Kramer

Although the minority adjunct faculty indicate the location could contribute to the lack of minority faculty visibility, they believe the administrators may not place a high enough value on their recruitment. They believe if a more concerted effort were placed on minority adjunct faculty recruitment, and if it were priority, it would change the numbers significantly.

A random review of resumes helped me select the adjunct faculty contacted for the study. Approximately 100 adjunct faculty were contacted and invited to participate. Twelve adjunct faculty consented and were interviewed. The adjunct faculty study group consisted of six men and six women. Of the 12, two were racial or ethnic minorities, one male and one female African American. These two minority adjunct faculty brought a combined 75 years' professional business experience to the college. They both hold master's degrees in their chosen field and both had not previously thought of a career in academia.

While these two adjunct faculty feel they make significant contributions in the areas of industry experience, they reveal their greatest area of contribution to be diversity. They feel their position is rare and unique, and it lends much needed credence to the strength and variety of the faculty.

There are not very many of us [African American instructors] around here at all. There are only one or two in the whole school. ~ Mary

Part of the difficulty these faculty say they have is with an administration that does not value or see the need for diversity. While they do not feel disdained, the minority adjunct faculty say they do not feel highly regarded. The minority adjunct faculty believe to expand the faculty, diversity is necessary, something vital in an academic environment. They also feel diversity is needed to encourage minority students to reach higher heights. They contend that minority students need to see themselves in their instructors.

The minority adjunct faculty say currently minority students have only two or three role models in the classrooms. These adjunct faculty strongly believe that minority students need and want to have role models that look like them. They believe the visual image of minority instructors will help to encourage and motivate minority students to reach for something they otherwise would not think possible. Minority adjunct faculty say they are making an impact just being in the classroom. They share that as minority instructors they are so rare, some students, regardless of race, are actually shocked to see them teaching.

When they see me, I have Black students to come in and look at me and say, the professor is Black. I had one young man last term, he just sat down in the first row and he stared at me the whole term. They really need to see us. ~ Mary

I have had an effect on some of the white students. When my white students come here they tell me “you are the first black teacher that I have had” and when they get through the course, they appreciate me as a teacher, not as a black man. ~ Kramer

Without minority instructors in the classrooms, these minority adjunct faculty fear the school would make a negative impact on minority students. They fear students would not change their thinking and would not aspire to anything more because they would not be aware such feats are possible. They speak against negative motivation as a way to suppress the students’ dreams.

My student said to me: you see certain things when you only think only certain people are qualified. ~ Mary

More minority faculty in the classroom is not only significant to the minority students, as these adjunct faculty members explain, but it is beneficial to all students. These students are the future business and political leaders of the city and need to see diversity being practiced if they are to adopt the behavior later. Without minorities in leadership positions, minority faculty say students may not know the possibilities these differences can yield.

Students in general do not see enough diversity in the faculty. They don't see enough of it. It is not only for the Black students but the White students, for Asian students, for Hispanics, for whomever. We need a more diverse department. ~ Mary

The adjunct faculty express that the college is not wholeheartedly practicing what it preaches in providing a diverse educational environment. They indicate the recruitment efforts for students are going well, enrollment is increasing, and the college strives to attract and retain minority students. These efforts are productive and they say the college has hundreds of minority students as a result. Minority adjunct faculty say they do not perceive the same being done to provide a racial or ethnic mixture in the faculty ranks. Although they are encouraged and strongly requested to teach diversity as part of the curriculum for business classes, they do not see the college practicing these same philosophies. They do share with students the necessity of having a racial mixture in business and industry, but they would like it to be reinforced by hiring practices in the classrooms.

They make us preach and teach diversity and there are no Black full-time faculty in some departments. I have to teach employment discrimination, but there are no Black full-time staff members in the department. So I'm telling my students about corporate America and I'm saying how diversity is necessary, not only for the company, but for the customer as well. So, I say we have to preach it, we have to teach it, then we should be doing it. ~ Mary

An environment lacking diversity can have negative long-term ramifications on students. The minority adjunct faculty say they are already seeing some elements of racial insensitivity

and a desire to challenge minority faculty authority among non-minority students. They believe some students have become somewhat anesthetized to non-minority faculty instructors such that they do not expect to see, nor do they welcome minority adjuncts as classroom leaders. When they do, the minority faculty indicate they may challenge their authority or attempt to overstep their boundaries in the student-teacher relationship. They explain that the non-minority students have essentially developed an elitism attitude to their diversity-free environment. They share that some students have developed preconceived notions and will resist minority faculty members' teaching or purposely oppose them. This they attribute to a lack of interaction with minority faculty and having no true sense of the value or need for diversity.

I have to stay a step ahead of the students. I need to cut some behavior off at the path. Some students, if they call and they don't hear from me right away, even on weekends, they will call the department head. ~ Kramer

Minority faculty feel they have dual roles. They see themselves placed in a spotlight and believe they are judged first as a minority, second as a faculty. Whether positive or negative, minority or non-minority, students tend to see their race and ethnicity first and their profession second. This oftentimes casts them in a dual role. In addition to their faculty role, they are counselors to minority students. To these students, the minority adjunct faculty are seen as a counselor or someone who can be confided in and trusted to guide them. Because the minority student population far outnumbers the minority faculty, the students will go to them for advice and counsel. They try to set a good example for minority students and will often share their success stories and encourage them to stay in school. They enjoy the opportunity to be role models to the students, but feel more minority faculty in the departments would lessen the novelty of their existence on campus.

I have dual roles: to teach the subject of the course but to also teach diversity issues to each student. They already have a value system and assumption that is set in stone. You almost have to be a psychologist as a black professor. ~ Kramer

Although their struggles are many, both minority adjunct faculty say they are hopeful that a new and forward-thinking administration and a shift in times will create a change. They are hopeful the new president, who is not from the area and perhaps a bit more open-minded when it comes to diversity, will see the need for changes.

With [the president] now as leader, that will change. That is why I feel so good about what is happening right now. With her at the helm, I can see where that multicultural diversity, that concept, will be a reality. I think that will be implemented. ~ Kramer
The minority adjunct are hoping the administration will create boards or committees to address the diversity issue. They indicate there has been talk about creating a multicultural committee to address these diversity issues, and they are willing to get involved to impact change. They feel it is their duty to help represent diversity issues and possibly help to educate the faculty on its importance.

I am hoping to get involved with a multicultural diversity committee here. They should realize they need to have some Black faculty here. ~ Kramer

The minority adjunct faculty value their diversity although they do sometimes feel pressure to excel and perform at higher standards than other faculty members. They feel obligated to succeed in hopes that by seeing their contribution, the college will increase its minority faculty. Conversely, they believe if they do not succeed, it would set a bad example and the college would be less likely to add minority faculty to the team.

Racial diversity is something these two adjunct faculty members feel they bring to the classroom. They appreciate the opportunity to provide a racial mixture to the college campus, but they know there needs to be more diversity in the college faculty. Providing a minority presence

on campus for the minority students is something they value and feel all students, not just minority students, need.

Role Perception

Role relates to position the adjunct faculty hold or their particular placement at the college. This question was designed to help me better understand where the adjunct faculty member perceives him or herself at the college. Adjunct faculty on many college campuses often adopt a variety of roles based on their department's availability, accessibility, and willingness. It was important to ask these adjunct faculty what they saw their specific role at the college to be.

While the adjunct faculty enjoyed their teaching career, they each teach for different reasons and felt they bring different experiences to the classroom. Interviews reveal that adjuncts take on different classroom roles based on their industry experience, tenure at the college, and their individual personality. Three specific roles emerged from their combined assessment. The adjunct faculty fell into one of these three roles based on their behavior in the classroom and their interaction with their students. The roles are grandfather, critical parent, and distant relative.

Grandfather

A grandfather is the caring, loving, elderly gentleman who loves you no matter what. He is patient and kind; understands your desire to take charge of the world; allows you to mess up before becoming frustrated and annoyed; and will always have an encouraging word. That is the family role of a grandfather and in this study it is characterized in the same light.

There were three male adjunct faculty members who fell into this category based on interview data. Their personalities and classroom conduct, as discussed during the interviews, exemplified the grandfather role. They are all identified as seasoned, professional adjunct faculty

with extensive industry experience who have come into the classroom specifically to pass on their knowledge and expertise. Their express purpose is to aid young adults and do what is necessary to help them excel. These adjunct faculty members' role is defined as grandfather because they are compassionate and nurturing to the students. They teach for the sheer love of teaching, not for financial or professional rewards. These adjunct faculty often go outside normal boundaries to counsel or comfort the students in academic or personal pursuits.

I like to teach. I really like the students. I do not need the money. I just like to teach. It is not the money because if I needed it, I sure would not be here. It's the student body. ~ Nick

I love the young people and I want to see every young folk make it. I am making half of what I have made now teaching, but intrinsically I was dead. ~ Kramer

The adjunct faculty in the grandfather role truly enjoy teaching and they do it for the sheer love of it. They have amassed a certain level of notoriety in their chosen field and have become comfortable with their present success. They are not looking to make the college a full-time position; they simply want to contribute to student learning in an effective way. These professionals have already succeeded or are presently very successful in the business world. They now want the opportunity to share that knowledge with students.

I enjoy teaching; I love teaching. I sort of hope that when I retire from here [industry/business] that would be my additional income. I really enjoy it; it keeps my mind active. ~ Kramer

The grandfather adjunct faculty role is that of seasoned professional with extensive industry experience. He is well established in business and has begun to teach and finds it rewarding. Because these adjunct faculty are in the waning years of their business career, they almost use the classroom as an opportunity to mentor and develop each student. They are able to pass on a variety of experiences in the classroom and students find great value in it.

I think they kind of remember if you made an impact in their lives, so they don't forget you. I just got an email yesterday from a student about 2 years ago. ~ Jerry

The grandfather adjunct faculty role contributes to the growth and development of each student. These professionals are able to offer a realistic picture of all aspects of business and industry. They can share the introduction, advancement, and even descent of a professional career with the students.

Parent

Parents' primary concerns are their children. Although they wish for them to learn and eventually become independent, they experience some initial apprehension in letting them go and they can become quite protective. Parents will support their children no matter what they choose because they want the child to establish him or herself. Although they oftentimes fear it, they know that a major part of children establishing themselves is making mistakes. Even though the parent will allow the child to make mistakes, he or she is always there with a success story or a lesson that can be learned from an experience.

Parents encourage learning and growth while simultaneously holding their children accountable for their mistakes. They want their children to be the best they can be so they hold them to the highest possible standards because they know that will be the pathway to success. Amidst the struggles with the children to develop their own independence, parents tend to hold on firm for a very long time, all the while encouraging children to become the best they can possibly become.

The second role the adjunct assumes is that of a parent. These faculty members who were placed in this category are established professional businessmen and women currently working in the field in which they are teaching. They are accomplished and highly experienced in their chosen field. They are familiar with success because they manage, supervise, or own their

businesses. They are at the zenith of their careers and are intimately acquainted with what it takes to reach that level. They know what the struggles are and what must be done to maintain that level of success. They are both critical and cautious and they can offer timely advice on preparation and prosperity in business and industry.

In their teaching, the adjunct faculty parents seek to educate, encourage, and uplift the students in a way a parent would. They focus on equipping the students with what is needed to be competitive in the business field. From industry experience, they are aware of what is required to excel and they hold each student accountable for achieving the necessary results. As a parent would, these adjunct faculty members demonstrate tough love in the classroom by keeping high standards and holding students accountable.

I expect to start on time; you are expected to not take a cellular call during class. If a student comes to me later and say, 'I missed a test', I just look at them say I don't think we have anything to talk about because you wouldn't show up three weeks later to work.
~ Elaine

It takes maybe one student to get people started then the rest of the class will start to speak out in class. There was a group of guys and I don't know if they were friends or just relating to each other, but they would sit and talk throughout the lecture and during the lab they would ask questions. After about 10 times of that I get frustrated and I tell them that if they would stop jabbering during the lecture and pay attention I would not have to answer questions that I have already gone over. ~ Chandler

These parents challenge the students to take charge of their own learning and they demand accountability. They realize the student will not be successful without hard work, and they encourage and support the student. While not allowing them to become frustrated by the process, they do stretch their capabilities and challenge them.

I expect them to learn. I hand them a hard drive that is not formatted and say, 'make it work' because then I can say that is why you need to learn the basic computer commands. ~ Monica

They should be taking notes. I don't see that they are taking notes. I tell them that I am not here to make them do it; tell them to take notes; because they are old enough. They need to do it. I tell them this is my format. If you follow it, you learn; if you do not, you will not. ~ Chandler

While holding children to high standards, parents arm them with as much knowledge as possible to ensure growth and development. From the expertise they have in the real world, the adjunct faculty in the parent role provide guest speakers to expand their learning and retention. They try to bring industry experts or work samples into the classroom to further demonstrate what is relevant. They find value in helping the students see and hear from other industry experts because they know it will aid comprehension. They will try to positively influence and prepare students in every way possible for the future.

I bring in things that I write in my business and I show them. I also allow them to bring things they write from their work place as well. ~ Elaine

I worked a lot on networks. I bring in my contents and draw a picture on the blackboard and say this house is on the network. Now...tell me how it works; tell me how to draw it; tell me about it; what does it look like. ~ Monica

When I get to class sometimes I discuss what happened at work. We discuss it as a good business communications case and we look at what happened and what went wrong. ~ Elaine

Adjunct faculty may also engage in field trips or take students in the field to actually demonstrate concepts discussed in class. With their industry connections, these in the parent role desire to allow students to link theory with practice and validate what they are learning. They believe the immediate application of real-world exposure to classroom learning will strengthen the students' knowledge of what is being taught.

We have lecture and observation. We do mock parent conferences and lesson planning sessions. We do field trips so they learn what resources are available. We do walking tours to childhood classes and we do comparative studies. They have actually done volunteer work at some of the sites. They are so interconnected it is really a great thing. ~ Vicki

The adjunct faculty who have adopted the parent role are all successful professionals in business and industry. They are all at the height of their success and have mastered their professional field. They bring a high level of accountability to the classroom because they see that as necessary in the business world. As a parent, they are compassionate with each student, but they hold them responsible for their learning. They have high expectations for each student because they know that is what business and industry demands. These adjunct faculty give wholeheartedly but do not allow the student to give up. They drive students to succeed in their field by equipping them with the proper tools to facilitate learning.

Equipping each student with proper tools may include sharing relevant business writing examples or case studies they encounter on the job. Students are able to synthesize what they are learning with real life documentation. They also take students on field trips and deposit them into the actual environment for which they are preparing themselves. This allows them to realistically interpret what they are learning and apply it in the proper context. Proper tools may also include bringing industry experts into the classroom to aid the student in further connecting theory with practice and thereby advance learning.

The adjunct faculty member in the parent role seeks to use his or her business expertise to give each student the best image of the actual environment and examples for which they are preparing. They believe this will lessen the anxiety and learning curve once students enter these environments. However, they also believe it helps to increase student preparation for these industries.

Distant Relative

A distant relative in the family is someone who is known but not often seen. This is the relative who only comes for holidays or special family events. They are not strangers and would

not need to be reintroduced; however, they do not visit often. Whether by design or proximity, they are removed from the rest of the family. Because they are distant, the closeness, care, and concern are not as strong as in the other relationships in the family. This relative cares about the family but would not necessarily go out of his or her way to ensure other family members' happiness because that close bond does not exist. Because they are not strongly connected, their primary concern is not usually the family.

The third role the adjunct faculty assumes is that of a distant relative. The description of the distant relative as defined in the family is the same vein in which this role is defined in the classroom. The adjunct faculty in this role enjoy teaching and have a strong desire to facilitate learning; however, they are further removed from the students than the other two groups. While they bring valid experience and knowledge to the classroom, they have different goals.

These adjunct faculty members embrace a strong desire to obtain a full-time position at the college, something not present in the other two groups. While they are in every way compassionate and caring in the way they pursue teaching, the greater focus for these adjunct faculty is to eventually obtain a full-time teaching position. All their actions are made with that one goal in mind.

Teaching is something I love. I feel it is my calling. I want to be a full-time staff member now that I have had this experience. That is my desire. I don't plan on being an adjunct very long. ~ Mary

I would love to do that. I would love to teach here [full time]. I like older adults and the college atmosphere. ~ Phoebe

As with distant relatives in the family, these adjunct faculty members care about the students and will support them; however, they are not as close to student concerns and needs as those in the former two roles. Distant relatives do share a bond with the students; they have the

requisite experience and education; and are admired by the students, but their primary focus is teaching.

This is the first place I have ever taught and the only place I have ever taught as far as education. I have no objections to teaching here [full time]. ~ George

Because the distant relatives have industry experience, they are still a vital contributor to student learning, equipped to bring industry experience and exposure into the classroom that benefits the student. They also have the same level of commitment to the classroom and take their responsibilities just as seriously as the rest of the adjunct faculty group interviewed at the college. There was no indication this group was any less interested in educating students or had in any way placed students in jeopardy.

These adjunct faculty are indeed uncommon because they do not possess the strong desire to stay in business and industry the others do. As with the parent, they have mastered their profession; however, they do not wish to balance industry and academia. They have chosen to go into the classroom full time. This desire was not present in any other adjunct faculty interviewed.

Summary

The purpose of this study was to identify how adjunct faculty professional work experience affects the community college learning environment. Specifically, this research looked at the adjunct faculty's impact, contribution, and perception. Because perception was the key input from each participant, it was appropriate to use a qualitative methodology to give voice to the participants' experiences. By giving voices to their experiences, the research mixed varying viewpoints of each participant group into overall impressions of the adjunct faculty effect on the college. Interviews were the primary means of data collection in an effort to

incorporate narratives from the actual participants in describing adjunct faculty affects. Analysis of data gathered from interviews with administrators, students, staff, and faculty helped to answer the research questions.

The research site was a Midwest community college located in a heavy manufacturing and automotive environment. Study participants were from one technical division of the college and interviews were conducted with ten adjunct faculty, two full-time faculty, two staff, five administrators, and approximately 50 students in small groups of six to eight. The themes that emerged from the study provided a portrait of the adjunct faculty's overall effectiveness and impact.

Three research questions were presented to determine effectiveness and impact. They were questions on role/scope/mission, impact, and contribution. Several themes emerged within each question, which provided more insight into the adjunct faculty. Responses from students, staff, administrations and faculty were in concert with each other and provided an unexpectedly fertile description of the adjunct faculty's experience on campus.

In response to research question one, *what are the role, scope, and mission of the adjunct faculty as perceived by the administration*, the college administrators were asked about their perception of the adjunct faculty. They were asked about the adjunct faculty (a) role - position or placement; (b) scope - the extent to which adjunct faculty were maximized or could professionally develop; and (c) mission - the college's goal and aim relative to the adjunct faculty.

The administration saw the *role* of the adjunct faculty as professionals in business and industry with specialized training in their field. Interviews revealed that they saw the role of the adjunct faculty as vital to the college. They shared that the adjunct faculty provided experience

that can prepare students for the job market and were specifically hired for their ability to deliver information that bridges the knowledge gap for students. They express that the adjunct faculty possess needed industry experience that can aid students in job market competitiveness. The administration especially saw the need for adjunct faculty in information and medical technology arenas because those, they expressed, are ever-changing fields where technology often improves faster than classroom instruction.

One dilemma was noted in the adjunct faculty role as described by the administrators. Once they found an experienced adjunct faculty, they sought to hire him or her immediately. With the adjunct faculty, the college obtains ready access to the wealth of experience, however, when these professionals are removed from the field, it prohibits them from bringing emerging new industry information into the classroom.

Interviews revealed that the adjunct faculty *scope* was underutilized and underdeveloped. Although their credential and teaching experiences properly position them to make a significant contribution to the college, they are not being fully utilized. Areas such as team teaching, student counseling, classroom management, and policy design could better maximize their experiences.

These professionals have the potential and academia employs many possibilities for them to grow and develop. However, the administration has not yet taken steps to capitalize on these opportunities. Although the administration recognizes the value and wealth in the adjunct faculty, they have not begun to fully tap into how to fully maximize these professionals.

Two common underdeveloped areas for the adjunct faculty are socialization and training. Adjunct faculty do not socialize with one another or the full-time faculty, not even those teaching the same subjects. There seemed to be no set opportunity for these professionals to gather together whether formally or informally. In not socializing the adjunct faculty, the administration

is neglecting a considerable collaboration opportunity. Faculty members are not able to share related industry experience or compare similar business practices.

The adjunct faculty are also underdeveloped in training. Interviews revealed that no consistent, collaborative training or evaluation is taking place. While the adjunct faculty possess the business acumen to transfer knowledge related to business and industry, they are unfamiliar with academic policies and procedures. They do not have the specific knowledge of how to operate in an academic environment. Regular training sessions on issues pertinent to the classroom would be beneficial.

It does appear that some training is being done, however, it is inconsistent among the adjunct faculty, at best. While some adjunct faculty cited training events, orientations, and meetings they attended, others that may be in the same department, have no knowledge of these opportunities. The conclusion is therefore made that any training being conducted is inconsistent and unclassified.

Evaluation is a specific area of training that is overlooked. Adjunct faculty teaching experiences are not evaluated on a regular basis. They do not receive adequate or virtually any summative evaluation. The research discovered adjuncts who have been teaching at the college for more than 5 years without ever having had a classroom evaluation. Because they are new to the teaching field, they are asking for the opportunity to be evaluated. Adjunct faculty say they would like to be advised how they can ensure their selected instructional methods are working.

While the adjunct faculty do receive feedback from students, they would value constructive feedback from their peers or academic professionals. Without training and regular evaluations, adjuncts are missing key opportunities for growth and development.

The *mission* of the college is broad and multi-tiered. It encompasses quality technical and general education that meets the needs of the students and the employers in the area; prepare graduates to succeed; and equip students to survive change. The adjunct faculty are the professionals with specific technical knowledge of the employers in the area, as well as the requirements for each graduate to succeed and survive change in business and industry.

The administration endeavors to help further this mission by providing small classes and ensuring students in each class are at the same or comparable knowledge level. Currently some class sizes are larger than manageable for technical subjects and students are in the same class with a wide range of subject knowledge. Class sizes that are larger than academically manageable limits the completion of the course objectives within the stated time period. Students finish the course but tend to leave with a good comprehension of only what has been taught, typically only half of the material.

Students' knowledge and preparedness in most classrooms are at variance with one another. Adjuncts struggle with those students, especially in the technical classes, because it inhibits the learning of the entire class. The instruction has to be repetitive so the novice can grasp the information, yet interesting enough for those having already grasped the material. The results are that some students are bored while others are overwhelmed.

Adjunct faculty recommend testing students prior to enrollment in technical courses. This, they suggest, will aid in preventing the disparity in students' knowledge level. If unable to test prior to enrollment, adjunct faculty would like to be given the opportunity to remove students from the classroom when they find they are not appropriately placed.

In response to research question two, *what is the impact of adjunct faculty on community colleges as perceived by students, faculty, administrators, and staff*, these four groups were

interviewed and shared similar information about the adjunct faculty. Depending on each group's relationship with the adjunct, they expressed the adjunct's impact in different ways.

The full-time faculty spoke specifically of adjunct faculty professional and industry experience. They saw this to be the greatest contribution of the adjunct faculty especially in medical and technical fields where information changes rapidly. While some full-time faculty felt adjuncts made a significant impact on the college because of their extensive exposure to business and technology fields, others thought they make no more impact because some adjunct faculty were teaching regular course loads. The full-time faculty indicated that their exposure to business and industry was critical to the growth and development of each student. However, they cautioned that once the adjunct faculty began teaching full-time course load, they became ineffective. This, they say, lessens the time in the field and, thus, lessened their effectiveness. While they value the assistance the adjunct faculty provide in easing their teaching load, full-time faculty felt adjuncts make the greatest impact if they stay true to that role.

Administrators also thought the adjunct faculty were making an impact on the college primarily because of their industry experience. They indicate they specifically hire those adjunct faculty in specialized areas who can bring the necessary technological resources into the classrooms. While they prefer those with strong academic backgrounds, they gladly consider those professionals with significant industry experience and certifications. These they feel would have the background and credential to bring the most up-to-date industry experience into the classroom.

The staff could not share any specific knowledge of the adjunct faculty's ability to impact the college professionally because they are not informed of their background. However, because they are consistently employed they thought that was a good indication that they were effective

in their contributions. They shared two areas of the greatest impact. They were independence and flexibility. They enjoyed the independence and autonomy the adjuncts demonstrate in helping themselves because it allowed them to support the rest of the division. However, a major concern were those adjuncts who they found to be inflexible if something was not immediately available.

Students received the greatest benefit from the adjunct faculty and they summarized their impact differently and more detailed. They identified three themes in response to this research question. They were (a) industry experience, (b) availability/accessibility, and (c) understanding/empathy.

Students were positively impacted by the *industry experience* of their adjunct faculty and felt only those with such professional, industry experience could contribute substantially to their learning. While all students enveloped the same sentiments, those students in the child development and information technology programs were even more adamant that their professor had to have current, industry experience to be effective. They made clear distinctions in those professors that studied the field and those that worked in the field. Due to drastically changing laws in some areas, students did not believe professors who only studied the subject would impact them significantly. It was evident that adjuncts were discussing their experiences and industry practices in the classrooms because students were keenly aware of their background. Students knew the profession, college status, and teaching tenure of their adjunct faculty. The conclusion drawn is that classroom discussions were taking place with the students and adjunct faculty members. As a result, students saw the adjunct faculty as experts in their particular teaching field and they were confident they were the best alternative to teach their courses.

Students also shared that their professors' *availability* had a significant impact on their learning. Being able to reach their professors at any time, either by telephone or email was important to the completion of their assignments. Non-traditional students with families, careers, and community activities felt strongly that without the direct out-of-class contact with their instructors, they would not be able to complete course assignments. While not every student utilized the opportunity to reach their professors after hours, those that did placed a high value on the communication.

The final impact the students shared that the adjunct faculty had on their learning was their ability to *understand* and be *empathetic*. Along with the ability to contact their instructors, they shared that adjuncts were understanding toward their current position in life and would be empathetic to their often-unique situations. They shared the kindness of some instructors who visited them in the hospital, dropped off homework assignments at home, and extended deadlines in precarious situations. For returning, non-traditional students, they valued the adjuncts' understanding because without it, they probably would not be able to excel in their educational pursuits.

In response to research question three, the adjunct faculty were asked about *their perceived contribution and role* to the college. They identified four themes in which they perceived their contribution to be the strongest. They were (a) industry/professional experience, (b) teaching methodology, (c) process and procedure management, and (d) diversity.

The theme of *industry/professional experience* revealed that adjuncts perceived their contribution as valuable industry and professional experiences that is unparalleled. They share their real-world experiences and corporate truths in the classroom that help to prepare students for the future. While they tried not to make comparisons, they indicate that without the industry

experience they bring to the college, one can only provide book knowledge and no real connection to the material. They do not discount the full-time faculty or the textbooks but reveal that if not tied to a strong sense of what is happening in business, neither the full-time faculty nor the material in the text would provide a full view of the entire concept. Adjuncts share more than just academic knowledge with the students. They share realistic information on the business practices of corporations. They discuss downsizing, loss of funding, and buy-outs in hopes of educating students about the world of work and prepare them for business.

The theme of *technology teaching* reveals how adjuncts approach classroom teaching. They utilize all available technology and computer information systems resources possible to further demonstrate textbook and industry concepts. As they use technology on a regular basis, it makes them more familiar with it and they incorporate it in their delivery. Adjuncts are not apprehensive about the use of technology and actually embrace it as a better method of reaching a broader variety of learners. Some adjuncts utilize unorthodox and unconventional teaching methods aimed at attracting students' attention. They challenge students and inspire them to go beyond their comfort zone while exciting them about learning. Employing unique technology teaching methods are positive impact adjuncts feel they make.

The theme of *process and procedures management* reveals that the adjunct faculty approaches the class as they would a corporate environment. The rules and regulations they employ in the classrooms are those one would expect to find in a business office. They regard the course syllabi as a contract between them and the student, they regard the class as an employment office, and they hold students accountable for attendance. Adjuncts have learned that in business, a contract is the best way to ensure both parties understand the ultimate goal and they utilize it as a business learning tool. The syllabi represent an express agreement between

student and professor and students are asked to review and sign off on it. Students take it more seriously because they have written documentation of the expectations and they know what they will be held accountable for during the term. The classroom is seen as an employment office and professional behavior is expected. No cell phone calls, unruly behavior, or talking out of turn is expected. Students are expected to govern themselves in the classroom as they would in a professional, business environment. For many students this appears to prepare them mentally for the world of work and they are able to get a preview into employer expectations. Attendance is held in rigorous discipline and students are expected to attend all class sessions or provide proper, advance notification if they will be absent. As these are the basics of what is expected in the real world, students are again getting an early orientation to professionally, acceptable behavior. To begin the initiation of such process and procedures at this level, will exemplify at an early stage, the modicum of what is esteemed in business and industry.

The final theme in question three is *diversity*. It relates to the differences and variety of the college faculty. Only two minority adjunct faculty were among the group interviewed and they reveal diversity to be something lacking at the college. From discussions and observations of the college campus, there appears to be a poor minority faculty to student ratio that could impair the learning ability of all students. All students need to see minority educators in the classrooms, not just minority students. Employing a diverse workforce is the legal growing expectation of business and industry and the minority adjunct faculty at the college believe it should begin in the classrooms. One impediment to having more minority adjunct faculty on the campus could be location. The college is in an area that is only 25 percent minority populated. If the college is recruiting from the neighborhood, it will not obtain diverse faculty members. The minority adjuncts agree that the area does not allow for more diverse faculty possibilities, but

they do not believe enough recruitment is being done to attract more minority faculty members. They reveal this is a problem with the mentality of the old administration and are hopeful that with the recent change in presidential leadership, more multicultural diversity will be developed.

Adjuncts were asked about the role they exercise on campus and it was defined and expressed in several different ways. Three themes emerged that expressed their combined perceived role. They were *grandfather, parent, and distant relative*. Each adjunct faculty perceived their role to be diverse in the classroom. Commonalties were found in their individual description and these roles were used to summarize their total role perception.

The more seasoned adjunct faculty with strong professional and management experience who may be near retirement from business and industry espoused their role to be grandfather. These professionals, as with the grandfather in the family, were still engaged in teaching and learning because they wanted to pass on much needed experience and instruction to students. They were committed to teaching as long as they could because they enjoy it and felt they had relevant life experiences to share. These adjuncts taught to fulfill intrinsic values and are not at all interested in advancement opportunities.

The adjuncts who have demonstrated a strong command of their profession and are currently in management or supervisory positions have espoused the role of parent. These professionals are currently at the height of their careers with positions as consultants, partners, or directors. They are often seen in their industry as cutting edge talent and are known to be experts. As with parents in the family, these adjunct faculty members hold each student to strict standards, challenge their learning, ensure accountability, and reward research and investigation. They use a strong combination of compassion and accountability in the classroom to ensure students are learning but taking full responsibility for their learning. They also ensure as

students are learning, they understand concepts, thereby creating interest in the subject matter. These professionals express compassion because each of them are also balancing careers and family, so they realize the need to be flexible. They extend themselves to each student and make accommodations for those that need leniency, while ensuring completion of each task. They try to education students that difficulty does not mean impossibility and perseverance leads to success.

The adjunct faculty having demonstrated competence in their business field and have become more interested in full-time teaching than staying in the business environment, are those that fall into the role of distant relative. These professionals have achieved a lot in business but are now interested in a full-time teaching opportunity. The distant relative is still a vital contributor to student learning and still possesses the needed experience and credentials to teach, however, they have a stronger desire to make the classroom a permanent part of their lives. Because they want to move away from the true role of an adjunct faculty, they are classified as a distant relative. It is relevant to highlight that these professionals in no way give less than any other group, nor do they bring any less significant experience to the classroom.

CHAPTER 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to discuss the findings, conclusions, and implications of the study. There are five major sections in this chapter. They are (a) summary of the findings, (b) conclusions of the study, (c) implications for practice, (d) recommendations for further research, and (e) comments and personal reflections.

The fullness of this research study on the impact of adjunct faculty members' professional work experience to the community college revealed many truths. This study began by differentiating between part-time and the adjunct faculty. Research has often used these terms interchangeably in reference to two completely different groups of professionals. Faculty members teaching one or two courses per term have been lumped together and defined as adjunct faculty, when, in fact, many are part-time faculty with no practical business or industry expertise.

Community colleges have always utilized part-time faculty to aid in reducing cost and to manage high enrollment (Cohen & Brawer, 2003). Part-time faculty have always been a resource to the community college in this area. However, part-time faculty are often seeking full-time employment and teach with that hope in mind. Roueche, Roueche, & Miliron (1995) confirm that part-time faculty are those individuals with a strong desire to teach full time and does not have another profession outside of academia. Without the professional industry experience, the part-time faculty's effectiveness and importance in academia have been limited in several ways.

One commonality among the participants of this study was that the true role of the adjunct faculty was as industry expert. There were significant similarities among all study

participants and this was a recurring theme that emerged to describe the adjunct faculty role. The determination was that the industry experience the adjunct faculty brought to the college made a significant impact. Adjunct faculty were sought after because of their knowledge of business and industry. Bringing specialized training into the classroom to benefit students is something the administration values. They hire those professionals with industry certificates and licensures in their field are viewed as experts. While the academic credential is helpful, administrators placed a greater emphasis on the industry experience and training. Wilson (2000) found that adjunct faculty can strengthen a college's program quality and provide students with a range of experience not found in other faculty because of their industry experience. To the administrators, the adjunct faculty bring a different range of corporate and non-profit experience from which students can benefit.

Research confirms the adjunct faculty industry experience does lend credibility to classroom instruction. Loicano (2000) and Louziotis (2001) found that adjunct faculty are business and technical professionals who provide expertise to the college. They found these professionals to have specialized experience and also describe them as industry experts. Each participant group in the study confirmed that the adjunct faculty are industry experts and bring valued experience into the classroom, especially the student groups. Students were impressed with the level of industry knowledge their adjunct faculty had and were convinced that no instructor could be successful in their classroom without the industry experience. They valued the industry knowledge and felt it would better prepare them for the future. The full-time faculty also thought the industry experience of the adjunct faculty was significant. They thought that, indeed, if the adjunct faculty stayed true to the role and did not attempt to promote themselves to full-time positions, they would remain effective.

The adjunct faculty bring vocational-technical education and training to the college environment to benefit the students (Banachowski, 1996). True adjunct faculty are already employed in industry and are not seeking full-time employment at the college. Although an adjunct faculty could be downsized and experience corporate layoff or restructuring, the true adjunct faculty would not desire to obtain full-time employment in academia. They want to remain in business and industry and would try to find additional employment in their specialized field.

In their own assessment, adjunct faculty bring relevant industry expertise into the classrooms that is unmatched by any other faculty group at the college. Those who have been in the business field for a long time and have somehow been introduced to academia now find it gratifying. The link adjunct faculty provide from the classroom to relevant world-of-work experience is their most significant role. They are able to expose students to what Gappa and Leslie (1993) calls an array of expertise. They provide most institutions with an extraordinary variety of business and industry experiences. In the classroom, adjunct faculty can relate theory to practice and bring concrete examples from their own experience. They are able to accurately instruct students on new technology with current experience.

In addition to the industry experience they bring to the classroom, the adjunct faculty are also enrich the college's program. Fulton (2000) states that in addition to being able to teach specialty classes in selected disciplines, adjunct faculty are able to enhance program quality. Because these professionals are teaching in technology and other core areas of expertise, they are able to advise on curricular enhancements. Knowing business trends and having experience with a variety of technologies make them instrumental in helping the college review its curriculum and ensure those software that are being demanded in business are ancillary to the program.

Industries, not academia, drive technological demands. To adequately prepare students to compete in business and industry, they must be abreast of and have experience with the latest technology available. Adjunct faculty use the experience gained in their work to favorably impact the education of the students and the overall educational enterprise. As Kimmelman (1992) highlights, the expertise and cutting-edge technology practice that adjunct faculty bring into the classroom is unequivocal. With the exposure to business and industry, they are able to help the college enrich a multitude of program offerings to the students in several areas.

Implications for Practice

This study shows that adjunct faculty make a significant positive impact on this community college based on their world-of-work experience. It is now incumbent upon community colleges to ensure they are maximizing the resources of the adjunct faculty. Failure to further develop adjunct would be irresponsible. In that they are impacting students in a significant way, some investment should be made on these professionals. Consideration must be expended to ensure they are more embedded into the fabric of the college.

One way the college can do this is by investment in their training. Providing adequate teacher training would benefit all groups at the college, but specifically the students. Training the adjunct faculty on classroom procedures and academic processes would make them more valuable and serve to strengthen the relationship they currently enjoy with the students. Training would also improve their efficiency and allow them to manage the classroom better. While they have mastered the business environment, many come into the classroom with no prior teaching experience and are not aware of what is specifically required. An initial, in-depth orientation to academia and regular follow-up training would further their understanding.

The administration could also incorporate meet-and-greet sessions wherein faculty members teaching the same subjects can share information. The coming-together of the department faculty would allow all instructors to properly get to know each other and develop resources that would aid them in the classroom. While some instructors are taking the initiative and getting to know each other and sharing resources on their own, the collaboration is not widespread. It is the administration's responsibility to ensure some coordinated socialization is scheduled among professionals working in the same field.

The study also suggests that these professionals need some authority in the classroom to be able to make changes that will benefit the class wholly. Issues of unbalanced knowledge levels among students have to be calibrated, and the process can be lengthy when the adjunct faculty does not have the necessary authority at the classroom level. Latitude to enact changes in the classroom would increase adjunct faculty efficiency and program effectiveness. Because the adjunct faculty are recognized as professionals that contribute knowledge and make significant impact, the college should not limit their authority based on employment status.

Remaining enmeshed in both industry and academia is also something that must be encouraged of the adjunct faculty. While their teaching experience becomes invaluable to the college, these professionals make more of an impact when they are able to provide the link between business and academia. The adjunct faculty should remain in industry if they are to continue to make an impact. While the college may have a growing need to hire full-time faculty and they may be tempted to employ adjunct faculty in these positions, it would not prove beneficial. The effectiveness of the adjunct faculty is wholly based on their entrenched status in business and industry where they can continue to derive real-world experiences. When they leave industry and become full-time faculty, they lose their effectiveness. This will be a

challenge for the college because some of these professionals have been on the campus for over 10 years and have demonstrated their ability to manage the classroom and contribute in full-time faculty status. They are attractive full-time faculty candidates since they understand the classroom and have developed their vocation in academia. However, their contribution is significantly diluted when they move from adjunct to full-time role.

Diversity, although only presented by two participants, appear to be practiced in contrast to what is being taught in the classroom. While the adjunct faculty educate students on the value and legality of ensuring a diverse workforce, students do not see this in their learning environment. Students learn best by example, and academia is the best training ground for learning. Hiring minority adjunct faculty and placing as much emphasis on minority recruitment as they do student recruitment is a necessity. Whether as full-time or adjunct faculty, more minority faculty members are needed to better balance the college campus and overall learning environment.

Recommendations for Further Research

This study is pregnant with possibilities that may appear underdeveloped because of time and data manageability. The research was constrained within parameters that would facilitate completion in a set timeframe. However, the full scope of possibilities in adjunct faculty research has yet to be uncovered. There were several areas I wanted to further investigate. The following are a few recommendations for additional research to be done that would further yield answers to adjunct faculty impact and contribution.

This research was conducted in a small manufacturing community in the heart of the Midwest. As such, the geography and the perception of the residents in that area restrained the findings. While this college and administration found value and impact in the adjunct faculty,

the same research should be duplicated in another region or another college. Each state in the United States comprises a different population and composition that affects relationships and educational pursuits. It is doubtful that the perceptions and views expressed by the study participants in this region are the same in every other state.

During the course of the study, several issues raised by the adjunct faculty and the students would possibly not be considered in another part of the country. Specifically the issue of diversity that was encountered in this heavy manufacturing Midwest city would not be problematic in states with a larger minority population. States with a stronger mix of minority residents would undoubtedly yield more minority adjunct faculty and students on campus who might hold a completely different view of minority involvement and visibility and may be accustomed to more minority involvement. Similarly, states experiencing higher crime rates would possibly change the way the adjunct faculty dispense their personal contact information to their students. Outside of this peaceful, docile environment some adjunct faculty may not be as willing to share their personal information. It is my opinion that this environment is a major factor in the diversity and accessibility issues raised by students and adjunct faculty.

I undertook research in one program at the college because it held the most adjunct faculty members. The Business and Public Services Technology Division employed the most adjunct faculty in technical and non-technical areas. The technical program areas of study are a specialty of mine and I had keen interest in working in this area. This division offered more possibility to find adjunct faculty currently in ever-changing industries that lent strong credence to student learning. Because the technical program areas change so rapidly, I felt the research in this area would be more tangible. There is a high possibility that research in a non-technical division would not yield the same results. Because fields like accounting or management

experience little change, for instance, they would not strongly compare to informational technology fields and could yield different results.

Community colleges are my passion. It is here that I began my formative higher education training. That environment provided room for me to grow and discover myself while massaging my mind and slowly introducing me to higher education. The affinity I hold for these colleges is easy to see when one realizes how much impact these institutions can have on the whole community. Community colleges offer so many different opportunities for the entire community that their environment has become a natural breeding ground for this type of research. From general education programs to certificates to university transfer, the community college services more varied needs than any other higher education institution. It was this environment that I specifically wanted to study, but four-year institutions might also provide an opportunity for a solid research study similar to this one. Although community colleges and universities are similar in many ways, there are also strong differences that would be uncovered with additional research in this direction.

Chapter two was spent reviewing the distinction between part-time and adjunct faculty. Much of the research clearly identifies all professors teaching one or two classes as part-time faculty although many are actually adjunct faculty. As this research has shown, part-time and adjunct faculty are two very different groups of professionals. While this research specifically focused on the offerings of adjunct faculty, part-time faculty undoubtedly contribute to the growth of their institutions. Institutions use part-time faculty for a variety of reasons and these teachers come from all backgrounds and industry. Further research can be done to determine if they, too, make an impact and contribution similar to that of their counterparts.

Personal Reflections

Adjunct faculty are often viewed as the stepchildren of academia. These professionals who come into the classroom assist with course loads, bring relevant world-of-work experience, and offer the college expert information for less than half the salary of the full-time faculty. Yet, for scholars of higher education, they are not often seen as professionals with any relevant information or experience to share. Typically they are viewed as those just teaching a few courses that the full-time faculty are unable to manage.

While this is not the view of the adjunct faculty at all higher education institutions across the country, it is probably the sentiment in more environments than should be. It is my hope that this study will make a small impact in how they are viewed, and it will be acknowledged that they do add value and do impact the student and the college. As a result, it should also be possible to make some investment in these professionals.

As an adjunct faculty with world of work experience, I am well aware that we bring vital industry experience in the classroom that is unmatched by any other faculty on campus. Undoubtedly the combination of industry experience and educational preparation appropriately positions the adjunct faculty to make a stronger contribution in the classroom. The true adjunct faculty member desires to stay entrenched in both environments for as long as possible. He/she is not seeking a full-time position at the college and will probably not attempt to teach more than one or two courses per term. The goal is not finance but facilitation of learning. The continued service we provide to the college is best realized when we maintain relationships with business and industry. Only then can we really bridge the gap for students and help prepare them to succeed and survive change.

Through interviews, I was able to live through the eyes of other professionals like myself who are uncommonly endowed with the ability to contribute to education and industry. This research has confirmed that we make significant contributions to the classroom and the college as a result of our world-of-work experience and that our value should be acknowledged fully by the academic community.

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APPENDICES

Attachment D – Adjunct Faculty Consent Form

COLORADO STATE UNIVERSITY INFORMED CONSENT TO PARTICIPATE IN A QUALITATIVE RESEARCH PROJECT

TITLE OF PROJECT:

How Adjunct Faculty's Professional Work Experience Affects the Community College Learning Environment

NAME OF PRINCIPAL INVESTIGATOR: Timothy G. Davies, Ph.D.

NAME OF CO-INVESTIGATOR: Carolyn Andrea Beckford-Yanes

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS:

Carolyn Andrea Beckford-Yanes (404) 210-6349 or ayanes@emory.edu

PURPOSE OF THE RESEARCH:

The purpose of this study is to better understand if and how your professional work experience outside the classroom contributes to and/or effects student learning. Community colleges often hire adjunct faculty because they cost less to staff than full-time faculty, and they provide the school with flexible scheduling options. This research is studying whether the adjunct faculty's specialized, professional experience affects student learning.

PROCEDURES/METHODS TO BE USED:

As a participant, you agree to be interviewed either in person or by telephone. Interviews will be no more than one hour but may be shorter or longer depending on how much you have to share. There will be at least one follow-up session during the course of the study to clarify information. It should last no more than 20 minutes.

During the interview you will be asked to share your thoughts, perspectives, and experiences about your work in your college. There are no right or wrong answers. At no time will you be asked to discuss or identify individual faculty members. The interviewer is simply interested in your experiences and perspectives relative to your job and whether your technical preparation and professional background contributes to student learning. The interviewer is also interested in what you think you need to make your educational pursuits successful.

To assist in the interview process, the interviewer will audio tape the conversation. Taping will allow the interviewer to transcribe your words exactly as you spoke them. Although interview transcription will be done as soon as possible afterwards, they may take approximately two months to complete. You will have the opportunity to review the final transcription for accuracy.

RISKS INHERENT IN THE PROCEDURES:

There are no known risks to you in this study. It is not possible to identify all potential risks in research procedures, but the researcher has taken reasonable safeguards to minimize any known and potential, but unknown, risks. Since you will be free to use a pseudonym and since you will not be discussing individual faculty members, staff, or students, the risks should be minimal.

BENEFITS:

Your willingness to be open and share your experiences and perspectives about your technical preparation and professional background will help the administrators make better hiring decisions. The information gained from your interview will help administrators and staff takes the necessary steps to recruit and retain adjunct faculty.

CONFIDENTIALITY:

The information that you provide in the study will be handled confidentially. You will be asked to use a pseudonym, instead of your real name, for the interview process. Additionally, the name of your college will not be identified. Your information will be identified in the dissertation only by general description information about you and your institution (i.e., a female, a college in Northwest Ohio, etc). No one reading the dissertation will be able to identify you.

Audio-tapes are used to document and record the interview. All audio-tapes will be transcribed immediately after the interview then destroyed. Transcription records will be maintained by the principal investigator in the School of Education for three years after the study.

LIABILITY:

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

Questions about participants' rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

This study will last approximately seven months. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Participant name (printed)

Participant signature

Date

Witness to signature (project staff)

Date

Page 2 of 2 Participant's initials _____ Date _____

Attachment E – Administrative Staff Consent Form

COLORADO STATE UNIVERSITY
INFORMED CONSENT TO PARTICIPATE IN A QUALITATIVE RESEARCH PROJECT

TITLE OF PROJECT:

How Adjunct Faculty's Professional Work Experience Affects the Community College Learning Environment

NAME OF PRINCIPAL INVESTIGATOR: Timothy G. Davies, Ph.D.

NAME OF CO-INVESTIGATOR: Carolyn Andrea Beckford-Yanes

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS:

Carolyn Andrea Beckford-Yanes (404) 210-6349 or ayanes@emory.edu

PURPOSE OF THE RESEARCH:

The purpose of this study is to better understand if and how the adjunct faculty's professional work experience outside the classroom contributes to and/or effects student learning. Community colleges often hire adjunct faculty because they cost less to staff than full-time faculty, and they provide the school with flexible scheduling options. This research is studying whether their specialized, professional experience affects student learning.

PROCEDURES/METHODS TO BE USED:

For the purpose of this study, adjunct faculty are those instructors working part-time in the college with full-time professional careers in business and industry.

As a participant, you agree to be interviewed either in person or by telephone. Interviews will be no more than one hour but may be shorter or longer depending on how much you have to share. There will be at least one follow-up session during the course of the study to clarify information. It should last no more than 20 minutes.

During the interview you will be asked to share your thoughts, perspectives, and experiences about the adjunct faculty in your college. There are no right or wrong answers. At no time will you be asked to discuss or identify individual faculty members. The interviewer is simply interested in your perspective relative to the adjunct faculty and whether you feel their technical preparation and professional background contributes to student learning.

To assist in the interview process, the interviewer will audio tape the conversation. Taping will allow the interviewer to transcribe your words exactly as you spoke them. Although interview transcription will be done as soon as possible afterwards, they may take approximately two months to complete. You will have the opportunity to review the final transcription for accuracy.

RISKS INHERENT IN THE PROCEDURES:

There are no known risks to you in this study. It is not possible to identify all potential risks in research procedures, but the researcher has taken reasonable safeguards to minimize any known and potential, but unknown, risks. Since you will be free to use a pseudonym and since you will not be discussing individual faculty members or administrators, the risks should be minimal.

BENEFITS:

Your willingness to be open and share your experiences and perspectives about your adjunct faculty's technical preparation and professional background will help the administration better understand the college's needs. Most importantly, you can help the college make better hiring decisions. The information gained from your interview will help the administration take the necessary steps to recruit and retain adjunct faculty. Future students will also benefit from stronger technical proficiency in each adjunct faculty.

CONFIDENTIALITY:

The information that you provide in the study will be handled confidentially. You will be asked to use a pseudonym, instead of your real name, for the interview process. Additionally, the name of your college will not be identified. Your information will be identified in the dissertation only by general description information about you and your institution (i.e., a female, a college in Northwest Ohio, etc). No one reading the dissertation will be able to identify you.

Audio-tapes are used to document and record the interview. All audio-tapes will be transcribed immediately after the interview then destroyed. Transcription records will be maintained by the principal investigator in the School of Education for three years after the study.

LIABILITY:

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

Questions about participants' rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

This study will last approximately seven months. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Participant name (printed)

Participant signature

Date

Witness to signature (project staff)

Date

Page 2 of 2 Participant's initials _____ Date _____

Attachment F – Student Consent Form

COLORADO STATE UNIVERSITY
INFORMED CONSENT TO PARTICIPATE IN A QUALITATIVE RESEARCH PROJECT

TITLE OF PROJECT:

How Adjunct Faculty's Professional Work Experience Affects the Community College Learning Environment

NAME OF PRINCIPAL INVESTIGATOR: Timothy G. Davies, Ph.D.

NAME OF CO-INVESTIGATOR: Carolyn Andrea Beckford-Yanes

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS:

Carolyn Andrea Beckford-Yanes (404) 210-6349 or ayanes@emory.edu

PURPOSE OF THE RESEARCH:

The purpose of this study is to better understand if and how the adjunct faculty's professional work experience outside the classroom contributes to and/or effects your learning. Community colleges often hire adjunct faculty because they cost less to staff than full-time faculty, and they provide the school with flexible scheduling options. This research is studying whether their specialized, professional experience affects your learning.

PROCEDURES/METHODS TO BE USED:

For the purpose of this study, adjunct faculty are those instructors working part-time in the college with full-time professional careers in business and industry and focus groups are interviews conducted in groups of 15-20.

As a participant, you agree to be interviewed either in person or by telephone. The researcher will hold both individual in-depth interviews and focus group interviews with students enrolled in courses the adjunct faculty teach. It is possible that you will be interviewed as part of a focus group of students rather than individually. Either interview will be no more than one hour but may be shorter or longer depending on how much you have to share. There will be at least one follow-up session during the course of the study to clarify information. It should last no more than 20 minutes.

During the interview you will be asked to share your thoughts, perspectives, and experiences about the adjunct faculty in your college. There are no right or wrong answers. At no time will you be asked to discuss or identify specific adjunct faculty. The interviewer is simply interested in your perspective relative to the adjunct faculty and whether you feel their technical preparation and professional background contributes to your learning. The interviewer is also interested in what you think you need from your adjunct faculty members to make your educational pursuits successful.

To assist in the interview process, the interviewer will audio tape the conversation. Taping will allow the interviewer to transcribe your words exactly as you spoke them. Although interview transcription will be done as soon as possible afterwards, they may take approximately two months to complete. You will have the opportunity to review the final transcription for accuracy.

RISKS INHERENT IN THE PROCEDURES:

There are no known risks to you in this study. It is not possible to identify all potential risks in research procedures, but the researcher has taken reasonable safeguards to minimize any known and potential, but unknown, risks. If you participate in a focus group, some risk of lack of confidentiality exists depending on others who participate as part of the focus group. However, since you will be free to use a pseudonym and since you will not be discussing individual faculty members or classes, the risks should be minimal.

BENEFITS:

Your willingness to be open and share your experiences and perspectives about your adjunct faculty's technical preparation and professional background will help the administrators better understand your needs. Most importantly, you can help them better staff your program to make you more successful in the workforce. The information gained from your interview will help faculty and administrators take the necessary steps to recruit and retain adjunct faculty. As a result, future students as well as you, perhaps, will benefit from stronger technical proficiency in each adjunct faculty.

CONFIDENTIALITY:

The information that you provide in the study will be handled confidentially. You will be asked to use a pseudonym, instead of your real name, for the interview process. Additionally, the name of your college will not be identified. Your information will be identified in the dissertation only by general description information about you and your institution (i.e., a female, a college in Northwest Ohio, etc). No one reading the dissertation will be able to identify you.

Audio-tapes are used to document and record the interview. All audio-tapes will be transcribed immediately after the interview then destroyed. Transcription records will be maintained by the principal investigator in the School of Education for three years after the study.

LIABILITY:

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

Questions about participants' rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

This study will last approximately seven months. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Participant name (printed)

Participant signature

Date

Witness to signature (project staff)

Date

Page 2 of 2 Participant's initials _____ Date _____

Attachment G – Full-time Faculty Consent Form

COLORADO STATE UNIVERSITY
INFORMED CONSENT TO PARTICIPATE IN A QUALITATIVE RESEARCH PROJECT

TITLE OF PROJECT:

How Adjunct Faculty's Professional Work Experience Affects the Community College Learning Environment

NAME OF PRINCIPAL INVESTIGATOR: Timothy G. Davies, Ph.D.

NAME OF CO-INVESTIGATOR: Carolyn Andrea Beckford-Yanes

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS:

Carolyn Andrea Beckford-Yanes (404) 210-6349 or ayanes@emory.edu

PURPOSE OF THE RESEARCH:

The purpose of this study is to better understand if and how the adjunct faculty's professional work experience outside the classroom contributes to and/or effects student learning. Community colleges often hire adjunct faculty because they cost less to staff than full-time faculty, and they provide the school with flexible scheduling options. This research is studying whether their specialized, professional experience affects student learning.

PROCEDURES/METHODS TO BE USED:

For the purpose of this study, adjunct faculty are those instructors working part-time in the college with full-time professional careers in business and industry.

As a participant, you agree to be interviewed either in person or by telephone. Interviews will be no more than one hour but may be shorter or longer depending on how much you have to share. There will be at least one follow-up session during the course of the study to clarify information. It should last no more than 20 minutes.

During the interview, you will be asked to share your thoughts, perspectives, and experiences about the adjunct faculty in your college. There are no right or wrong answers. At no time will you be asked to discuss or identify specific adjunct faculty. The interviewer is simply interested in your perspective relative to the adjunct faculty and whether you feel their technical preparation and professional background contributes to student learning.

To assist in the interview process, the interviewer will audio tape the conversation. Taping will allow the interviewer to transcribe your words exactly as you spoke them. Although interview transcription will be done as soon as possible afterwards, they may take approximately two months to complete. You will have the opportunity to review the final transcription for accuracy.

RISKS INHERENT IN THE PROCEDURES:

There are no known risks to you in this study. It is not possible to identify all potential risks in research procedures, but the researcher has taken reasonable safeguards to minimize any known and potential, but unknown, risks. Since you will be free to use a pseudonym and since you will not be discussing individual faculty members or classes, the risks should be minimal.

BENEFITS:

Your willingness to be open and share your experiences and perspectives about the adjunct faculty's technical preparation and professional background will help the administrators better understand the college's needs. Most importantly, you can help them better staff your program. The information gained from your interview will help administrators take the necessary steps to recruit and retain adjunct faculty. Future students will also benefit from stronger technical proficiency in each adjunct faculty.

CONFIDENTIALITY:

The information that you provide in the study will be handled confidentially. You will be asked to use a pseudonym, instead of your real name, for the interview process. Additionally, the name of your college will not be identified. Your information will be identified in the dissertation only by general description information about you and your institution (i.e., a female, a college in Northwest Ohio, etc). No one reading the dissertation will be able to identify you.

Audio-tapes are used to document and record the interview. All audio-tapes will be transcribed immediately after the interview then destroyed. Transcription records will be maintained by the principal investigator in the School of Education for three years after the study.

LIABILITY:

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Questions about participants' rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

This study will last approximately seven months. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Participant name (printed)

Participant signature

Date

Witness to signature (project staff)

Date

Page 2 of 2 Participant's initials _____ Date _____

Sample Student Interview Questions

1. Do you know if your instructor has any professional work experience outside the classroom?
2. Do you think that contributes to and/or affects your learning?
3. What are your thoughts, perspectives, and experiences about the part-time faculty here?
4. Does your instructor have technical preparation for the subject he/she is teaching?