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Part into the Whole: the Integration of Part-Time Faculty into the Community College

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**PART INTO THE WHOLE: THE INTEGRATION OF PART-TIME FACULTY
INTO THE COMMUNITY COLLEGE**

By

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Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
Seton Hall University

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SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES


APPROVAL FOR SUCCESSFUL DEFENSE

Doctoral Candidate, **Ruth A. Carberry**, has successfully defended and made the required modifications to the text of the doctoral dissertation for the **Ph.D.** during this **Fall Semester 2014.**

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Abstract

Previous studies on the topic of part-time faculty in community colleges have pointed to their continuous increase in the percentage the faculty majority in the community colleges throughout the United States. Other studies have described their personal level of satisfaction or the level of their students' outcomes. The purpose of this study was to uncover factors that can better integrate part-time faculty into the organizational culture of the community college resulting in a possible increase of personal satisfaction and better student outcomes.

This was a modified mixed methods study. The quantitative section used descriptive and Chi-square statistics to analyze the responses of full-time and part-time faculty to selected questions from an institutional survey. The qualitative consisted of interviews of part-time faculty members from the same institution.

The data from the quantitative portion was conjoined with the data from the qualitative portion and analyzed based on five main constructs: participation in decision making, socialization, communication, personal satisfaction and student outcome. This study was conducted to provide factors, obtained mainly from the qualitative portion, which would better integrate part-time faculty into the organizational culture of the community college in areas indicated in the quantitative portion and from previous studies.

KEY WORDS: Factors of Part-Time Faculty Integration, Organizational Contexts and Processes, Effective Faculty Integration

DEDICATION

My work is dedicated in memory of my husband,

Brendan T. Carberry

Whose example of courage and determination have

Enabled me to persist in my endeavor

And

To my daughter

Jennifer

And her family—Dom, Brendan and Emma

Who have provided me with the

Love and support necessary to complete

This work

And

To my parents

Ruth and Eugene Montchal

Who taught me right from wrong by their words and example

And

To my eternal friend

Marge Walz

Who taught by her example what was really important in life

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Chapter I

INTRODUCTION

Historical events, laws, and trends have often caused adaptations in the educational system of the United States. The launching of Sputnik 1 by the Soviet Union in October of 1957 and the National Defense Education Act of 1958 caused the United States to revamp its educational curriculum to include an increased emphasis on science. The Supreme Court ruling in the *Brown v. Board of Education*, Topeka case in 1954 made segregation in schools illegal, ending the segregation of public schools in the United States. In 1977 the Apple II computer was introduced and computers became a staple in school systems. This pattern of adapting our educational systems according to changing laws and advances continued into the 21st century.

The No Child Left Behind Bill became law in 2002 and was reauthorized in 2007; in both instances bringing student assessment to the forefront. In 2009 the American Recovery and Reinvestment Act provided 90 billion dollars for education, half of which was allocated to local school districts to prevent layoffs during the economic recession, to perform needed repairs to physical plants. This resulted in schools maintaining personnel and making needed repairs.

Contrary to this pattern of meeting needs in educational systems when situations arise, the need to address the use of ever increasing numbers of part-time faculty members in America's higher education systems, especially community colleges, has not been met; resulting in a lack of integration of part-time faculty into higher education, particularly into community colleges where their numbers are the greatest.

Chapter I begins with a synopsis of the present numbers of part-time faculty employed in higher education, and the background and history of community colleges in the United States, specifically the role of the part-time community college faculty members. Secondly, previous studies that addressed the place of part-time faculty members in higher education are discussed, and then explains the crux of the theoretical framework that guided this study is explained. Third, the purpose of the study is explicated, and the research questions that guide this study through its various phases are presented. Lastly, Chapter I details the implications of the study followed by the definitions of significant terms used throughout this study.

Present Faculty Populations

Approximately 1,500,000 postsecondary faculty members were employed in all institutional types throughout the 50 states and the District of Columbia during the fall of 2011, including 761,619 full-time and 761,996 part-time (National Center for Educational Statistics, 2011). In public, 4-year institutions in the fall of 2011, approximately 1,115,627 faculty members were employed: 747,470 full-time and 368,157 part-time (National Center for Educational Statistics, 2011). However, in the fall of 2011 this picture was somewhat reversed at public, 2-year institutions, known as community colleges. Of the 641,616 faculty members employed in community colleges, 301,099 were full-time and 340,517 were part-time (National Center for Educational Statistics, 2011).

Similarly, but to a much larger extent, the State of New Jersey Higher Education Statistics showed that among the 10,086 faculty members employed at New Jersey public community colleges in 2011, 7,805 were part-time, whereas 2,281 were full-time (IPEDS Human Resources Survey 2011). Defined as instructors who have less than a full-time teaching load and

are usually compensated at a rate below that of regular full-time faculty (National Education Association, 1998), the term *part-time faculty* is used interchangeably with adjunct, contract employees, and contingent faculty in this study.

History of the Community College

The history of the community college in the United States can be traced back to the development of the American high school system in the second half of the 19th century and was mainly concentrated in the Midwest, initially connected with the University of Chicago (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). These colleges were separated from the upper division colleges in 1892 and started issuing degrees in 1896. Part-time faculty members were part of the community college faculty since its inception (Roueche, Roueche, & Milliron, 1995). For example, part-time instructors made up 90 percent of the staff in eight California junior colleges in 1921 (Eells, 1931). Over the course of time the number of part-time faculty in community colleges has steadily increased (Roueche et al., 1995).

Emphasizing the importance of higher education to the nation's economy and postwar democracy, the Truman Commission Report of 1948 (as cited in Thelin & Gasman, 2012) estimated that approximately half of the population of the United States was intellectually capable of 14 years of schooling, some even more (Brint & Karable, 1989). This report, in conjunction with the GI Bill (1944), which provided college or vocational education for returning veterans, rapidly increased the 2-year college enrollment. Additionally, the first federal student aid program under the National Defense Education Act was passed by Congress in 1958 (Gladieux, 1995). As a result, college enrollment markedly increased, by 500 percent, between 1945 and 1975 (Thelin, 2004). The college-age baby boomers of the 1960s also caused the

community college system to increase enrollment more rapidly than any other segment of higher education in the United States (Brint & Karabel, 1989).

Community colleges in the United States opened at a rate of more than one per week during the large expansion of the student population during the 1960s and 1970s (Witt et al., 1994). In response to the increasing number of community college students, the number of community college part-time faculty members steadily increased from 38 percent in 1962 to 60 percent in 1980 (American Association of Community Colleges [AACU], 1995). A greater share of part-time faculty in community college continued well into the twenty-first century. According to the American Federation of Teachers' study released in 2008 (as cited in Marklein, 2008), 57.5 percent of all undergraduate courses in community colleges were taught by part-time faculty in 2003, whereas 38.4 percent of undergraduate courses in public 4 year institutions in were taught by part-time faculty during the same year.

Role of Part-time Faculty in Community Colleges

The dependence community colleges on part-time faculty is fueled by several factors, such as the number of students enrolled in a particular program, the demand of labor markets for a specific skill, the availability of full-time faculty, and funding to the institution. These conditions all play roles in the permanency, or just presence, of a particular part-time faculty member during any given semester. For example, Green (2009) pointed to the consequences of the recent economic recession as a cause of the decrease in the number of part-time faculty. In the winter of 2009, 16 percent of community colleges had frozen positions for part-time faculty (Green, 2009).

Gappa and Leslie (1993) stated that some institutions have policies that break up part-timers' employment. The longest length of part-time employment seems to be in fields for which it is difficult to find full-time faculty. In addition, the use of part-time faculty members, without strong employment options outside the college, is often seen as a means for the institution to achieve control through economic efficiency and labor force flexibility (Gumport, 2003).

Prior Studies on the Use of Part-time Faculty

Wyles (1998) described the situation for part-time faculty as a microcosm of the national workforce, in which approximately one in three workers is part-time. From the labor market perspective, the surge in the number of part-time faculty has been seen as an element of labor exploitation, which in turn resulted in the marginalization of part-time faculty (Thompson, 2001). Bradley (2004) pointed out that the trend of an increase in the number of part-time faculty was an example of marketplace mentality, that is, the use of part-time faculty became a common practice because they are cheaper than full-time faculty and their use adds to managerial control of the institution. By reviewing NSOPF: 88 data as well as conducting interviews with administrators and part-time faculty in various types of institutions, Gappa and Leslie (1993) found that institutions of higher education viewed part-time faculty as a temporary and flexible workforce.

In spite of their extensive use, the part-time faculty in community colleges are often excluded from the teaching-learning enterprise for various reasons. Grubb and Lazerson (2009) reported that the “smorgasbord” approach of outside speakers who form a large part of staff

development in the community college does little or nothing to promote the creation of a common faculty culture because full-time and part-time faculty members are likely to attend different seminars. Based on interviews with part-time faculty, Grubb and Lazerson (2009) suggested that contact with other faculty, especially full-time faculty, can be a better means of staff development for part-time faculty than the somewhat standard random staff development classes.

In addition, given that most part-time community college faculty members are isolated from their full-time peers due to their unavailability to be present at faculty meetings and their times on campus (evenings and weekends)--when most full-time faculty are not present--interactions with peers are virtually non-existent. Although programs may help faculty members to develop particular teaching skills and pedagogy, there is a lack of concerted and systematic effort to build a common culture among faculty. Such a lack of activities that draw faculty together around teaching result in isolation, invisibility, and a sense of disintegration among part-time faculty (Gappa, 2000).

Role of Organizational Culture

Organizational culture is an active process of interpretation by organizational members and can be viewed in terms of the following six aspects of the institution's life: environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). Tierney presented the interaction among these aspects of the life of an institution as a means of developing communications and the socialization of its members. Tierney (1988) maintained that not all institutions show strong organizational culture. Roueche, Roueche, and Milliron (1996) characterized a positive organization as one consisting of feelings of belonging, similarity, and

loyalty that lead both part-time and full-time faculty members to commit to organizational goals, welfare, and priorities. In contrast, negative organizational identification results in members developing feelings of sabotage, isolation, and instability (Roueche et al., 1996).

The traditional bureaucratic organizational culture of community colleges undermines the ability and value of the part-time faculty and limits their opportunity to interact with students and full-time faculty (Tierney, 1988). Together these negative consequences of the bureaucratic organizational culture pose unique challenges to the sense of integration within the institution that part-time faculty members experience, and they have a direct impact on the academic success of their students (Leslie, 1998). The environmental and work structure for part-time faculty under the present system at most community colleges is not conducive to their availability to the student outside the classroom (Grubb, 1999). For example, the number of courses that can be taught by part-time faculty is limited to three or four, and many part-time faculty members teach at multiple institutions during a semester. The travel time from one location to another does not allow the culture-building blocks of time that should be spent with students, as well as with other faculty members (Schuetz, 2005).

The employment practices for part-time faculty do not usually have the incentives, support, and security that tenured or tenure-track faculty enjoy and thus hinder the quantity and quality of faculty-student interaction that in turn affects student success (Leslie, 1998). Based on their interviews with part-time faculty members in various types of institutions, Gappa and Leslie (1993) concluded that part-time faculty did not feel connected with or integrated into the culture of their institutions. The part-time faculty members interviewed expressed a lack of appreciation, a lack of consultation and involvement in decision-making, and a lack of visibility

in general within the institution. The analysis of the 1993 NSOPF by Leslie and Gappa (2002) supported the idea that the differences between full-time and part-time faculty within departments and institutions of higher education creates a gap in the working conditions. The creation of two competing interest groups within the faculty has the capability of adversely affecting academic quality (Leslie, 1998).

Prior research has demonstrated that student-faculty interaction plays a critical role in facilitating students' satisfaction with their educational experiences. In other words, the extent to which faculty members maintain contact with students is integral to student success (Filkins & Doyle, 2002). However, developing faculty-student interaction is extremely difficult at community colleges, particularly outside of the classroom. Almost two-thirds of community college faculty members are part-time and are only on campus when their classes are in session (Conley & Leslie, 2002). Research has shown that such lack of interaction contributed to a lower graduation rate for students who were taught by part-time rather than full-time instructors (Christensen, 2008; Jacoby, 2006; Jaeger, 2008; Jaeger & Eagan, 2009).

Using the data from two previous studies, one using first-year students at a 4-year institution and another using two cohorts of credit-seeking community college students, Jaeger (2008) examined the effect of the contact between part-time faculty and students on students' completion of an associate's degree. She found that students at both institutions who had had part-time faculty as instructors for more than half of their initial classes experienced a negative effect on continuing their education. She further explained that this result might have been caused by the lack of accessibility and availability to students of the part-time faculty in the study.

Using student transcripts, faculty employment, and institutional data from the California community college system, Jaeger and Eagan (2009) examined the effect of the presence of part-time faculty on academic outcomes, specifically student transfers to 4-year institutions. Two cohorts of first-time, credit-seeking, community college students (2000 and 2001) were tracked for over 5 years. This group included an initial overall sample of nearly 1.5 million students in 107 community colleges. The researchers reported that exposure to part-time faculty members had a modest negative effect on completion an associate's degree; a 10% increase in overall exposure to part-time faculty members resulted in a 1% reduction in the students' likelihood of earning an associate's degree. Jaeger and Eagan (2009) suggested that positive changes in increased part-time faculty availability to students and increased resources and incentives leading to more satisfaction among part-time faculty may mitigate the negative relationship between exposures to part-time faculty and completion of the associate's degree.

The overall success of the community college system may depend on the extent to which the majority of academic professionals (part-time faculty members) integrate into the institution, which in turn, may influence teaching and learning (Cohen & Brawer, 2008). Smart, Kuh, and Tierney (1997) maintain that the long-range stability of an institution is put in peril when short-range needs are seen as the strongest driving force behind the institution, as manifested in hiring an increased number of part-time faculty without the resources to support this workforce in terms of integration--the degree to which part-time faculty participate as members of the academic community in socialization, communication, and participation in decision making. Tierney (1988) pointedly described the status of part-time community college faculty as *disintegrated* due to the lack of community culture among the faculty within the community college institution.

Gappa and Leslie (1993) pointed to the lack of integration of part-time faculty into the culture of the institution and department, not the quality of teaching ability, as the most serious contributing factor in faculty relations and productivity related to student success. Gappa and Leslie's (1993) follow-up interviews with part-time faculty revealed that dissatisfaction with the second-class status of part-time faculty members within the institution was prevalent among part-time faculty members despite the previous overall NSOPF: 88 satisfaction rate of 87%.

Theoretical Framework

The basis of the theoretical framework for this study is drawn upon Roueche et al.'s (1996) Part-Time Faculty Integration Model (PFIM). This model uses organizational identification as a core theory of organizational integration and proposes a series of strategies that will integrate part-time faculty into the community college organizational cultures. This model addresses the lack of socialization, communication, and participation in decision making that have led part-time community college faculty to perceive their place in the community college institution to be exclusive rather than inclusive. The process of identification results from the dynamic interaction between individuals and the organization during the processes of socialization, communication, and decision making (Sass & Canary, 1991).

The PFIM maintains that each individual's personal characteristics act and are acted upon by the organizational culture of an institution. Each individual brings unique desires, motivations, and prior experiences when entering into participation within an organization such as an institution of higher learning (Eberhardt & Shani, 1984). Once members enter into an organization with their individual personal characteristics they act and are acted upon by the three main areas of successful organizational focus: socialization, communication, and participation in decision making. Roueche et al. (1996) maintained that the end result of the socialization of, communication with, and participation in decision making by part-time faculty

members within the institution leads to an integration of the part-time faculty member within the institution. This integration results in the provision of quality instruction to students, as well as successful personal outcomes for part-time faculty.

A modified conceptual framework, drawing from the PFIM, is the conceptual framework upon which this study is based. This modified PFIM posits: that part-time faculty entering their position in the community college bring with them their own pedagogical expertise, personal history, motives and expectations, and need for socialization, integration, and actualization of student success. Once at the institution, the participation of part-time faculty in decision making becomes part of their work at the community college. It is through these three dimensions--socialization, communication, and participation in decision making--that the part-time faculty members develop their levels of participation in the community college, which, in turn, affects their senses of integration into institutional culture. The extent to which the part-time faculty members feel integrated into the community college not only impacts the personal outcome, with regard to overall satisfaction at that particular college, but also the academic outcome of the students in their classes.

Problem Statement

Recent studies of part-time faculty at community colleges have indicated that the effects of exposure to instruction from part-time faculty are negatively associated with student outcomes, as measured by retention and graduation rates (Jacoby, 2006; Jaeger & Eagan, 2009; Meixner, Kruck, & Madden, 2010). Such quantitative research points to little difference in the level of satisfaction with teaching between full-time and part-time faculty. Conversely, the limited qualitative research has raised concerns about part-time faculty members' dissatisfaction

with the organizational context of community college, which has failed to adequately induct part-timers into the academic community. This, in turn, may influence personal outcomes of part-time faculty and student outcomes (Gappa & Leslie, 1993; Kim, Twombly, & Wolf-Wendel, 2008; Maynard & Joseph, 2008; Tinto, 1997; Valadez & Anthony, 2001). Given the current trend of a growing reliance on part-time faculty members at community colleges, I propose that successful integration of part-time faculty into the academic community is key to enhancing part-time faculty's personal outcomes and satisfaction, as well as student outcomes.

Purpose of the Study

The purpose of this study is to gain a better understanding of the integration experiences of part-time faculty members within the academic community at a community college. Previous studies have found a lack of socialization of part-time faculty resulting from various factors, such as their limited number of teaching assignments at one institution and the early morning or evening times of most part-time faculty instruction. Communication with full-time faculty is virtually impossible due to part-time faculty schedules having to fit around the course selection of full-time faculty members. Part-time faculty's participation in decision making is equally impossible because no forums are at their disposal to voice their opinions. Socialization, communication, and participation in decision making all inform the sense of belonging to institutional culture for part-time faculty members. In this study, I posit that the satisfaction of faculty members with their jobs and their integration based on the socialization process, communication with full-time faculty, and being part of the decision-making process will all shape how part-faculty feel a sense of belonging to the academic community on campus. I also

posit that part-time faculty's sense of integration will influence their personal outcomes and student success.

In this study part-time faculty's sense of integration into the community colleges was examined by employing a mixed methods design. Although the primary focus of this study is on part-time faculty's integration experiences, past research suggests that full-time community college faculty members are generally more satisfied than part-time faculty members (Outcalt, 2002), and part-time faculty tend to have a lower level of satisfaction in the areas of socialization, communication and participation in decision making (Gappa & Leslie, 1993). However, little is known about what factors need to be made known and utilized to enable socialization, communication, participation in decision making, and a higher level of satisfaction among part-time faculty members in the community college.

I selected a mixed-method design to explore the variables under investigation in greater detail and conjoined the findings using quantitative and qualitative data (Creswell & Plano Clark, 2007). This design involved two phases of data collection and analysis. First, I examined the variables of socialization, communication, participation in decision making, student learning, overall satisfaction, and the demographics of both the full-time and part-time community college faculty members by utilizing the Fall 2009 Perceptionnaire. More specifically, I examined if there were any similarities and differences in the level of job satisfaction between part-time and full-time faculty members at Mountainview Community College. I also explored the extent to which personal and institutional factors contributed to faculty satisfaction with decision making at community colleges.

In the second, qualitative phase of the study, I explored community college part-time faculty members' sense of integration by conducting in-depth interviews with part-time faculty at

Mountainview Community College where the Fall 2009 Perceptionnaire was conducted. The Fall 2009 Perceptionnaire did not measure the definitive degree of satisfaction with regard to socialization, communication, participation in decision making, student learning, and overall satisfaction--the components of the Modified Part-time Faculty Integration Model. The aim of the qualitative study was to better understand how the factors shape community college, part-time faculty's sense of belonging to the academic community and how part-time faculty members perceive their senses of integration as being connected to their personal and professional outcomes, which is ultimately indicative of student success. The limited research in this area has indicated that the lack of participation in socialization and communication on the part of part-time faculty in the community college has had a significant impact on the success of community college students.

Overarching Research Question

The research question that guides this study is:

To what extent do institutional and organizational induction processes influence part-time faculty's integration into a community college and part-time faculty's sense of an educational relationship with students?

Significance of the Study

The overall success of the community college system is dependent on the part-time faculty's integration into the institution, resulting in effective learning for students. The significance of this study is to determine what factors enable the integration of part-time faculty members in community colleges. The end result of better integration of part-time community

college faculty members is seen as the creation of a better and more inclusive institutional culture that leads to part-time faculty satisfaction, integration, and better learning for students.

By using both quantitative and qualitative methods this study will contribute to existing literature by allowing discovered concepts and practices to be adapted in practical and realistic ways. The results of this study are limited to a specific location or school because the basis of the quantitative data is drawn from the faculty members of one school and they are specific and limited. However, in terms of practice and policy, this study, through its qualitative portion, hoped to discover universal practices and policies that will lead to integration of part-time faculty members in the community colleges. Understandably, based on the somewhat universal nature of the organizational structure and trends among community colleges today, the findings of this study are applicable to most community colleges in the United States.

Definition of Key Terms

1. Autonomy. The authority to make decisions about content and methods instructional activities
2. Bureaucratic. A type of organization that is driven and focused on controlling employees through rules, policy, and procedure
3. Communications. Contacts with the organization through various interactions that lead to identification with that organization
4. Community college. Any institution accredited to award the associate's in arts or science as its highest degree (Cohen & Brawer, 1982, pp 5-6).
5. Concertive. A type organization that is experienced through substance (values, beliefs, and ideologies), forms (policy, procedures, and practices) and which has

a strong effect on the integration of employees.

6. Organizational culture. A pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration, and that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992, p. 12).
7. Culture building. The development of a set of ideas, beliefs, and ways of behaving by a particular organization or group of people.
8. Faculty development. A formalized, structured, and comprehensive program for full and part-time faculty in public community colleges (Grant & Keim, (2002).
9. Full-time faculty. Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, and administrators or other professional support personnel.
10. Governance. The decision-making authority for an organization; which is typically controlled by boards (Lovell & Trough 2002).
11. Integration. The degree to which part-timers participate as members of the academic community (Gappa & Leslie, 1993).
12. Mentoring. The guidance provided by regular, full-time, faculty members (National Education Association, 1988).
13. Participation in decision making. The possession of input into the organizational process.
14. Part-time faculty. Instructors who have less than a full-time teaching load and are usually compensated at a rate below that of regular, full-time faculty (National

Education Association, 1988)

15. Part-time Faculty Integration Model. A method seeking the integration of part-time faculty. It is grounded in the research of Roueche, Roueche, and Milliron (1996).
16. Professional development. Practices and activities designed to enhance the professional knowledge, skills, and attitudes of educators (Guskey, 2000).
17. Sense of collegiality. The ability to perceive that power is shared equally between colleagues.
18. Sense of identification. The ability to perceive affinity with another person or group.
19. Socialization. An organizational identification in which there is informal and formal recognition by the institution and its members.

Chapter II

REVIEW OF THE LITERATURE

Introduction

This literature review provides the context for the study of integration of part-time faculty members into community colleges, and the effects of this integration on the personal outcome of the part-time faculty member and the learning outcome of community college students. First, I provide a brief historical overview of the community college's use of part-time faculty. I then review past empirical research on the satisfaction level of community college faculty, followed by a description of the community college's organizational culture. Lastly, I review previous studies that have examined the relationship between part-time faculty and student outcomes.

Historical Development of Part-Time Faculty at Community Colleges

The junior college movement in the late 19th century began in Chicago and was led by William Stanley Harper, president of the University of Chicago. Tracing the history of the community college in the United States, Witt et al. (1994) reported that the term *community college* began to replace *junior college* in the mid-1930s. As the American high school system expanded in the second half of the 19th century, a chronological connection developed and shaped the relationship between the growing number of high school graduates and the need for a new type of institution of higher education that was affordable for the average high school graduates of the time, unlike the elite institutions of American higher education already in existence.

The number of high school graduates increased from 52,000 in 1870 to 238,000 in 1900

(Zoglin, 1976). Such a dramatic increase of high school graduates applying for entrance into established institutions of higher education was overwhelming and resulted in the creation of two new institutions: the 6-year high school and the 2-year college (Zoglin, 1976). Two-year colleges differed from the established institutions of higher education in that they were more responsive to the needs manifested by the industrial revolution that was then taking place in the United States (Witt et al., 1994). In essence, the idea behind all aspects of learning that take place in a community college goes back to the fundamental American belief that education was an inherent right and should be available to all (Cohen & Brawer, 2008).

At the beginning of the 20th century there were a total of 25 community colleges throughout the United States (AACC, 2003). Roueche et al. (1995) pointed out that part-time faculty members were part of the community college faculty since its inception. For example, Eells (1931) reported that part-time instructors made up half of the instructors at Texas community colleges and 90% of the staff of eight California junior colleges in 1921. The use of part-time faculty, most of whom were high school teachers, was beneficial to the community college because it enabled their subject areas to be up to date, and it also provided a link between the requirements of high school and college in the first quarter of 20th century (Eells, 1931). In the early 20th century, while community colleges full-time professors' salaries and fringe benefits were competitive with those of professors at 4-year colleges and universities, part-time faculty were paid much less than full-time faculty and did not receive the fringe benefits (Bender & Hammons, 1972; Witt, et al., 1994).

The involvement of the federal government in higher education at the end of World War II had an impact on the enrollment of community colleges. The Servicemen's Readjustment Act,

also known as the GI Bill, was passed into law in 1944, and it entitled any honorably discharged veteran to a free college education. As a direct result of this legislation, by 1946 43 percent of all community college students were veterans. By the fall of 1947 almost half a million students were enrolled in 2-year community colleges (Bogue & Sanders, 1948). Coinciding with the GI Bill, the Truman Commission envisioned the community college as a cornerstone of national educational policy and was instrumental in fostering community college growth for the next two decades (Witt et al., 1994).

The student enrollment of community colleges in the United States increased from 168,043 in 1950, to 393,553 in 1960, and to 2.1 million in 1970 (Thelin, 2004). These increases brought about several events: on average a new public community college opened each week starting with the decade of 1960; there was a relative decline of private 2-year colleges; and there was a changing mission of public institutions to also include of both terminal students and transfer students (Thelin, 2004). This rising enrollment also caused the community colleges to increase their use of part-time faculty (Guthrie-Morse, 1979). By the end of the 1960s, part-time professors had become an indispensable part of the community college faculty due in part to lower salaries and few fringe benefits, as well as their flexibility to be hired only when needed, especially to teach weekend and evening courses (Bender & Hommons, 1972; Witt, et al., 1995).

The enrollment in community colleges continued to increase into the 1970s (Witt et al., 1994). By 1975 enrollment in the nation's community colleges had reached nearly 4.1 million. After 1975 enrollment increased only slightly due to higher tuition, the end of the post-war baby boom, and fewer veterans. A national recession in the early 1980s caused college students to choose the less expensive community colleges and increased the number of students enrolled in community colleges to 4.8 million (Gerhart, 1981). However, the recovery in 1983 brought a

decline in full-time enrollment at community colleges. The 1990s brought a surge in the community college enrollment which was near the nine million mark. This new number indicated an increase in both full-time and part-time students, as well as a new average student age of 28 (Witt et al., 1994).

NCES Digest of Education (2001-2006) reports show a steady increase in the number of part-time faculty members in community colleges throughout the period of the 1970s through 2003. In 1973 the number of part-time faculty members in community colleges was 41 percent, but this number rose to 63 percent in 2003 (Cohen & Brawer, 2008). Cohen and Brawer (2008) cited the low cost, particular areas of expertise, and the ability to employ, dismiss, and reemploy part-time faculty as the causes for the steady increase in part-time faculty. Another reason for the increase in part-time faculty was their availability to take part in collective bargaining beginning in the 1960s.

Gappa, Austin, and Trice (2007) divided part-time professors into four main groups. First, aspiring part-time professors, who seek full time tenure-track higher education positions; second, freelancers who are part-time professors working at a variety of positions simultaneously; third, professional specialists or experts, who are part-time professors who are employed elsewhere in their respective primary careers and work in higher education because of a sense of intrinsic satisfaction and as a result of an altruistic desire to help; and fourth, career enders, who are part-time professors transitioning to retirement or are already retired. By expanding these four categories, Schuster and Finkelstein (2006) found that the distribution of part-time faculty by type in 1998 was: career enders, 14.8 percent; aspiring academics, 28.5 percent; freelancers, 41.6 percent; and specialists, 15 percent. Additionally, Eagan (2007)

reported that the demographics of part-time faculty in the community colleges in the United States were 50.7% male and 49.3 % female.

The National Higher Education Research Center (2007) used data from the NSOPF: 04 to create a document entitled “Part-Time Faculty: A Look at Data and Issues.” The following are selected results drawn from this document:

- Proportions of part-time faculty differed among academic departments: faculty most likely to be working part-time in 2003 were in the departments of education (56%), fine arts (53%) and business (51%); faculty least likely to be working part time in 2003 were in engineering, agriculture and home economics (30% each);
- Humanities and Social sciences have seen large increases in part-time faculty; engineering and the natural sciences have seen the smallest increases;
- Average length of service for full-time faculty in all types of institutions of higher education is approximately 12 years; average length of service for part-time faculty in all types of institutions of higher education is approximately 7 years; and
- Part-time faculty spent an average of 13-19 hours per week on paid tasks; full-time faculty spent an average of 41-48 hours per week on paid tasks.

Faculty Satisfaction Studies Utilizing NSOPF

Several studies have been conducted to examine the satisfaction of part-time, post-secondary faculty using national representative data sets. Based on the analysis of NSOPF: 88, a nationally representative sample of post-secondary faculty in the United States, Gappa and Leslie (1993) found a somewhat equal satisfaction rating for both part-time and full-time faculty.

Overall, 87% of all part-time faculty members stated that they were satisfied with their jobs. In interviews conducted by Gappa and Leslie (1993), the majority of part-time faculty members indicated that the sources of their satisfaction came from the intrinsic rewards of teaching. However, these interviews also found that dissatisfaction with their second-class status within the institution was fairly universal among part-time faculty members. Mainly this perception of second-class status was the result of anxiety caused by the indefinite nature of their employment, their lack of equitable salary and working conditions, and the lack of power and ability to influence their employment (Gappa & Leslie, 1993).

Valadez and Anthony (2001) used data from the 1992-1993 NSOPF for their study of the job satisfaction and commitment of part-time faculty at 2-year colleges. The sample used for this study consisted of 6,811 part-time faculty members from 974 community colleges. The majority of part-time faculty members were male and non-Hispanic White. Also, the highest degree earned by the majority of part-time faculty at these 2-year institutions was a Master's degree (Valadez & Anthony, 2001).

Valadez and Anthony's (2001) used 15 items from the NSOPF questionnaire to explore how satisfied individuals were with various aspects of their jobs. These 15 items were divided into three areas of satisfaction factors that were associated with several variables are listed in Table 1.

Table 1

Areas of Satisfaction and Associated Variables

Satisfaction with Autonomy

Authority to decide course content

Authority to make job decisions

- Authority to decide courses taught
- Satisfaction with Students
 - Time available to advise students
 - Quality of undergraduate students
 - Quality of graduate students
- Satisfaction with Demands and Rewards
 - Workload
 - Job security
 - Advancement opportunities
 - Time available to keep current in field
 - Freedom to do outside consulting work

To measure satisfaction with the overall job, Valadez and Anthony (2001) used the survey statement, “If I had to do it all over again, I would still choose an academic career.” The overall response: approximately 89% of the part-time community college faculty members strongly or somewhat agreed with the statement. However, their positive response to this question does not reflect their career as part-time faculty members. Their answers only indicated that they would pursue an academic career.

Overall, Valadez and Anthony’s (2001) findings indicated that part-time community college faculty members were satisfied with autonomy and students. When compared to part-time faculty members in the 2-year institutions, part-time faculty members in the 4-year institutions had a higher degree of satisfaction with autonomy and students. A lack of freedom to decide their course content and a general lack of preparation on the part of community college students were thought to be the reason for the differences.

However, in the area of satisfaction with the overall job, there was no significant difference in the level of satisfaction between the part-time faculty at 2-year institutions and the part-time faculty at 4-year institutions, suggesting that both groups were equally concerned with matters of job security, benefits and salary. In addition, Valadez and Anthony (2001) found that administrative duties were appealing to part-time faculty. This can be interpreted as an

indication of the desire of the part-time faculty member to be a part of the daily operations of the community college. This response might also be seen as an attempt on the part of part-time faculty to become part of the daily operations within the institution in which they work because governance is often centrally (bureaucratically) managed at 2-year institutions (Weisman & Marr, 2002). Also, Weisman and Marr (2002) found that the desire for increased participation in an institution was a reason for part-time faculty members leaving one institution for employment in another institution that was less centrally managed.

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The survey results of NSOPF: 04 for the question regarding satisfaction with authority to make decisions indicated that the majority (61%) of the sample of part-time faculty at 2-year institutions were satisfied with their authority to make decisions (Cataldi, Bradburn, Fahimi, & Zimbler, 2005). This majority included 73.4% of the sample group choosing *very satisfied*, 21.7% choosing *somewhat satisfied*, 3.8 % choosing *somewhat dissatisfied*, and 1.1% choosing *very dissatisfied*. Maynard and Joseph (2008) pointed out that the varying percentages in the responses chosen might be due in part to the variables connected to the part-time faculty

member's desire or lack thereof for a full-time position, and whether the part-time position was chosen voluntarily.

Using NSOPF: 04, Kim et al. (2008) examined full-time and part-time community college faculty members' level of satisfaction with their own autonomy in relation to certain personal and institutional factors that have been found to predict faculty satisfaction in the community college. NSOPF: 04 equated autonomy with the right to make decisions about methods and content in instructional activities. The emphasis of this study was not the actual amount of autonomy faculty members had, but rather their satisfaction with instructional autonomy.

Results of this study indicated that more than 95% of both full-time and part-time faculty were satisfied with instructional autonomy. Faculty satisfaction and opinion variables were found to be significant predictors of faculty satisfaction with instructional autonomy. Both the factors that influenced satisfaction with instructional autonomy and the degree of satisfaction with instructional autonomy in the community college were found to be similar among those who work part-time and those who work full-time. Hours spent per week on administrative committee work was a positive, significant predictor of satisfaction with instructional autonomy for part-time faculty members only.

NSOPF: 99 had three measures of faculty autonomy: satisfaction with authority to make other job related decisions, authority to choose which classes one teaches, and satisfaction with autonomy to determine course content. NSOPF: 04 had only one measure of autonomy: satisfaction with authority to make decisions. Without the areas of autonomy covered by the NSOPF:99, the quantitative measure of autonomy was limited to only an area that was too broad

and vague to give the researchers a clear measure of satisfaction among part-time community college faculty in all areas included in the concept of autonomy.

Because of the reduction of the measures of autonomy used in NSOPF: 04 as compared to NSOPF: 99, Kim et al. (2008) pointed to the need for qualitative research in determining the satisfaction of part-time community college faculty in the areas of autonomy. Instructional autonomy by itself is not a specific variable in this study of integration of part-time faculty in the community college. However, autonomy is an important factor in the area of participation in decision making. Kim et al. (2008) cited the need for qualitative research, in addition to quantitative research, when studying instructional autonomy because NSOPF: 04 had a reduction in the measures of autonomy when compared to NSOPF: 99.

Additional Faculty Satisfaction Studies

Based on the concepts of underemployment and a person's fit for a job, Maynard and Joseph's (2008) study examined part-time faculty's job satisfaction. Underemployment refers to holding a job that is somehow inferior to, or lower in quality than a particular standard held by the worker (Feldman, 1996). A person's job fit is defined as the connection between the worker and the requirements of the job and between desired and actual work conditions (Edwards, 1991). The difference between involuntary and voluntary part-time employment is based on the desires, in terms of amount of employment, of each individual faculty member. If a faculty member seeks full-time employment, but only receives part-time employment, then that part-time employment is considered involuntary. However, if the faculty member only desires part-time employment when receiving part-time employment, then that part-time employment is considered voluntary.

With regard to faculty status and job satisfaction, Maynard and Joseph's (2008) findings indicated lower levels of satisfaction in the areas of satisfaction with advancement and compensation for involuntary part-time faculty members compared to voluntary part-time or full time faculty. Although their study was conducted with part-time faculty at a 4-year institution, the results of the study illuminate that in all the other areas of satisfaction--ability utilization, achievement, advancement, authority, company policies, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, social service, variety, and other working conditions--both voluntary and involuntary--part-time faculty groups held more positive attitudes than full-time faculty.

The results of this study also showed a significant difference in affective commitment on the part of both groups of part-time faculty (voluntary and involuntary combined) when compared to full-time faculty. Affective commitment among combined voluntary and involuntary part-time faculty was significantly higher than full-time faculty. Maynard and Joseph's (2008) study suggests the overall positive satisfaction on the part of part-time faculty at a 4-year institution. However, results indicate that a part-time faculty member whose employment as part-time was involuntary was less satisfied than voluntary part-time faculty as well as full-time faculty. These results indicate the need, when feasible, for the practice of separate recruitment policies when hiring part-time and full-time faculty. These results also suggest the need for qualitative research to ascertain part-time status regarding the voluntary or involuntary nature of their part-time appointment.

A direct relationship between the quality of part-time faculty members' teaching and the satisfaction of their academic employment was reported by Gappa (2000). This conclusion was based on Gappa's (2000) analysis of the responses of part-time faculty in NSOPF: 1993 that

indicated areas of dissatisfaction with aspects of employment, and Benjamin's (2003) analysis of NSOPF: 1998 in terms of part-time faculty in 4-year institutions and resulting feelings of possible constraint and economic vulnerability based on their area of instruction. The level of satisfaction among part-time faculty is related to the institutional conditions under which they work.

The first condition cited by Gappa (2000) was the recruitment practices of many institutions. Recruitment may often be characterized as the informal word of mouth search by department heads for the least expensive candidate. Second, once appointed for a term, subsequent term appointments are often late and uncertain until the final student counts for the course assigned are ascertained. Third, resources within the institution are not available to part-time faculty or are closed during evenings or weekends when many part-time faculty members are working. Fourth, benefits such as medical insurance (available to 17% of part-timers and 97% of full-timers), subsidized retirement plans (available to 20% of part-timers and 93% of full-timers), and tuition grants or waivers (available to 9% of part-timers and 48% of full-timers) are limited for part-time faculty members in both 2-year and 4-year institutions. Fifth, job security, even after many years of working as a part-time faculty member, the continuation of employment is not guaranteed. And sixth, the perceived second-class status that results from the feelings of alienation experienced by part-time faculty that often results from the lack of departmental culture and leadership (Gappa, 2000).

It has been pointed out by Cohen and Brawer (2008) that collective bargaining has created a legal line between faculty and administrators. After a few years of unionization on campuses, differences in salaries between unionized and nonunionized campuses were minimal (Wiley, 1993). However, Finley (1991) reported a slight difference in the satisfaction levels

between nonunionized faculty and unionized faculty in the areas of governance, support, recognition, and workload. The lower levels of satisfaction among unionized faculty members might indicate that the more formal and impersonal interaction between faculty members and between faculty members and the administration created by collective bargaining has cut back on valued collegiality among faculty groups, and between faculty and administration.

To determine if there was a correlation between the degree of satisfaction and dissatisfaction resulting from part-time faculty members' areas of teaching, Benjamin (2003) used the satisfaction and dissatisfaction results for part-time faculty members at 4-year institutions. The areas of comparison were vocationally-oriented courses and liberal arts courses. The results indicated that the part-time faculty who taught vocationally-oriented courses were substantially more satisfied overall, as well as satisfied with benefits, salary, job security, and time to keep current in the field than part-time faculty teaching liberal arts courses. Benjamin (2003) argued that the finding of less satisfaction on the part of the faculty who taught liberal arts courses stemmed from their dependence on part-time income, lower household income, and lack of availability of job security and benefits from other employment.

Levin, Kater, and Wagoner (2006) found similar results dealing with the satisfaction level of part-time faculty in humanities and social sciences as well as in the occupational and vocational areas. Using data from NSOPF: 99, their analysis was based not only on compensation, but also on the compatibility of the part-time faculty in a particular program area within the organizational context of the institution. It was found that part-time faculty for the occupational and vocational areas were hired for their specialized knowledge or because of a shortage of full-time faculty. However, part-time faculty for the humanities and social sciences were perceived as substitutes for more expensive full-time faculty.

In addition, Levin et al. (2006) found that the occupational and vocational area part-time faculty were less expensive for the institution to employ than full-time faculty, and that the occupational and vocational area part-time faculty had expertise not readily available, but very much needed by the institution. These same part-time faculty members did not have full-time employment aspirations at the community college due to their careers outside of teaching. This choice of voluntary part-time employment was seen as a possible reason for their greater level of satisfaction with their part-time position. Some part-time faculty in the humanities and social sciences had full-time aspirations, often left unfulfilled by the institution. This was seen as a possible reason for their lower level of overall job satisfaction.

Studies of Organizational Culture

Organizational culture is an active process of interpretation by organizational members, and, as specified by Tierney (1998), can be seen in the following six aspects of the institution's life: environment, mission, socialization, information, strategy, and leadership. Levin (1997) described the purpose of organizational culture as being twofold: to integrate members of the organization and to align the organization to its external environment. Levin (1997) proposed the use of four organizational cultures in the study of community colleges. The first is the traditional culture, in which the community college is viewed as a means of preparing students to transfer to higher levels of education. The second is the service culture, in which the community college is viewed as a means of servicing all the needs of the students, not just intellectual and cognitive needs. The third is the hierarchical culture, in which the community college is viewed as a means of bringing about social ideals and social movements such as reform and renewal. The fourth is the business culture, in which the community college is viewed as a means of controlling both financial and human resources.

The use of part-time faculty in higher education today was described by Roueche et al., (1996) as the working of the business culture to the exclusion of the service, hierarchical, and traditional cultures due to the fact that the students' needs, renewal needs, and the preparation of students were all being neglected. The use of part-time faculty to teach, especially lower level courses and part-time students, results in students being taught by faculty who are lacking in organizational support (Roueche et al., 1995).

An association between the lower rates of students' degree attainment in the California community college system and the amount of time students were taught by part-time faculty members was found by Jaeger (2008). This study raised the issue of the impact of increased use of part-time faculty on education quality and educational outcomes. It was found, across all of the institutional types in this study, that part-time faculty taught one-third of the courses taken by students during their first year of study. The overall effect of students' exposure to part-time faculty was found to be negative in relation to its effect on student retention.

A recent NBER Working Paper entitled "Are Tenure Track Professors Better Teachers" was written by Figlio, Schapiro, and Soter (2013) and conducted at Northwestern University. This study presented findings that indicated that students learn relatively more from non-tenure-line professors in a variety of introductory courses and with students with a variety of abilities. Figlio et al. (2013) also made clear that the non-tenured instructors at Northwestern have long, full-time contracts and that the composition of the student body at Northwestern is highly selective and has an average SAT score of 1316. Both the type of non-tenured contracts and the composition of the student body at Northwestern are far from identical to the situation at most

community colleges. However, Figlio, lead author of the study (2013), commented that the findings of this study supported mixed facilities—tenured and teaching intensive.

In another recent study, Yu and Campbell (2013) maintained that the size of the community college and its location should be considered as the negative factors effecting the non-completion of degree or certificate programs at community colleges, rather than the use of part-time faculty. Yu and Campbell (2013) cited the experience, knowledge, and skills of part-time faculty which link student to workplaces as strong positive effects of the use of part-time faculty. One limitation cited for this study was the fact that it only controlled for the percentage of part-time faculty, not for how much time students had spent learning from part-time faculty rather than full-time faculty.

As Jaeger (2008) has pointed out, due to restricted contact with students caused by assignments only based on teaching and the need for employment on multiple campuses due to employment restrictions, students' perceptions of part-time faculty members' availability and concern for students is negative. This precipitates the negative effect on student persistence that results from exposure to part-time faculty (Jaeger, 2008). Both of these factors--lack of institutional support for part-time faculty and lack of part-time faculty campus presence--indicate deficiency in the participation of part-time faculty in the institutional culture of the community college system.

It has been pointed out by Cohen and Brawer (2008) that the governance of community colleges is usually either bureaucratic--one where authority is delegated from the top down, with those at top given more authority (usually administration), and those at the bottom less authority (usually faculty and students)--or political--in which constituents (administration, faculty, and

students) are usually contending with each other for different interests. Kintzer, Jensen, and Hansen (1969) maintained that because community colleges are highly centralized, depersonalization and low morale are common consequences. Lander (1977), through a study of multiunit districts in Arizona, found that the increased size of community colleges contributed to the complexity of function, formality in the communication of the delegation of responsibility, and centralization of ultimate authority.

Wagoner, Metcalfe, and Olaore (2005) used a case study approach in applying their work to the use of part-time faculty in community colleges. In addition to showing the use and interaction of the four cultures of the community college, Wagoner et al., (2005) made use of interviews among a stratified sampling and observations of facilities and documents to determine procedures and policies connected with the use of part-time faculty at a multi-campus community college. The interviews were coded to identify the four cultures and to indicate how integration, differentiation, and ambiguity were shown through actions, symbols and content.

All of the three paradigms--integration, differentiation, and ambiguity-- can materialize and be shown by actions, symbols, or content (Martin & Meyerson, 1988). Actions, in the study by Wagoner et al (2005), were shown through the physical structure of the part-time faculty support centers and the textual analysis of the Adjunct Faculty Handbook. These actions showed a lack of integration of part-time faculty. Symbols were shown during the interviews through the words chosen by administrators to describe the participation of part-time faculty in the mission of a multi-campus, community college in the southwest United States. The words chosen pointed out the differentiation of part-time faculty. Content was shown by the overall responses--some contradictory--during interviews between study members and administrators. These

interviews clearly showed the ambiguity of the part-time faculty's position in the community college's cultural organization.

Student Success and the Use of Part-Time Faculty

By using the National Center of Educational Statistics (NCES) data and its 2001 Integrated Postsecondary Education Data System (IPEDS) Jacoby (2006) assembled data from all 1,209 public, 2-year colleges across the United States. A multiple regression analysis was used to determine if graduation rates at public community colleges would vary as schools increased reliance on part-time faculty. The results of this study showed that increases in the ratio of part-time faculty at community colleges had a highly significant and negative effect on graduation rates. However, this study failed to identify the specific mechanism connected to the use of part-time faculty that actually reduced student graduation rates. Also, other factors, such as part-time students, levels of minority enrollment, state unemployment rates, tuition rates, financial aid ratio, school size, and ratio of degree seeking students might have played a role in contributing to the overall student attrition in community colleges.

By using the two conceptual frameworks of social capital and faculty-student interaction, Jaeger and Eagan's (2009) researched the effects of part-time faculty members on student outcomes. The sample included more than 1.5 million students in 107 community colleges in the California community college system. It was determined that only 19% of the sample group who indicated the intent to earn an associate degree actually earned that degree. The results of the study showed that first year community college students spend 48% of their first year credit hours with part-time faculty, and the likelihood of completing an associate's degree was decreased by 10% compared with peers who had full-time professors.

By only analyzing institutional level data Jacoby (2006) found a significant effect on students' completion of an associate degree based on the proportion of faculty members employed in part-time appointments. The results of a study by Jaeger and Eagan (2009) suggest that the reduced likelihood of graduation rates has more to do with the extent to which each individual student is exposed to part-time faculty than it does to the overall proportion of part-time faculty members in a particular institution. The difference in findings is explained by the fact that Jacoby (2006) only analyzed institutional-level data, whereas Jaeger and Eagan (2009) analyzed both student-and institution-level variables.

Jaeger and Eagan (2009) separated multilevel variances and the results of this analysis suggested that the reduced likelihood in graduation rates has more to do with each individual student's exposure to part-time faculty than it does to the overall proportion of part-time faculty members at a particular institution. Additionally, prior research by Cejda and Rhodes (2004) found that the availability and engagement of faculty members are positively associated with various student outcomes such as student engagement, persistence, and higher aspirations. Levin (2006) and Umbach (2007) suggested that the limited participation of part-time faculty in the culture of their institutions led part-time faculty to be less engaged and available to students, and less satisfied in their participation in campus governance and curriculum development.

Two suggestions were presented by Jaeger and Eagan (2009) to offset the exposure of individual students to part-time faculty. One was to consider curricular decisions, such as when and what courses are taught by part-time faculty, and to adjust this sequence so as not to impact part-time community college students so dramatically. Also, administrators and full-time faculty need to work to increase the integration of part-time faculty members into campus and

departmental cultures. Based on the results of the study of Jaeger and Eagan (2009), the long-term effects of such efforts might increase a sense of commitment and enthusiasm for the part-time faculty members and have positive implications positive student outcomes.

Although undertaken to primarily focus on student interaction, Tinto's (1997) study to determine if the Coordinated Studies Program reinforced research on the positive effect a collaborative learning setting between student and faculty member had on student success and student persistence. Tinto (1987), in a previous work, stated that student faculty interactions, both formal and informal, were crucial for the intellectual development and academic continuation of the student.

Both a quantitative and qualitative study of 85 part-time faculty members at a mid-sized, primarily undergraduate university in the mid-Atlantic region was conducted by Meixner, Kruck and Madden (2010). This study focused on part-time faculty responses in three major areas: student engagement and learning, quality of work-life integration, and community disconnect. In the area of student engagement and learning, the foremost concern of the part-time faculty centered on their students and their needs. In the area of quality of work-life integration, lack of adequate pay and benefits and professional relationships with colleagues were identified as the major issues. In the area of community disconnect, most responses centered on a lack of physical resources and not feeling like a “real” teacher.

Summary

The review of the literature has shown the rapid and substantial increase in the number of part-time faculty members being employed in American community colleges. Cavanaugh (2006), Jacoby (2006), Jaeger (2008), Jaeger and Eagan (2009), and Roueche et al., (1996, have pointed

to the direct connection between the community college's part-time faculty members positions within the institutional organizations and the success of community colleges' students.

Chapter III

RESEARCH DESIGN AND METHODS

Drawing on the Part-Time Faculty Integration Model, socialization, communication, and participation in decision-making are seen as influencing the sense of belonging to institutional culture and the personal satisfaction for part-time faculty members, as well as student success. To investigate these influences and outcomes, one overarching research questions guides this study:

To what extent do institutional and organizational induction processes influence the integration of part-time faculty into a community college and the sense of educational relationships with students of these faculty members?

This chapter details the research design and methods used in this study. First, I describe the Part-Time Faculty Integration Model that forms the basis of the conceptual framework for this study, and then the modification to the Part-Time Faculty Integration Model that are the part-time faculty integration model specific to this study. Second, I discuss the rationale for a mixed-methods design and the workings of the mixed-method design to explore the factors under investigation in this study (Creswell & Plano Clark, 2007). Third, I describe the institutional site and the research procedure for the quantitative phase of the study using the 2009 Fall Perceptionnaire survey as the data source. Next, I explain the research procedure of the qualitative phase of this study, including the sampling strategy and participants. Last, I explain the interpretation and conjoining of the findings using quantitative and qualitative data analysis, and I discuss the limitations of this study and my role as a researcher that may influence the research process of this study.

Part-Time Faculty Integration Model

Roueche et al. (1995) described a multi-phased process which was undertaken to integrate part-time faculty by exposing, analyzing, and proposing the best possible path to removing existing barriers to the integration of part-time faculty into the community college. In the study of Roueche et al. (1995), a stratified random sampling of three categories of member colleges of the American Association of Community Colleges (AACC) comprised the sampling group, and this allowed for a more appropriate survey of both community college districts and single community colleges.

In the study of Roueche et al. (1995), a survey instrument was mailed to the CEO of each institution or districts. Category 1, from which there was a response rate of 59 percent ($n=24$), was composed of community college districts. Single community colleges composed both Categories 2 and 3. The response rate of Category 2 was 62 percent ($n=33$), and the response rate of Category 3 was 66 percent ($n=33$). The overall response rate was 62.4 percent ($n=90$). Interestingly, the Mountainview Community College, the community college selected for the quantitative and qualitative phases of this study, was a part of the Roueche et al. (1995) study.

In general the results of the study showed that part-time faculty at the community college comprised the majority of faculty numbers, and that part-time faculty played an essential role in the instruction of students, particularly part-time students. The conclusion of the study called for the need to determine the best method of integrating part-time faculty into the college community. To ascertain the best methods, Roueche et al. (1995) singled out and contacted the community colleges that had identified themselves in the survey as having programs and systems that they had indicated as being successful in bringing about part-time faculty integration. Printed information concerning programs that were successful with part-time faculty integration

was requested, and telephone interviews were conducted with each contact. A total of 30 community colleges participated in this phase of the study.

The conclusions developed by Roueche et al. (1995) centered around the concept of organizational identity being determined by the processes of socialization, communication, and participation in decision making. Theoretically, the part-time faculty member enters into the community college with his or her own set of expectations and personal history. The socialization, communication, participation in decision making, and the cultural context of the community college interact with each part-time faculty member resulting in each part-time faculty member's own personal outcomes, sense of identity, and organizational identity and outcomes.

Milliron (1995) maintained that people have organizational identities if their beliefs, values, and expectations are matched to the organizational culture to which they belong. Trice and Beyer (1993) stated that organizational identity enables members of a particular organization to make sense of the cultural forms, such as rites, rituals, jargon, and stories. Sass and Canary (1991) continue this construct of organization identity by stating that the product and process of cultural identification takes place during three major interactions between individuals and their organization: socialization, communication, and participation in decision-making. Each of these three major interactions will now be examined separately.

Socialization is the aspect of institutional culture that increases or decreases depending on turning points occurring during interactions such as receiving formal and informal recognition, experiencing a sense of community, and approaching and jumping formal obstacles. Positive turning points increase socialization, while negative turning points decrease it. Milliron (1995) stated that programs aimed at increasing socialization of part-time faculty are lacking. Also,

Roueche and Roueche (1993) pointed out that the recognition given to part-time faculty members comes mainly from students in the form of direct contact and student evaluations. Because such recognition is student-based and not institution-based, Gappa and Leslie (1993) determined that such recognition can be the cause of a sense of the institution-at-large alienation felt by part-time faculty.

Communication is the aspect of cultural identification that takes place through a series of multiple communicative contexts (Bullis & Bach, 1991). The usual communication network for part-time faculty was found to be with their direct supervisor, and this communication was found to be mainly job related and based on necessity (Gappa & Leslie, 1993). Bullis and Bach (1991) pointed out that there needs to be various types of communication interactions, such as those involving social communication, communication on concrete topics, and general school communication, to result in organizational identity for the part-time faculty member.

Participation in decision making is the aspect of cultural identification that results from an organization's membership sensing that the rules and regulations of an institution are the result of the common understanding of that institution's values, objectives, means of achievement, and mission. Tompkins and Cheney (1985) called this, *concertive organizational control*, or control that results from the action of self-managing teams. This type of organization control is in direct opposition to bureaucratic organizational control, which focuses instead on adherence to rules, policies, and regulations of direct behavior that are set down by the leaders of institutions. Organizations that have concertive organizational control have a greater degree of organizational identification among its members (Milliron, 1995). Leslie and Gappa (1993) found that, in general, the use of part-time faculty showed a weak bureaucratic system in that the

part-time faculty member is usually connected to the institution by one supervisor and, aside from that connection, normally only communicates with the organization through paperwork.

Roueche et al.'s (1995) study, coupled with the organizational identification research of Milliron (1995) and the Part-Time Faculty Integration Model (PFIM) (see *Figure 1* serves as a blueprint for part-time faculty organizational integration strategies.

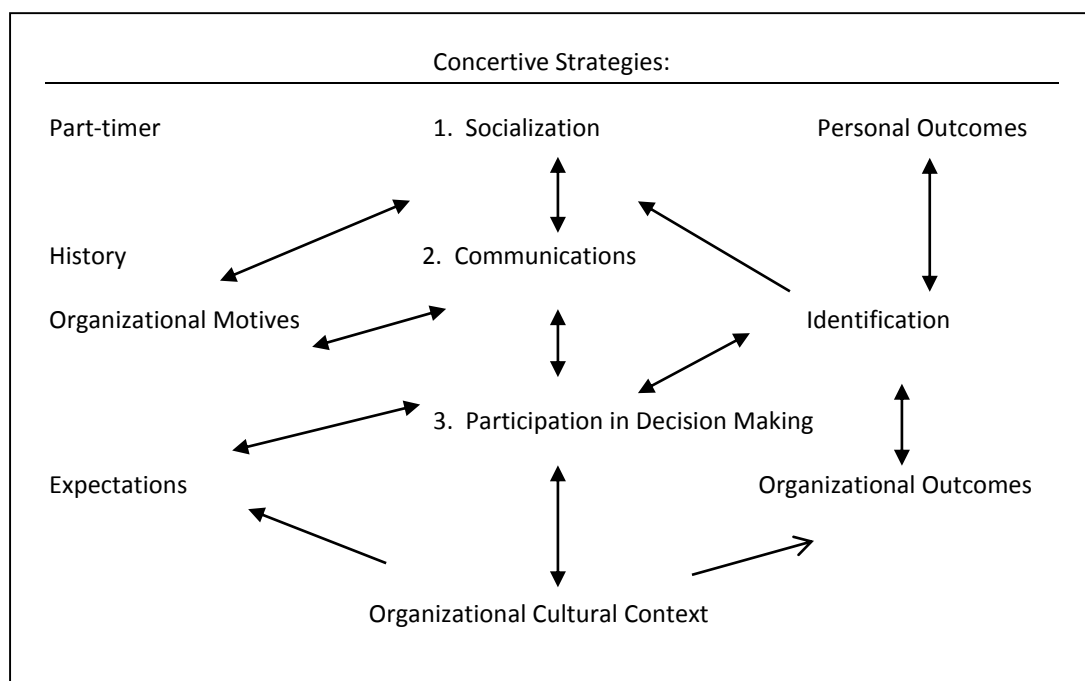


Figure 1. The part-time faculty integration model

Roueche, J., Roueche, R., & Milliron, R. (1996). Community College Review, 23, (4), pp. 33-48.

The PFIM is read from left to right. It diagrams how the part-time faculty member brings to the organization his or her own individual history, organizational motives (whether voluntary or involuntary), and expectations. These personal characteristics of the part-time faculty member are then acted upon by the presence or absence of concertive strategies of the organization: socialization, communication, and participation in decision making. The resulting part-time

faculty member's interactions are fluid and either reinforce or hinder identification through the particular individual/organizational dynamics.

In the PFIM model, socialization is defined as the part of organizational identification in which there is informal and formal recognition of a part-time member and it is connected to any aspect of part-time faculty life that increases organizational identification (Roueche et al., 1996). Any form of formal or informal recognition, such as a word of praise for a suggestion to a department head or a teaching award, is a means of socialization that helps to increase the connection between the part-time faculty member and their identification with the institution. In the area of socialization, Bullis and Bach (1989) found that positive and negative turning points in organizational identification levels took place through all stages of socialization, starting with entry into the institution and into the continuum. A key event, such as formal and informal recognition, lead to positive turning points, while a key event such as exclusion from a conversation lead to a negative turning point in the process of organizational identification.

The concept of communication in PFIM is related to part-time faculty contacts that increase the depth of their connections with the organization. Conversation or discussion concerning issues related to the institution that take place between a part-time faculty member and other members of the institution can increase the sense of identity with the institution. As such, Sass and Canary (1991) found that the frequency and depth of communications among members of an organization affected the individuals' organizational identification. Therefore, the more that people can talk to a number of people in an organization concerning informal, social, or business connected issues, the more they will feel part of the organization. Identification with the organization is more likely if an individual participates frequently and richly with others in that same organization.

Participation in decision making in the PFIM centers on the part-time faculty member's participation not only in decision making, but also in the organizational process. The institution's acceptance and utilization of suggestions from seasoned part-time faculty members is an example of participation in decision making that effects the organizational process. Bullis and Tompkins (1989) found a correlation between participation in decision making and identification with an organization. If part-time faculty members in an organization experience participation, communication, and socialization, they will develop higher levels of organizational identification than if they experience a focusing of efforts by the organization to control through rules, policies, and procedures.

The extent to which part-time faculty members integrate into the organizational culture can be facilitated by socialization, communication, and shared decision making, which are viewed as a process and a product of organizational identification (Trice & Beyer, 1993). Tompkins and Cheney (1985) maintained that the end result of organizational identification both a product and a process because of the fluidity of the values, beliefs, and goals experienced by each individual within different organizational cultures and subcultures. The organizational identification that results from this process is seen as the assessment of the attachment by the part-time faculty member to the organization.

The integration process begins with the part-time faculty member's history, motives, and expectations upon entrance into the organizational cultural of the institution. The extent to which part-time faculty members identify with the organization is also shaped by the intentions, expectations, and history they bring to a job (Eberhardt & Shani, 1984). The part-time faculty member acts, and is acted upon, through socialization, communication, and participation in the decision making strategies of the organization (Sass & Canary, 1991). This interplay results in

the part-time faculty member's positive or negative organizational identification. In turn, the part-time faculty member's organizational identification impacts his or her own personal outcome, as well as the general organizational outcomes. The organizational effects of positive organizational identification are feelings of belonging, similarity, and loyalty, which lead employees to commit to organizational goals, welfare, and priorities. Conversely, the negative organizational identification generates feelings of sabotage, isolation, and instability (Roueche et al., 1996).

Modified Conceptual Framework

The Modified Part-Time Faculty Integration Model for this study draws from the previous review of literature, primarily from the PFIM proposed by Roueche, et al. (1996). The concepts of satisfaction, socialization, communication, and participation in decision making all inform the framework, which is depicted in *Figure 2*. The resulting part-time faculty member's interactions are fluid, and reinforce or hinder identification through the particular individual/organizational dynamics. The Modified Part-Time Faculty Integration Model was adapted to represent connection between part-time faculty's degree of integration and the resulting outcome on the part-time faculty member, as well as on the educational relationship of part-time faculty with students.

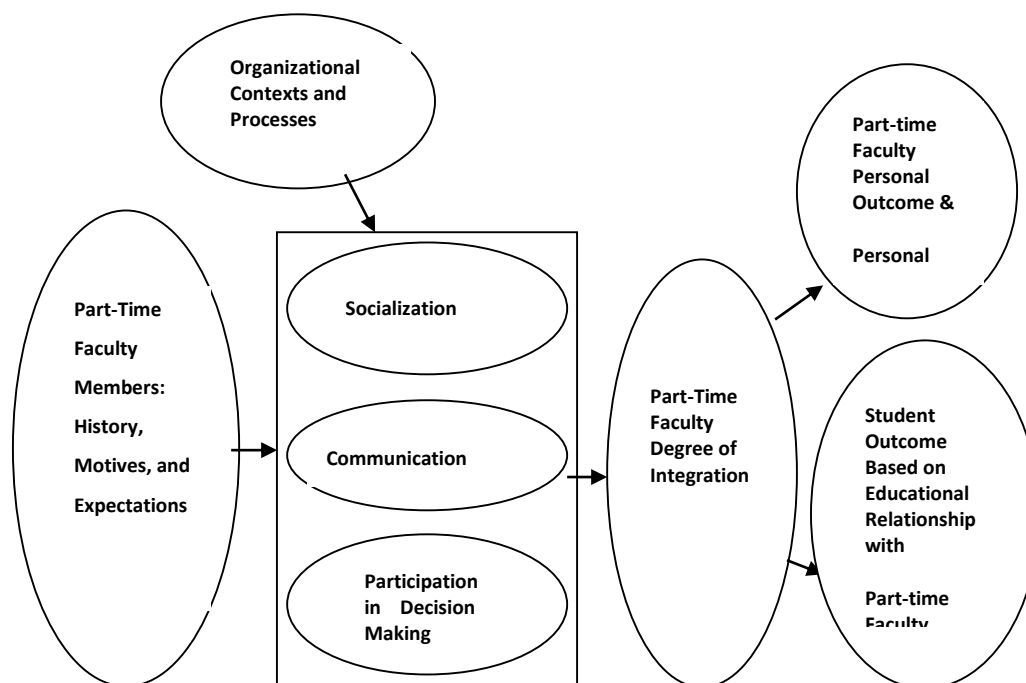


Figure 2. Modified part-time faculty integration model

Compared to the Part-time Faculty Integration Model constructed by Roueche et al., (1996) (see *Figure 1*) the Modified Part-time Faculty Integration Model (see *Figure 2*) used in this study was adapted so that it could aid in a more comprehensive understanding of the effect of the community college part-time faculty job satisfaction and the effect of integration on personal outcome and their educational relationship with students. Parts of the Fall 2009 Perceptionnaire related to socialization, communications, and participation in decision making will form the basis for the quantitative portion of this study. However, this study also has an additional qualitative portion because the Fall 2009 Perceptionnaire cannot account for the underlying factors underlying the responses to the survey.

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has an additional qualitative portion because the Fall 2009 Perceptionnaire cannot account for the underlying factors underlying the responses to the survey.

Mixed-Method Design and Rationale

I chose a mixed method design because this method of research enabled an understanding of the issue of part-time faculty integration within the community college organization through the use of a qualitative method and a quantitative method of the same issue. These methods complement one another. Johnson and Turner (2003) posited that a fundamental principle of mixed research is that each method complements the strengths of the other. Taken from Creswell (2003), a diagram of the design used in this study is depicted in *Figure 3*. In this mixed methods study higher priority was given to the qualitative portion.

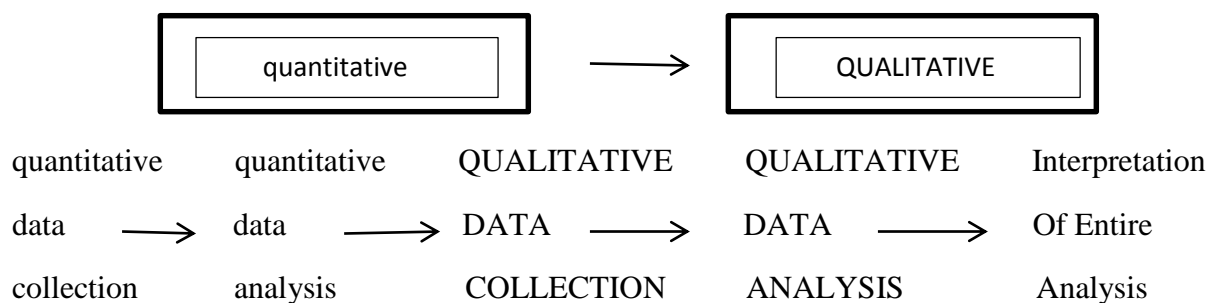


Figure 3. Mixed method research design

Note: Capital letters denote high priority or weight, and lower case letters denote lower priority or weight.

I selected a modified mixed-method design, which gives a higher priority to the qualitative research, in order to explore the variables under investigation in greater detail, and to conjoin the findings of the quantitative and qualitative data (Creswell & Plano Clark, 2007). This research design involves a two-phase of data collection and analysis. First, in the quantitative portion of this study, the summary data of selected portions from the Fall 2009

Perceptionnaire survey (see Appendix A) were analyzed using descriptive statistics and the chi-square test. Percent differences were calculated for both full-time and part-time faculty responses to the indicated survey questions. Percent differences were calculated by subtracting the part-time faculty percentage from the full-time faculty percentage. I recorded the similarities and differences between the results of both part-time and full-time faculty members at the community college. While using chi-square tests on the summary data of the Fall 2009 Perceptionnaire, this study quantitatively recorded any similarities and differences in the measures of satisfaction with socialization, communication, participation in decision making, student outcomes, and personal satisfaction between part-time and full-time faculty members at this community college.

However, because the items used in the Fall 2009 Perceptionnaire do not adequately address the issues that would increase the depth of connections with the organization of part-time faculty within the community college, a qualitative study was also undertaken. This qualitative study was conducted to explore what personal and institutional factors contribute to faculty members' senses of integration, which in turn influences student educational outcomes. This information was obtained through interviews with 24 part-time community college faculty members at the same urban/suburban multi-campus community college in the mid-Atlantic region where the 2009 Fall Perceptionnaire was conducted. The entire process for this study is depicted in *Figure 4*.

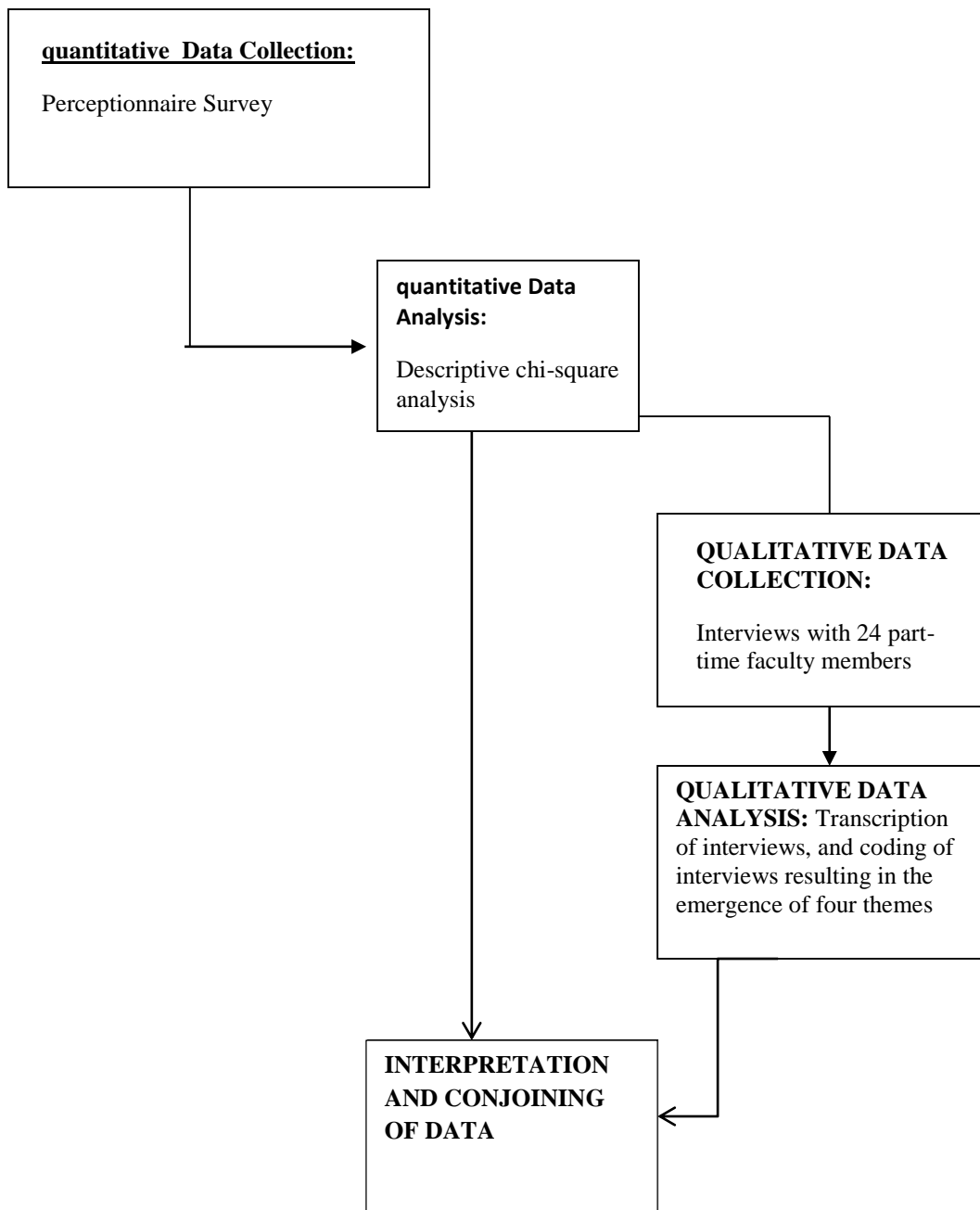


Figure 4. Mixed method research process

Institutional Site

Mountainview Community College (pseudonym) is a large, public, 2-year, urban, multi-campus community college in the northeast United States. In this study it is referred to as MCC.

MCC offers a variety of academic and vocational programs. According to the National Center for Education Statistics IPEDS Data Center (2011) total enrollment in 2011 was 10,012, and it consisted of 3,172 full-time and 6,840 part-time students. Full-time students were almost equally divided by gender, but there were twice as many part-time female students as male students. Based on total enrollment, 4,683 students were Hispanic, 1,735 students were African Americans, 2,373 students were White, 59 students were of two or more races, 479 students were Asian, and 0 students were Native Hawaiian or Pacific Islander. MCC has an overall graduation rate of 9%.

The National Center for Education Statistics IPEDS Data Center (2011) recorded that MCC had a total of 648 faculty members: 99 full-time faculty members and 549 part-time members. The IPEDS Human Resources Survey (2011) indicated that the number of female full-time faculty was a little less than double the number of full-time male faculty. Part-time faculty was composed of almost an equal number of males and females. The majority of the full-time faculty was White (70%), followed by African-American (11%), Asian or Pacific Islander (10%), Hispanic (8%), and those of two or more races (1%). Among the part-time faculty, females comprised slightly less than half of that population. The ethnicity of the part-time faculty was: White (34%), African-American (31%), Hispanic (26%), Asian or Pacific Islander (7 %), and those of two or more races (2%).

Quantitative Phase of the Study

Advantage of the Quantitative Approach

For the purpose of this study, socialization, communication, participation in decision making, student learning, overall satisfaction, and demographics were investigated to determine their influence on the full-time and part-time faculty members' senses of integration at MCC.

Creswell (2009) stated that the quantitative approach to a study gives a numeric account of the opinions, trends, and attitudes of a predetermined group by studying a sample of that population. From these results, a researcher can generalize about the population.

In this study, the quantitative phase was an analysis of an institutional survey—the Fall 2009 Perceptionnaire (see Appendix A). The Fall 2009 Perceptionnaire survey was administered in 2009 to both full-time and part-time faculty and administrators at MCC. MCC's *Perceptionnaire Highlights* (2008) indicated that this survey is conducted annually to ascertain the campus culture and climate at the institution. Specifically, this survey is aimed at achieving an analysis of the relationship between the length of employment and the perception of the institution among employees at MCC, separated by gender, ethnicity, and length of employment. Results from the analysis are categorized into two main sections: areas in which employees are satisfied and areas that need improvement.

To obtain the quantitative data for this study, the results of a Fall 2009 Perceptionnaire survey were used. Permission to use the survey results from this document and perform the interviews used in the qualitative portion of this study was obtained from MCC. This data was used to examine if there are any similarities and differences in the areas of socialization, communications, participation in decision making, student learning, personal satisfaction, and demographics between part-time and full-time faculty members at MCC.

The research questions that guide the quantitative phase of this study are as follows:

- What are the demographic characteristics of part-time and full-time faculty who participated in the 2009 Perceptionnaire?
- Do part-time and full-time faculties differ in their level of job satisfaction at MCC?

- To what extent do part-time and full-time faculties differ in the level of participation in decision making, socialization, communication, and student learning at MCC?

Instrumentation

The Fall 2009 Perceptionnaire was administered to both full-time and part-time faculty and administration at MCC. It consisted of 11 sections. Ten sections of the survey results were made available for the descriptive analysis portion of this study. Section 11 and the raw data were not made available. Table 2 shows the composition of the survey portions used in this study.

Table 2

Composition of Fall 2009 Perceptionnaire

Number of Categories	Categories	Total Number of Questions
1	General	5
2	Communication	8
3	Assessment and Planning	18
4	Professional Development	11
5	Services at Mountainview	9
6	Safety and Security	5
7	Technology at Mountainview	6
8	Working at Mountainview	7
9	Overall Satisfaction	3
10	Describe Yourself	3

In this survey, certain questions lent themselves to each of the seven areas that form the

foundation of this study: job satisfaction, socialization, communication, participation in decision making, student learning outcome, overall satisfaction, and demographics. The sections, the questions selected in each section, and the variable that the question relates to are displayed in Table 3.

Table 3

Selected 2009 Fall Perceptionnaire Questions

Variable	Survey Item Number and Question
Demographics	10-1--What is your gender? Male, Female 10-3--How long have you been employed by the College? less than 1 year, 1 -5 years, 5-10 years, 10 - 15 years, 15 -20 years, More than 20 years
Participation in Decision Making	2-5--The college administration seeks opinions from varied points of view before making academic or administrative decisions 3-4--I participate in my department's assessment activities 3-18--The college community has the opportunity to participate in the planning process
Socialization	1-2--The climate at Mountainview is collegial 4-1--Administration provides opportunities for professional development
Communication	3-3--I am aware of assessment activities in my department 8-1--College administration recognizes employees for their contributions 8-6--The hiring practices at Mountainview are conducted fairly
Student Outcome	3-5--My department has used assessment data to modify its processes 3-14--Academic Assessment ultimately improves student learning 3-15--Administration assessment improves effectiveness of student services 3-16—Assessment and planning are linked at Mountainview
Overall Satisfaction	9-1--I like my job 9-2--I am satisfied with my job at Mountainview

All items, with the exception of demographics used 5-Likert scale: 0 meant *no opinion*; 1 meant *strongly disagree*; 2 meant *disagree*; 3 meant *somewhat agree*; 4 meant *agree*; 5 meant *strongly agree*.

Sample

The designated population for the Fall 2009 Perceptionnaire at MCC included all administrative personnel, full-time faculty, and part-time faculty. A total of 774 surveys were mailed to 213 administrators, 99 full-time faculty, and 467 part-time faculty. Each respondent was asked to complete the survey and use the inter-institutional mail system to return the completed survey to the Institutional Research and Planning department. The total number of returned responses was 321 (41% response rate): 58 full-time faculty, 157 part-time faculty, and 92 administrators.

Data Analysis

Responses from administrators are excluded from the data analysis. A descriptive statistical analysis was performed. Percent differences were calculated for both full-time faculty and part-time faculty. The percentage differences calculated determined the difference between the two faculty groups. The information obtained enabled me to compare the findings of the two faculty groups. A chi-square analysis was also performed for the 14 questions related to job satisfaction, participation in decision making, socialization, communication, and student outcome. These results formed the basis for the questions that were used in the qualitative portion of this study.

Qualitative Phase of the Study

Advantage of a Qualitative Approach

Corbin and Strauss (1990) maintained that qualitative research, when combined with

quantitative research, could lead to determining the underlying phenomenon not determined directly through survey results. Because the items in the Fall 2009 Perceptionnaire survey do not adequately address the issues of full-time and part-time faculty member socialization, communications, participation in decision making, student learning, and overall satisfaction within the community college, and because the degree of contacts increases the depth of connections with the organization, this study placed the major focus on the qualitative portion of the study. The qualitative portion was conducted to explore how personal and institutional factors contribute to faculty members' senses of integration, which in turn influence student educational outcomes. This information was obtained through interviews with part-time community college faculty members of MCC.

The research questions that guide the qualitative phase of this study are as follows:

- What are the personal characteristics and organizational context that influence the socialization, communication, and participation in decision making among part-time faculty members?
- To what extent do socialization, communication, and participation in decision making, help or hinder part-time faculty's sense of integration into the community college?
- How does part-time faculty's sense of integration into to the community college impact their personal satisfaction and student learning?

By utilizing the grounded theory developed by Corbin and Strauss (1990), my in-depth interviews focused on providing insight into *why* and *how* part-time faculty members experienced the integration that was reported in the quantitative portion of this study. In conjunction with the quantitatively generated data in the areas of socialization, communication,

participation in decision making, student outcomes and overall part-time faculty members' satisfaction, I inductively generated a theory of factors that contribute to part-time faculty members' sense of integration.

Participants/Sampling

There are 33 departments at Mountainview Community College. Twenty-eight departments have one or more than one part-time faculty members, and five departments have only part-time faculty members. Of the 28 departments with one or more part-time faculty members, 20 departments have a majority of part-time faculty members. To obtain a possible varied interview responses, part-time faculty from various departments were recruited for the interviews that were conducted for this study. Because prior research (Levin, Kater, & Wagoner, 2007) found the issue of the academic or non-academic nature of the department to be connected with the satisfaction of part-time faculty, selection of the six departments in this study was also made to insure an equal number (3) of both academic and non-academic departments.

To obtain the greatest use of part-time faculty, selection of departments was made on the basis of the largest number of total faculty in the department and the largest percentage of part-time faculty in the ratio between full-time and part-time faculty in the department. Based on these criteria, a total six departments were selected to form the basis for the part-time faculty members solicited for interviews. Four of these departments—ESL, Developmental Math, Business Administration, and Sciences—have a percentage of part-time faculty between 89% and 77%, based on a total faculty population of 40+ members. The other two departments-- Computer Information Technology and Psychology-- have a percentage of part-time faculty between 90% and 88%, based on a total faculty population of 20 members. After obtaining IRB

approval from Seton Hall University, Letters of Solicitation (see Appendix B) were sent to all part-time faculty members in the selected six departments. Faculty members who responded and returned a signed consent form were interviewed. Four part-time faculty members from each of the afore mentioned six departments--ESL, Developmental Math, Business Administration, Computer Information Technology, Psychology, and the Sciences--were selected for interviews. A total of 38 part-time faculty members were interviewed. Additionally, responses reflected the make-up of departments that were predominately, but not exclusively, composed of part-time faculty. Subjects were advised that the research would not lead to negative publicity. It was made clear that selection of the faculty members to be interviewed was based on their educational experience and the ability to inform the research project.

Pre-Interviewing Process

For the preliminary phase of the qualitative portion of this study, I contacted the head of the Adjunct's Office and, as needed I used e-mail to contact individual department heads to obtain listings of all of the part-time professors in the six departments. Selection was based on the high percentage of part-time professors in the department, in addition to the department's academic or non-academic status. After receiving the listings, group e-mails containing a copy of the Letter of Solicitation for an Interview were sent out to the part-time professors in each of these departments: Business, Computer Technology Information, Developmental Math, ESL, Psychology, and Science. Due to an initial lack of response, second and third group mailings to the six departments were sent out, along with e-mails to individual members of the departments which had a lower than needed response rate. In total, 38 interviews were conducted with various part-time professors in the 6 selected departments. All but 2 were conducted by phone. .

Interviews/Data Collection

The interviews conducted during this study provided information in the following areas: demographics, participation in decision making, socialization, communication, student outcome, and overall satisfaction within MCC. Information mentioned in the interviews was divided into categories based on these five areas. The interview protocol (see Appendix C) was based on the questions in the Fall 2009 Perceptionnaire.

From the 75 questions that made up the 2009 Fall Perceptionnaire a total of 16 questions formed the basis for the questions that guided the informal open-ended interviews. These 16 questions were the same ones used as the basis for the quantitative data analysis. The interview questions that resulted are listed in Table 4.

Table 4

Variables and Open-Ended Interview Questions

Variable	Interview Question(s)
Demographics	How would you describe your gender? How long have you been employed by MCC?
Participation in Decision Making	In what ways does the Administration search out for various points of view before making academic or administrative decisions? In what way(s) have you participated in your department's assessment activities? What types of open forums that enable faculty to participate in planning exist at Mountainview? Have you ever participated in such a group?
Socialization	How would you describe the climate at Mountainview with regard to its collegiality? What factors do you think cause you to respond in this way? In what ways do the Administration and the non-academic departments of the college treat all faculty members, both full and part time?

Variable	Interview Question(s)
Communications	<p>How are you made to feel part of the department you belong to?</p> <p>How is this feeling developed?</p> <p>How are your individual contributions recognized in some way by the Administration?</p> <p>In what ways are the hiring practices at Mountainside truly fair to all faculty members?</p>
Student Outcome	<p>In what way have you found academic and administrative assessment improving student learning?</p> <p>How does your department modify its processes based on student assessments?</p> <p>In what ways do you find your students' success impacted by your status as a faculty member?</p> <p>Why?</p>
Overall Satisfaction	<p>What factors cause you to like or dislike your position at Mountainview?</p> <p>Why are you satisfied or dissatisfied with the manner in which you are able to fulfill your position at MCC?</p> <p>How would you categorize your sense of morale?</p> <p>How would you categorize the sense of morale among your colleagues?</p>

Each interview was recorded and took approximately 30 minutes. I interviewed each respondent in a manner that allowed for a change in the ordering of the questions from that used with other respondents. Transcriptions of each interview took place as quickly as possible after each interview. Memos, theorized ideas about codes, and their relationship were included at the time of transcription. Two interviews took place in a secluded area of the Adjuncts' Office at MCC. All other interviews took place by phone and were arranged for the convenience of the respondent.

Interview Selection

At the conclusion of the interviews the employment status and length of employment of

each respondent was reviewed. Fourteen of the interviews were set aside because they did not meet certain employment stipulations set forth in the initial study prerequisites or because the four interviews required from each of the designated six departments had already been met. I personally transcribed and reviewed each of the final 24 interviews.

One of the final interview candidates, who was a member of the Computer Technology Information Department had only been employed by that department for one semester, not the minimum of 1 year required for the study. However, this candidate was an experienced high school teacher and was able to answer the interview questions that were based on the educational processes at MCC, such as collegiality and use of assessment. The decision to include this candidate was made only after evaluating his teaching experience and the need for respondents, given the lack of response from other possible candidates in this department.

Data Analysis

Using Miles and Huberman's (1994) directives, the qualitative data gathered from the interviews were organized by codes that covered all of the data. An inductive process was used to determine a set of codes that emerged when all the data was compiled and organized. Following the method for grounded theory (GT) described by Charmaz (2006), a line-by-line coding of each interview was conducted. This process allowed for the emergence of 23 codes and 48 memos. The codes were arranged in a matrix along with their corresponding interview questions. By reading, rereading, and sorting the codes in line with the interview questions, nine categories were determined. This process led to the identification of 4 themes and 12 subthemes.

Limitations of this Study

Kuckartz (1995) and Ragin, Nagel, and White (2004) wrote software and Bazeley (2003)

used a coding system specifically designed to integrate, in a holistic way, both qualitative and quantitative data. No such software program was selected for use in this study. This could be a limitation with regard to the integration of both quantitative information based on a large number of participants and qualitative data based on a limited number of interviews.

The data in this study was consolidated so as to compare both quantitative and qualitative data. Such a process has been seen by some researchers (Greene, Caracelli, & Graham, 1989; Morgan, 1998; Stickler, McLeroy, Goodman, Bird, & McCormick, 1992) as a confirmation, disconfirmation, cross-validation, or corroboration of data. As used in this study, the conjoining of research data is an effort to counterbalance the weakness in one collection method with the strengths of the other collection method. However, Cresswell and Plano (2007) pointed out that, when using both methods, it may be difficult to resolve discrepancies that result from comparing results.

In addition, this study was based on research from a small and limited number of part-time faculty members in one particular institution. The geographical location, size and composition, and particular circumstances of this institution cannot be generalized to include the vast majority of community colleges in the United States. However, the approach of this study, which is aimed at general factors that affect the integration of part-time faculty into the community college, can be seen as applicable to the majority of part-time faculty in other community colleges in the United States.

Role of the Researcher

I needed to be conscious of my role as a researcher during the course of this study. I had been a part-time faculty member at MCC for 10 years. For the period of time that I was a

member of the MCC community I felt a strong sense of integration during certain semesters, while during other semesters I experienced alienation. During the semesters that I experienced a sense of integration I felt I was enabled to be more successful in the classroom. Conversely, during the semesters when I felt I was doing it on my own, I struggled more to bring about student success.

During my years as a part-time faculty member at MCC, I had conversations with other part-time faculty members. In general they expressed the same sentiments I have expressed and experienced, depending upon whether it was a semester of integration or alienation. With study after study pointing to the trend to increase the number of part-time professors in community colleges, I feel confident that the information found as a result of this study can help both the part-time faculty member directly and the students of part-time faculty members indirectly. Also, I realized that personal bias on my part might influence my interpretation of the research results. I have made every effort to avoid this unwanted result.

I was constantly on guard to insure that my personal feelings and convictions would not cloud my administration of the interview questions, the recording of the data, and the interpretation and analysis of the data. As a part-time faculty member I was interested in obtaining the truth, and I was vigilant in reading and rereading the interview transcripts to insure the accuracy of analysis and interpretation of the data.

Summary

The conceptual frameworks and research methods used in this study were described in this chapter. The goal of this dissertation research is to uncover factors that might lead to a better integration of part-time faculty into the organizational culture of the community

college. To achieve this goal, a mixed methods approach was undertaken to better integrate both quantitative and qualitative findings. In addition, by bettering the integration of part-time faculty into the organizational culture of the community college, it is hoped that this study can identify ways that part-time faculty members can facilitate the academic success of their students.

Chapter 4

RESULTS

The purpose of this study was to gain a better understanding of part-time faculty's integration experiences part-time faculty members at an urban community college and to determine what factors contributed to the integration of part-time faculty members into the community college that lead to student success. A mixed-method design was used to explore the variables under investigation; that is, the findings from both quantitative and qualitative data analyses were used (Creswell & Plano Clark, 2007).

The first part of this chapter presents: (a) a descriptive quantitative analysis of the demographic characteristics of both full-time and part-time faculty respondents to the 2009 Perceptionnaire (institutional survey), (b) the results of the descriptive analysis of the 14 questions selected from the 2009 Perceptionnaire as related to the five areas of the conceptual framework for this study: socialization, communication, participation in decision making, student outcome, and part-time faculty satisfaction; and (c) the results of the chi-square test are discussed as to the nature of the relationship between two categorical variables (e.g., job satisfaction and employment status). The second part of this chapter discusses the findings of the qualitative interview data obtained from 24 part-time faculty participants.

Results of Quantitative Data Analysis

Demographic Characteristics of Survey Respondents

Quantitative Research Question 1. What are the demographic characteristics of part-time and full-time faculty who participated in the 2009 Perceptionnaire?

The demographic characteristics of the respondents are summarized in Table 5. The sample includes 58 full-time and 157 part-time faculty. Of the 157 part-time faculty, 52.9% are

female as compared with 63% of the full-time faculty group being female. Of the 58 full-time faculty, 69.4% were White, as compared with 74.8% of the part-time faculty group being White. The length of employment variable that ranged from 1 and 5 years showed the largest percentage for both the part-time (43.2%) and the full-time (28.3%) groups, followed by the 5-10 years category (24.5% of both groups).

Table 5

Demographics of Survey Respondents: Background Characteristics of Participants (N = 215)

Characteristics	Full-time	Part-time	Total
Gender			
Female	34 (63%)	81 (52.9%)	115
Male	20 (37%)	72 (47.1%)	92
Race			
White	34 (69.4%)	110 (74.8%)	144
Black	4 (8.2%)	19 (12.9%)	23
Asian	4 (8.2%)	6 (4.1%)	10
Latino	2 (4.1%)	10 (6.8%)	12
Native American	0 (0%)	1 (0.7%)	1
Other	5 (10.1%)	1 (0.7%)	1
Length of Employment			
Less than 1 year	2 (3.8%)	33 (21.3%)	35
1-5 year	15 (28.3%)	67 (43.2%)	82
5-10 years	13 (24.5%)	38 (24.5%)	51
10-15 years	8 (15.1%)	8 (5.2%)	16
15-20 years	6 (11.3%)	6 (3.9%)	12
More than 20 years	9 (17.0%)	3 (1.9%)	12

Faculty Job Satisfaction

Quantitative Research Question 2. Do part-time and full-time faculties differ in their level of job satisfaction at MCC?

Table 6 shows the distribution of faculty job satisfaction by employment status. Almost all (99.9%) of the part-time faculty members were very satisfied or satisfied with their job; all of full-time faculty members were very satisfied or satisfied with their job. This indicates that there was virtually no difference in job satisfaction between the two groups. In addition, both part-time and full-time faculty enjoyed working as faculty members at MCC.

Table 6

Faculty Job Satisfaction

I like my job.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	0	0%	0	0%
Agree	57	100%	155	100%
I am satisfied with my job at MCC.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	0	0%	1	0.6%
Agree	57	100%	155	99.9%

Faculty Participation in Decision Making, Socialization, Communication, and Student Outcome

Quantitative Research Question 3: Do part-time and full-time faculty differ in the level of participation in decision making, socialization, communication, and student outcome?

Table 7 shows the numbers and percentages of respondents who responded to survey items related to faculty participation in decision making. The results indicate that 53.2% of part-time faculty and 67.3% of the full-time faculty agreed that the college administration seeks opinions before making academic or administrative decisions. Three-quarters of part-time faculty and 100% of the full-time faculty agreed that they participated in the assessment activities of their departments. A total of 61% of part-time faculty agreed that there was the opportunity to participate in the planning process at MCC, as compared with 74.2% of full-time faculty.

Table 7

Faculty Participation in Decision Making

The college administration seeks opinions from varied points of view before making academic or administrative decisions.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	11	18.9%	22	14%
Agree	39	67.3%	83	53.2%
I participate in my department's assessment activities.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	0	0%	15	9.7%

I participate in my department's assessment activities.		Full-time Faculty		Part-time Faculty	
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Agree		57	100%	116	75.4%
The College has the opportunity to participate in planning process.		Full-time Faculty		Part-time Faculty	
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree		9	15.5%	11	7.2%
Agree		43	74.2%	94	61.4%

Table 8 displays the numbers and percentages for respondents who responded to survey items related to faculty socialization. The results indicate that 96.6% of full-time faculty and 91.6% of the part-time faculty agreed that the climate at MCC is collegial. Results indicate that 89.9% of full-time faculty and 88.5% of part-time faculty agreed that the administration provides opportunities for professional development.

Table 8

Faculty Socialization

The climate at MCC is collegial.		Full-time Faculty		Part-time Faculty	
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree		2	3.4%	6	3.8%
Agree		56	96.6%	143	91.6%

Administration provides opportunities for professional development.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	5	8.6%	8	5.1%
Agree	52	89.9%	137	88.5%

Table 9 displays the number and percentage of respondents who responded to survey items related to faculty communication. The results indicate that the overwhelming majority of part-time faculty (92%) and 100% of full-time faculty agreed that they were aware of departmental assessment. About 88% of full-time faculty agreed that the college administration recognized employees for their contributions, as compared with 61.8% of part-time faculty. Regarding the fairness of hiring practices, a higher percentage of full-time faculty (86.15%) agreed than part-time faculty. (71.6%).

Table 9

Faculty Communication

I am aware of assessment in my department.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	0	0%	6	3.9%
Agree	58	100%	141	91.65%

College administration recognizes employees for their contributions.	Full-time Faculty		Part-time Faculty	
	<i>n</i>	%	<i>n</i>	%
Disagree	6	10.4%	13	8.3%

College administration recognizes employees for their contributions.	Full-time Faculty		Part-time Faculty	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Agree	51	87.9%	97	61.8%
Hiring practices at MCC are conducted fairly.	Full-time Faculty		Part-time Faculty	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Disagree	4	6.9%	12	7.7%
Agree	50	86.1%	111	71.6%

Table 10 shows the number and percentage of respondents who responded to survey items related to student learning. The results indicate that 94.9% of full-time faculty agreed that their department used assessment data to modify its process, whereas only 64.3% of part-time faculty agreed. However, 84.4% of part-time faculty agreed that administrative assessment improved the effectiveness of student services, as compared with 67.3% of full-time faculty. The results indicate that a slightly higher percent of part-time faculty (17.1%) reported that academic assessment ultimately improved student learning. The results indicate that approximately 75% of both full-time faculty and part-time faculty agreed that assessment and planning were linked at MCC.

Table 10

Assessment and Student Outcome

My department has used assessment data to modify its processes.	Full-time Faculty		Part-time Faculty	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree	2	3.4%	7	4.5%
Agree	55	94.9%	99	64.3%
Academic Assessment ultimately improves student learning.	Full-time Faculty		Part-time Faculty	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree	10	17.2%	3	3.9%
Agree	45	77.6%	137	84.4%
Administrative Assessment improves effectiveness of student services	Full-time Faculty		Part-time Faculty	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree	6	10.3%	6	3.9%
Agree	39	67.3%	130	84.4%
Assessment and planning are linked at MCC.	Full-time Faculty		Part-time Faculty	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Disagree	7	12%	4	2.5%
Agree	45	77.7%	107	76.5%

Chi-Square Analysis

In Table 11, chi-square test results are presented and these show a statistically significant difference between part-time and full-time faculty with regard to the question of seeking varied

opinions by administration ($\chi^2(1, N = 155) = 0.022, p < .05$). The full-time faculty was more likely to agree with the view that the administration sought varied opinions before making decisions than the part-time faculty.

Table 11

Seeking of Varied Opinions by Administration Before Decision Making (N = 155)

Opinion Seeking	Full-time Faculty	Part-time Faculty		χ^2
	n (%)	n (%)		
Disagree	11 (18.9%)	22	14%	.022*
Agree	39 67.3%	83	53.2%	

* $p < .05$. ** $p < .01$. *** $p < .001$

In Table 12, chi-square test results indicate that one's agreement with the role of academic assessment in improving student learning does not appear to be associated with one's employment status (part-time vs. full-time) ($\chi^2(1, N = 181) = 4.368, p = .037$). The test results shows no statistically significant difference in agreement rates between part-time and full-time faculty. This indicates that the view on assessment for student learning is similar for part-time and full-time faculty.

Table 12

Administrative Assessment Improves the Effectiveness of Student Services (N = 181)

	Full-time Faculty		Part-time Faculty		
Academic Assessment and Effectiveness of Student Services	<i>n</i> (%)		<i>n</i> (%)		χ^2
Disagree	6	10.3%	6	3.9%	4.348
Agree	39	67.3%	130	84.4%	

* $p < .05$. ** $p < .01$. *** $p < .001$

In Table 13, chi-square test results indicate that one's agreement that the college has had the opportunity to participate in the planning process does not appear to be associated with one's employment status (part-time vs. full-time) ($\chi^2(1, N = 157) = 1.460, p = .227$). The test results shows no statistically significant difference in agreement rates between part-time and full-time faculty. This result indicates that the views of part-time and full-time faculty on the opportunity to participate in the planning process are similar.

Table 13

Colleges' Opportunities to Participate in the Planning Process (N = 157)

	Full-time Faculty		Part-time Faculty		
Assessment and Planning	<i>n</i>	%	<i>n</i>	%	χ^2
Disagree	9	15.5%	11	7.2%	1.460
Agree	43	74.2%	94	61.4%	

* $p < .05$. ** $p < .01$. *** $p < .001$

In Table 14, the chi-square test statistics indicate that the opportunity for professional development does not appear to be statistically associated with one's employment status (part-time vs. full-time) ($\chi^2(1, N = 202) = 1.460, p = .396$). The test results show no statistically significant difference in the agreement rates between part-time and full-time faculty. This result indicates that the views on the opportunity for professional development are similar for part-time and full-time faculty.

Table 14

The College Provides Opportunities for Professional Development (N = 202)

Opportunity for Professional Development	Full-time		Part-time		χ^2
	Faculty		Faculty		
	<i>n</i>	%	<i>n</i>	%	
Disagree	5	8.6%	8	5.1%	1.460
Agree	52	89.9%	137	88.5%	

* $p < .05$. ** $p < .01$. *** $p < .001$

In Table 15, the chi-square test indicates that one's agreement with the statement that the College administration recognizes employees for their contributions does not appear to be statistically associated with one's employment status (part-time vs. full-time) ($\chi^2(1, N = 167) = .062, p = .803$). The test result shows that there is no statistically significant difference in the agreement rates between part-time and full-time faculty. This result indicates that the views of part-time and full-time faculty members are similar with regard to the college administration recognizing employees for their contributions.

Table 15

College Administration Recognizes Employees for Their Contributions (N = 167)

Employees' Recognition	Full-time Faculty		Part-time Faculty		χ^2
	<i>n</i>	%	<i>n</i>	%	
Disagree	6	10.4%	13	8.3%	.062
Agree	51	87.9%	97	61.8%	

* $p < .05$. ** $p < .01$. *** $p < .001$

Summary Of Quantitative Findings

A summary of the quantitative results in response to the three research questions are summarized in the following section.

The vast majority of those who responded to the 2009 Perceptionnaire were part-time faculty (73%). A very small proportion of those part-time faculty surveyed (2%) reported having worked at MCC for more than 20 years, whereas a little less than one-fifth of full-time faculty members worked at MCC for more than two decades.

The conceptual framework for this study is based on the constructs of satisfaction, participation in decision making, socialization, communication, and student outcome. There were two survey items related to satisfaction: *I like my job* and *I am satisfied with my job at MCC*. The survey results for part-time and full-time faculty were unanimous with regard to their liking their academic profession and satisfaction with their jobs at MCC.

In terms of participation in decision making, three survey items were used: *The college administration seeks opinions from varied points of view before making academic or*

administrative decisions; I participate in my department's assessment activities; and The college has the opportunity to participate in the planning process. Regarding the college administration seeking opinions from varied points of view before making academic or administrative decisions, a statistically significant difference was found between the groups. Full-time faculty members were found to be more likely than part-time faculty to agree with the view that the administration sought varied opinions before making decisions. The majority of both full-time and part-time faculty agreed with the two remaining survey items, which asked about participation in assessment activities and the opportunity to participate in planning. However, the percentage of agreement with each statement was 10 to 25 percent lower for the part-time faculty.

Regarding the construct of socialization, two survey items were utilized: *The climate at MCC is collegial* and *The Administration provides opportunities for professional development.* Regarding collegiality, both the part-time and full-time faculty agreed with the statement at the level of 91% or higher. Similarly, the results were high with regard to the opportunity for professional development; only 12 % or less of both faculties disagreed with the statement.

For the construct of communication, three survey items were analyzed: *I am aware of assessment in my department; College administration recognizes employees for their contributions; and The hiring practices at MCC are conducted fairly.* There was an 8.3% difference in the percent agreement between the unanimous agreement of the full-time faculty and the percentage of agreement of the part-time faculty regarding the awareness of departmental assessment. Regarding the college administration recognizing employees' contributions, the percentage of part-time faculty that believed this to be true was 25% lower than the percentage of full-time faculty. Although there was still a difference of 15% in the agreement between part-

time faculty and that of full-time faculty concerning the fairness of hiring practices, over 70% of both faculty groups agreed that hiring practices were fair.

For the construct of student outcome, the survey items used were: *My department has used assessment data to modify its processes; Academic assessment ultimately improves student learning; Administrative assessment improves the effectiveness of student services; and Assessment and planning are linked at MCC.* With regard to the statement concerning assessment improving student learning, and the statement referencing the link between assessments and planning, over 75% of both part-time and full-time faculty agreed with the statements. A majority of part-time and full-time faculty agreed with the statement that assessment data was used in their departments to modify processes, and with the statement that assessment improved the effectiveness of student services. However, the percent that agreed with the statement about use of assessment data to modify its department processes was 30% higher for full-time. Also, the agreement percentage was 17% higher for part-time faculty with regard to agreement with the statement about assessment improving the effectiveness of student services.

Qualitative Findings

Demographics of Respondents

The demographic information for the respondents is summarized in Table 16. The sample included 24 part-time faculty. Of those 24 part-time faculty, 58.83% were women and the majority of the respondents (58.3%) had a length of employment between 5-10 years.

Table 16

Demographics of Interview Respondents: Background Characteristics of Participants (N = 24)

Characteristics	Participants <i>n</i> (%)
Gender	
Female	14 (58.83%)
Male	10 (41.67%)
Length of Employment	
Less than 1 year	1 (4.17%)
1-5 year	9 (37.5%)
5-10 years	14 (58.33%)

The participants were recruited from six departments with four respondents within each department: Business (2 males and 2 females), Computer Technology (4 males), Developmental Math (2 males and 2 females), ESL (4 females), Psychology (1 male and 3 females), and Sciences (1 male and 3 females). Of those 24 part-time faculty that were representative of the six departments, the Computer Technology department had all male respondents and the ESL department had all female respondents as a result of random selection. Business and Developmental Math had two male and two female respondents. Psychology and the Sciences had one male and three females.

Table 17 shows the department, respondent's name as listed in the study, length of employment at MCC, and the gender of respondent.

Table 17

List of Interview Participants

Department	Name Used In Study	Length of Employment at MCC	Gender
Computer	Matthew	10 years	Male
Computer	Anthony	1 semester	Male
Computer	Christopher	1 ½ years	Male
Computer	Daniel	6 years	Male
Developmental Math	Ryan	7 years	Male
Developmental Math	Alexander	5 years	Male
Developmental Math	Isabella	4 years	Female
Developmental Math	Ava	7 years	Female
Science	Emily	2 years	Female
Science	Nicholas	6 years	Male
Science	Sophia	1 year	Female
Science	Madison	5 years	Female
ESL	Emma	5 years	Female
ESL	Olivia	7 years	Female
ESL	Alexis	3 years	Female
ESL	Mia	8 years	Female
Psychology	Jayden	5 years	Male
Psychology	Samantha	8 years	Female

Department	Name Used In Study	Length of Employment at MCC	Gender
Psychology	Sarah	9 years	Female
Psychology	Ashley	4 years	Female
Business	David	3 years	Male
Business	Lily	5 years	Female
Business	Ethan	10 years	Male
Business	Elizabeth	1 ½ years	Female

Qualitative Interview Findings

Four emergent themes were identified: (a) the ambiance of collegiality (b) the repercussions of part-time status on student outcomes (c) the use of the assessment process to improve student outcomes, and (d) part-time faculty personal satisfaction. A total of 12 subthemes based on these four themes became apparent with further analysis.

Although all the part-time faculty participants experienced interactions within their department and the college in general, each respondent developed a different connection and response based on their own unique set of interactions. These interactions included relationships with faculty and the department chair, as well as with staff and administration at MCC.

Theme 1: Ambiance of Collegiality

Ambiance of collegiality is related to respondents' personal interactions with members of their department and department chairs. According to Gappa, Austin, and Trice (2007) collegiality has two necessary components: respect and concern when dealing with fellow

members of academia. The majority of respondents had varying degrees of a positive feeling regarding collegiality within their department and MCC. In essence, collegiality formed a bond linking part-time faculty members and the other members of their department and MCC.

Three dominant patterns of membership were identified among part-time faculty members: (a) full membership, (b) non-membership, and (c) no need for membership. Each reflects a different reaction to collegiality as experienced by part-time faculty members. Full membership describes the collegiality of those who felt respect, concern, and a linking bond to other faculty and MCC; non-membership describes the collegiality of those who felt little or no respect, concern, or linking bond to other faculty and MCC; and no need for membership describes those who felt no need to develop collegiality at MCC.

Subtheme 1: Full membership.

The members in this subtheme felt collegiality by being accepted as a member of their department. The vast majority of respondents described this sense of collegiality as a positive response to a need for assistance, a sense of inclusion in departmental meetings, positive interactions with department heads, or as the result of a sense of acknowledgement. They perceived this acceptance through their participation in departmental events and positive interaction with fellow faculty members, both full-time and part-time. This positive attitude toward collegiality was found especially among faculty members who had received mentoring, who had been included in departmental meetings, and who had experienced positive leadership from department heads.

Three of the respondents attributed the development of their senses of collegiality to the early mentoring they received from members of their departments. Ethan and Elizabeth, both from the Business department, spoke of their total lack of teaching experience before starting at

MCC. The third respondent, Anthony, from the Computer Technology department, although a teacher by profession, spoke of not having experience at the college level.

Ethan's attributed his sense of collegiality to his early experiences with fellow part-time and with full-time tenured faculty in his department. He stated that he was given individual and specific help and advice,

I did it (teaching) as an aside and I really didn't have any teaching experience. I picked their (department members) brains for information—the do's and don'ts in terms of classroom management, test taking, and incorporating additional elements into the class. I was unsure of what I could do or not do. They educated me as to what is used in the classroom.

Elizabeth echoed the sentiments of Ethan by stating,

I've had a very positive experience within my department. I've always wanted to teach. I have had limited contact with other staff members, but it's been very positive. I don't really have a need to speak to administration, but I'm sure if I needed to I would just have to give a holler." Anthony described his initial experience in the following way, "My experience was wonderful. One of the senior professors helped me out tremendously. He treated me as an equal.

Matthew, a member of the Computer Technology department, Sara, a member of the Psychology department, and Emma, a member of the ESL department stressed the importance of departmental meetings in developing their senses of collegiality and belonging to the department. Matthew stressed how he appreciated the importance of the role of his department's meetings when he stated, "I really do enjoy their (other department members) company provided at the meetings. I think it is just fine (collegiality)." Sarah's comments centered on the importance of meetings in communicating ideas. She reported, "They include us in meetings; they share material they have developed and ask for our opinions." Emma concentrated on the role of meetings in the development of sharing among all of the department's faculty members:

When we have meetings, they (full-time faculty) always make us feel welcome. All the information is given to us. If there are department job opportunities, full-time faculty are the first ones who have the opportunity, but as far as professional development and everything else, we are included. Everyone knows each other. I've been there for 5 years and am familiar with everyone in the department.

But the number of respondents who professed that the department chair was critically important in helping part-time faculty members feel like they were a part of their department outnumbered those who expressed that the development of collegiality stemmed from mentoring or meetings. At least one person from each department commented on the importance of the chairperson or department heads in developing a sense of collegiality within their department. Christopher, a member of the Computer Technology department, Madison, a member of the Science department, Alexis and Olivia, members of the ESL department, David, a member of the Business department, Alexander, a member of the Developmental Math department, and Jayden, a member of the Psychology department, all stated that their positive feelings of collegiality were founded on their positive relationships with their department chairs.

Nicholas's response placed the principal responsibility for developing a sense of belonging within his department upon the shoulders of the chair,

I think it (sense of belonging) really depends on the department chairperson. In previous years I had different department chairpersons. The chairperson who hired me was really close as far as communications or concerns in terms of e-mails. The second chairperson was an extremely good person; I could communicate with this person. It really depends on the person who is in charge. If they want to reach out to their adjunct staff then there is a good relationship.

David and Alexander concurred that the openness and availability of their respective department chairs led to their senses of collegiality and belonging within their departments. David said that his chairperson was great to work for because he valued the opinions of others, and when he (David) came up with an idea for an internship program; he (the chairperson) "jumped on it."

Alexander commented that the chair of his department was open to his ideas regarding online homework,

My department head told me that I could go ahead and do it and set up the online homework. They (department personal) were very helpful with getting me set up; they referred me to two people that could help me get it set up. I have been able to use it every semester now. They're very helpful as far as trying to implement things, even when I have to contact them regarding ordering textbooks. I've gotten the access codes so students have a cheaper alternative to buying the two separate textbooks. The department has been working well with me.

Daniel, Madison, and Olivia stressed the importance of fairness in their department heads.

Daniel stated that his department head responded to all members' requests for needed class materials. Madison stated that a sense of fairness toward all faculty members was extremely important in developing collegiality within a department. Olivia added personal information to her statements about her department head regarding fairness and granting requests. She stated,

In fact when I started here there was a chair person, and she is still here, who was very good at telling me things I needed to know, and at nurturing me, and being helpful in supporting me. I found that to be the case since I worked here. The nurturing has helped me too as a teacher and in professional development.

Availability as a quality of the chairperson to produce a collegiate environment was brought out in the remarks of Christopher, Alexis, and Jayden. Christopher stated, "There is no problem to get to talk to the chairman. He is available to help which is very important because there is no other vehicle in place to help." Along the same lines, Alexis stated, "I have a wonderful relationship with my department chair. He is warm and caring and available to us for problems and solutions." Jayden again pointed to the department chair's personal invitation to all staff members to attend meetings as an action that makes him feel a part of the department, "The chair invites us to the staff meetings and also offers to provide us with lunch if we come."

The sub-theme of full membership reflects participants' experiences of positive senses of collegiality that were found among the majority of the respondents. These contributors represent

the part-time faculty members who developed a positive sense of collegiality within their department as a result of mentoring they received, especially when they first began teaching at MCC; as a result of invitations and ability to participate in departmental meetings; and as a result of the governance of their department chairperson.

Subtheme 2: Non-membership.

Non-Membership refers to part-time faculty member's disconnection and sense of alienation from the department and/or college. The participants who contributed to this subtheme showed a negative sense of collegiality initiated by personal encounters at MCC. As a result, these faculty members were skeptical of the ability of part-time faculty members to develop connections with colleagues in their department or with the college in general. This lack of a sense of collegiality was found mainly among respondents who were at one time employed full-time at MCC, but left for a period of time or retired and now work part-time at MCC, or professors who teach online courses or who have taught in 4-year institutions or universities.

Sophia and Emily of the Science department, Ryan of the Developmental Math department, and Mia of the ESL department all worked full-time at MCC, but at the time of the study worked part-time. All of these respondents stated that they had developed a negative sense of collegiality at MCC since they had begun to work part-time.

Ryan worked for a number of years as a non-tenured, full-time professor at MCC and then went to a part-time position. His comments point out the lack of the three elements--mentoring, meetings, and leadership of department heads--that were in evidence in the previous full membership subtheme. From his experience as a part-time professor he stated,

But if I didn't have that experience (full-time position) and I just worked as a part-time teacher I wouldn't have much of that feeling (collegiality) except for the professional development workshops that I get emails about. I don't (as a part-time instructor) have a lot of evidence that people are looking out for me or checking up on me or trying to

connect me to others, or even aware of what I was doing most of the time. But if I was an average part-time teacher I would feel, I think, that I was isolated and on my own. I would feel that it was up to me how much I got to know about the school. I might even feel a bit left out because I was not invited to any of the regular department meetings.

Sophia's comments, like those of Ryan, echo the opposite of the elements causing collegiality. Concerning her experiences as a part-time professor she commented, "I don't experience much collegiality." Concerning her participation in departmental meetings she stated, "My department doesn't do anything specific where the whole faculty interacts." Concerning the action of her department head she reported, "It's hard for me to get to the vice chair; he doesn't respond to emails in a timely fashion."

Mia's comments were not as direct as those of Sophia and Ryan. She did, however, point out the causes of her sense of a lack of collegiality. Regarding collegiality in general Mia stated,

Very good when I started (full-time), but I think things have deteriorated a little bit. The reputation of the department right now is that nobody makes tenure. I started full-time and then I went back to school and got a Masters. After that I found out that tenure was not being given after the set number of years and that a full-time professor was fired after not being tenured. I stayed part-time so I didn't have to take the risk of being fired.

Emily's situation in going from full-time to part-time was a little different from those of Ryan, Sophia, and Mia. Emily taught online courses as a full-time professor and continued to teach online courses after she retired. Regarding collegiality Emily stated, "I would say that there is no collegiality as a part-time online professor." Regarding departmental meetings and departmental leadership Emily commented,

I feel that there is a distinction between the two groups of professors (full-time and part-time). And I also feel that the fact that I'm remote (teaching online courses) is a contributing factor. If I went to campus two days a week it might be different. I get no recognition other than the fact that I am rehired. The adjuncts were involved (in assessment activities). But since I am part-time for the past two years I have not received one bit of information regarding assessment.

Samantha was a part-time professor teaching online at MCC for 8 years. She remarked:

I haven't had any interaction. When I meet other faculty we are too busy going to the classroom to have time to interact. I have had no participation in the decision making process. There is not as much connection to the college for part-time professors. Full-time professors have more opportunity to be involved. I can't say that it (morale) is high. Part-time professors need academic company, and need to be given information. There is not anticipation for participation by part-time faculty.

Two interview participants--David of the Business department and Nicholas of the Science department--also expressed sentiments about the causes of their lacking a sense of collegiality. Although both of these respondents were quoted in the full membership subtheme, their comments are included here as testimony to the underlying causes for the lack of collegiality experienced at MCC.

David's comments pointed out his lack of a sense of collegiality in any of the institutions he has taught in as a part-time instructor. David reported,

I can't comment on that (collegiality) because I rarely speak to any full-time faculty other than the department chair and I've not had the opportunity to interact with a lot of the professors. There is not a whole lot of opportunity to have interaction among the part-time faculty. Truly that's been the case in other places where I have worked part-time. I don't think most of academia puts a lot of value on part-time faculty. And that's really shortsighted because people like me who own businesses and have functioned in the publishing business for many years can bring a lot of their experience both from an academic and a practical perspective.

Based on Nicholas' experiences teaching part-time at 4-year institutions and universities where he experienced collegiality as a part-time professor, he suggested what he thought was the reason for its absence at MCC,

The majority of people are part-time at MCC; you really don't have that kind of interaction base. This is not true of other institutions, some 4-year and some universities, where I have taught. I think that when there is more common communications between the all members, part-time faculty members are recognized a little bit more for what they contribute as opposed to institutions such as MCC where there isn't so much common

communication between other members of a department. At institutions that were 4-year or universities I had a close relationship; that made the difference.

Part-time faculty members who felt the alienation and absence of collegiality were found to be mainly former, full-time professors who, as part-time professors at the time of the study, did not experience the sense of collegiality they had formerly experienced. Similarly, two professors commented on their experience of non-membership based upon their teaching online courses. Also, non-membership was the experience of the two respondents who had taught at four-year institutions and universities. These two professors stated that the cause stemmed from the lack of a common communication network among members of the department and members of the institutions.

Subtheme 3. No need for membership.

As a result of the analysis of the interview data I perceived from the responses of a minority of respondents a sense of a lack of need to experience collegiality. These respondents portrayed themselves as either self-sufficient or too limited in their time at MCC to be concerned with the presence of collegiality. They expressed that their need for collegiality was secondary to their need to best serve their students. This “take it or leave it” attitude toward collegiality seemed prevalent among the respondents who had very limited time on campus.

Ashley of the Psychology department, Lily of the Business department, and Isabella of the Developmental Math department conveyed the idea that not only was collegiality missing at MCC, but also that, although they considered it important, they could “live without it” because teaching and students came first.

Ashley, a part-time professor for 4 years, reported,

I rarely interact with other part-time adjuncts. But it usually turns out that adjuncts are sitting (at meetings) with adjuncts and there is not interaction, just speakers giving

speeches. Based on my own personal experience I feel that adjuncts are ignored. I have the feeling of being left in the dark. I like it (teaching position). I love the students.

Lily has been working as a part-time professor at MCC for 5 years. She remarked,

Our department is relatively small. I've only gone up to the office to ask a question. I don't really know another person who is full-time or part-time in my department. The students are what I like. I want to talk to people who do the same classes as me. I don't want to know about everybody else. I want to know about my department. I think it is incumbent upon the department if they don't want people to be disenfranchised. I feel like I have done my job if my students know the material. But I would like for my own personal edification and growth to learn from others especially those professors doing the same job as me.

Isabella has been a part-time professor for 4 years. She stated,

Most of the time I don't see fellow adjuncts from my department too often. It seems like the full-timers know each other. I see collegiality among them, but I don't see it with the part-timers. I enjoy teaching at my particular campus because I enjoy the students. As for the adjuncts, very few of the adjuncts talk to each other even in the Adjuncts' Office.

The three respondents listed in the subtheme of no need for membership stated that there was an absence of collegiality in their departments. But they reported that their devotion to teaching and their students at MCC overcome the shortcomings of the lack of collegiality.

Theme 2: The Repercussions of Part-time Status on Student Outcome

The theme *repercussions of part-time status on student outcome* is centered on revealing information concerning what the respondents reported on the impact their part-time employment status had on the educational outcome of students. The tone of voice of each respondent and any hesitation in replying indicated a subtle attitude of disconnect and abhorrence that such a thing (poor student outcome) should be linked to something as general as their employment status.

Analysis of the interview data showed that respondents collectively pointed to the employment status of part-time faculty as having no impact on student learning outcomes.

Two subthemes became apparent: (a) it's not my fault: it is their fault and (b) there is no problem here. The first subtheme, it's not my fault: it is their fault, is the view of the respondents who believe that any negative repercussions to student outcome are due to other factors present at MCC. The second subtheme, there is no problem here, refers to the view that despite the possible negative effect of part-time status associated with student outcome, negative consequences can be mitigated by added measures taken by part-time faculty.

Subtheme 1: It's not my fault, it is their fault.

Eight respondents discussed that the fault for lack of student success could be delegated to either the department or MCC, the allotment of time and space, or to the students themselves.

Alexander of the Developmental Math department and Daniel of the Computer Technology department attributed the lack of student success to students themselves. Daniel put it simply by stating, "My style (of teaching) is very successful. But, the way I teach, they (students) have to be present to succeed." Alexander also saw the force behind student outcome coming from the students themselves:

I don't really think there's any (connection to part-time status). In the end it really comes down to the student and their willingness to do the work to pass the class. I don't think part-time status has any real effect. We all have a strict grading policy and syllabus. So 80% of the class is based on tests. We just have to go by the policy. So there's really not much leeway as far as whether or not students pass or fail. It also depends on how hard the students work.

Isabella and Ryan, both of the Developmental Math department, and Samantha of the Psychology department pointed out a possible negative connection between academic

departments or MCC itself and student outcome. Samantha said, “There is not as much connection to the college for part-time professors. Full-time professors have more opportunity to be involved.” Ryan stated that part-time professors were not given the proper information concerning the requirements of other courses in the department.

I feel guilty and stupid for not knowing the content of other courses. So in that sense the adjuncts are at a disadvantage because they only have a perspective about the courses they teach and they can’t give decent advice or accurate information to students about other parts of the curriculum.

Isabella explained what she felt were departmental shortcomings that might have a negative impact on student outcome:

I don’t think it (student outcome) is based on the part-time status. I think that there needs to be more done to fore or make the students responsible for coming to class and getting the help they need especially if they’re repeating. I think there should be more requirements. We don’t even have an attendance policy. Some students are absent once a week and I cannot tell them they have reached their limit of absences. In my opinion this is the department’s responsibility.

Several participants spoke of available time and space as associated with student outcomes. For example, Ashley (Department of Psychology) stated, “The only thing I would think is that the additional time they (students) need I am not available because I’m only there for a certain amount of time when I am on campus.” Other participants—notably Sara, Alexis, and Christopher—spoke specifically of their lack of availability, accessibility, and office space as factors connected to student outcomes.

Mia was much more adamant in her affirmation that the lack of availability of space to meet with students was linked to student outcome. She went on to say in an emphatic tone, “I tried the library and cafeteria, but neither was workable. The Adjuncts’ office is a total disgrace; look at the space that they devote to 70% of the faculty!” Mia was referring to the Adjuncts’ Office facilities that are located two blocks from the main campus. This office area consisted of

two small work areas, a computer room with approximately eight computers, a small mailbox room, and one bathroom.

Approximately one-third of the participants across departments mentioned no connection between their part-time status and negative student outcome. Rather, they attributed negative outcomes on student learning to either the department or MCC, the allotment of time and space, or to the students themselves.

Subtheme 2: There is no problem here.

Seven respondents identified the idea that any possible negative repercussions of part-time status were mitigated by the additional individual efforts of part-time professors. Olivia of the ESL department commented, “I meet with students in the Adjuncts Office, through e-mails, or talk to students before and after class or on my way to another class.” Ava of the Developmental Math department echoed this sentiment.

I have had many students who are repeating the course after failing three or four times. They need to pass it to graduate and because of that I make time. We go over their allotted class time, or even meet outside of class just so they get the material so they can graduate.

Anthony and Matthew recounted their personal efforts in two different areas. Anthony saw the value of his position as a high school teacher as well as a part-time college professor as a benefit to his students. “I think that being part of a faculty full-time and also as an adjunct gives a combination that is beneficial to the students,” he stated. Matthew spoke of his efforts to overcome any shortcomings brought on by his part-time status in the following way:

I can come early to class or stay after class if my students ask me to. But, they don’t often ask. The fact that I don’t have an office is not a problem because I can always find

a place to meet with students if needed. I don't think that there is any impact on my students' learning based on the fact that I only work part-time.

Elizabeth, David, and Ethan noted that they overcame any possible ill effects of their part-time status by utilizing technology and by making themselves as available as they could. Elizabeth commented, "The students e-mail me with questions or if they are absent ask about homework. Since technologies are in the world, physicality is not as important as it was in the past." David recounted his efforts in this regard,

As a matter of fact I make myself available to all students like I made myself available to you tonight for this interview. They can call me, or stay after class. I'll meet with them in the cafeteria. Today I met with a student from 10 o'clock to about 11:30. I do that over time even though I don't have office hours or a place on campus to have office hours. I've never had a problem with students finding time to meet with me.

Ethan described his personal efforts by saying:

I give my best whether part-time or full-time. That doesn't impact my relationship. I feel that is my commitment to them (students). I give them my phone number to call me, or tell them to contact me via e-mail, or see me before or after class. I find I have very good experiences with students.

About one-third of the respondents made efforts to reduce any possible negative impact of their status as part-time professors on student outcomes. These efforts included: extended instruction times, alternative times and means to meet with students, and the incorporation of their own personal work experiences.

Theme 3: The Use of the Assessment Process to Improve Student Outcome

This theme, *the use of the assessment process to improve student outcome*, is related to the use of tests and other student evaluation measures to assess the success or failure of the processes that are needed to promote student learning success. I found it surprising that the assessment of student learning for some of the part-time faculty was mainly a matter of test

administration and recording grades with no connection to the improvement of student learning. However, there were also some respondents who expressed a knowledge and understanding of the workings of assessment, and its use to facilitate student learning outcomes within their particular departments. It also became apparent during the course of the interviews that the respondents linked teacher evaluations with the general use of assessment to improve student outcome.

From the analysis of the data, three subthemes were identified: (a) taking responsibility (b) taking no responsibility (c) teacher assessment and student outcome. The subtheme, taking responsibility illuminates both a complete and incomplete understanding of the workings, value, and use of assessment in their department. The subtheme taking no responsibility illustrates assessment only as the process of administering tests and turning in grades to their department. For those respondents, there was no apparent use of assessment to improve student outcome. The subtheme teacher assessment and student outcome emphasizes the value of teacher evaluation as part of the process of improving student outcomes.

Subtheme 1: Taking responsibility.

The interview data revealed three components to the taking responsibility subtheme: (a) understanding and knowing the role of assessment, (b) participating in the departmental assessment and decision making processes, and (c) making changes to syllabi and textbook choices based on assessment results. It became evident that all three components were not necessarily positively viewed by each respondent. However, respondents definitely possessed a knowledge of and a concern for the assessment process working properly for the success of improving student outcomes, as well as a shared sense of decision making within the department

among the faculty. Participants from four departments noted a connection between the use of assessments and the improvement of student outcomes, and they also expressed a personal role in the academic decisions regarding the assessment process.

For example, Ava and Alexander stated that their department had a meeting for all faculty members at the beginning of every year to discuss issues connected with assessment. On the other hand, Ava commented on the lack of assessment of developmental students in the following statement:

I don't think much is being done for students with developmental problems. We have to follow the same syllabus. What I dislike is the fact they put up the façade that all are welcome, but will not allow for equal treatment based on ability. The department has stated that their hands are tied when it comes to helping students in terms of how much can be done.

Alexander added other comments concerning the lack of knowledge of any changes based on assessment results:

That (participation in assessment development) depends on the type of class. In the lower level classes the department gives the final exam. In the upper level classes the professor gets to create the exams. That is something I really don't know too much about. I know last year they did some sort of statistics. I don't know what they did with the statistics or if they changed anything as a result. I don't know what they have been doing something with the data.

Olivia's comments on the ineffectiveness of measures put into effect regarding assessment reflected the sentiment of others in her department when she commented,

When we have a final exam there's a norming session where the part-time and full-time faculties work together. Because we have so many adjuncts in our department and we work in so many different campuses, it's really hard to sit down and have meetings as an integral part of decision making.

Mia made positive comments about the changes in the syllabus that were based on assessment results,

We do holistic grading at the end. We do have a system that is completely anonymous so that all of the professors—adjuncts and full-time—are involved in grading the essays completely anonymously. The assessment itself is determined by the department. They recently restructured the curriculum for a number of reasons. Basically they were looking at scores and no one was passing.

Anthony made positive comments regarding assessment adjustments, “I did get the sense that some of the material was reinforced. Concerning assessment and understanding the role of assessment.” Christopher commented:

I feel I have some input. I feel that based on my work experience I have been able to recommend and accomplish changes in some courses. I have to say that nothing has truly changed. I try to add to the curriculum and bring in additional work to make the class more practical. There’s plenty of leeway in the setup of the syllabus.

Sarah, from the Psychology department explained that she did not participate in the decision making, but felt she could certainly give input:

Through our course level, we participate at the very end, but we have sessions where we actually talk about the assessment questions themselves. Data from assessment is being collected, but I’m not sure exactly what they’re going to do with it. At this point we are just looking to get good data. The data collection hasn’t been in place long enough to really make a decision concerning changing the textbook or anything like that.

In summary, respondents commented both positively and negatively about their participation in, and the use of, the assessment process to facilitate student learning. The positive comments centered on understanding and knowing of the role of assessment, playing a role in the assessment decision making process of the department, and noting changes in syllabi and choice of textbook based on assessment results. The negative comments reflected a lack of knowledge of the departmental assessment process, a lack of availability to participate in the assessment decision-making processes, and a lack of departmental changes based on the outcome of assessment.

Subtheme 2: Taking no responsibility.

Respondents demonstrated a lack of understanding of the role of student assessment and saw no connection between assessment and student outcomes or no use of assessment that could lead to better student outcome. They also felt that they played no role in the assessment or decision-making process of their departments, and felt that it was the role of the professors, not the departments, to construct the final exams in their subject areas.

Several respondents commented about their lacking a role in decision making about the curriculum and the lack of modifications to courses that could improve student learning. Regarding decision making, Elizabeth reported that while at the adjuncts' meeting the textbook and syllabus were handed out, there were no opportunities to comment. Lily recounted that she was told not to teach the material from certain chapters of the textbook even though she considered them a vital part of the class. With respect to course modifications, Jayden commented, "I thought that the book used in the first course is much too difficult. I told my department head, but the book is still used." Samantha spoke of not participating in the decision-making process in this way:

I brought up a concern to the chairman about the need for textbooks to be changed, but the new ones were very similar to the previous one. I teach online classes and I am not given that information (assessment results). I don't know how they use the information.

Three of the four members (Nicholas, Madison, and Sophia) of the Science department commented on their total lack of participation, by choice, in their department's assessment activities. They stated that they do not play roles in the assessment process of their department, and they expressed that the extent of their roles was to grade, record, and hand in the semester results for each of their students. However, they had commented concerning the "above and beyond" steps they developed and conducted to insure that their students understood the material needed to complete the class successfully. Their response of non-participation was expressed

more as a response to the lack of initiative on the part of their departments to include them in some way in their departments' assessment processes.

The total lack of participation in the assessment process by part-time faculty was prevalent in the Science department, indicating little effort on both their part and the part of their department to include them in the processes.

Subtheme 3: Teacher assessment and student outcome.

The interviewees who took the concept of assessment personally made a connection between student assessment/student outcome and their own evaluations as instructors. They emphasized that they felt a direct connection between teacher evaluations and student learning success. David provided the following personal input:

I do think that their evaluation methodology of teachers leaves something to be desired. I think that there should be more evaluation of various faculties. I don't see the sense that there is not a whole lot of emphasis placed on evaluation; I think there should be. The only way you get better is by somebody else critiquing you.

Ryan and Isabella commented on their evaluations as part-time professors. Ryan underscored how the lack of timely teacher evaluations demonstrated a lack of communication between part-time professors and their department,

In my first couple of years there teacher observations were once a semester. That seems to have slowed down maybe because I've been there for a while and there's no need, or perhaps because there are fewer full-time people to do the observation. I don't know why I wasn't observed for the last two years. In fact I don't know if that is a good indication that I don't have communication as a part-timer. I get a contract; I come in to do my job. For me that's fine. I don't feel neglected. . . . But if I was an average part-time teacher I would feel, I think, that I was isolated and on my own.

Isabella echoed Ryan's comments, "I did get observed my first or second semester and I got observed this semester. I think that it's a very long span from 2009 to 2013 to see what is going on."

Participants highlighted the important role that teacher evaluations play in overall student outcome and the sense of isolation, as well as the lack of communication within the department for the part-time professor.

Theme 4: Part-time Faculty, Personal Satisfaction

In general, the source of personal satisfaction when related to work varies from person to person. The factors that influence job satisfaction are distinct from the factors that affect job dissatisfaction (Herzberg, 1968). There are also two distinct sets of concepts for both job satisfaction and job dissatisfaction (Waltman, Bergom, Hollenshead, Miller, & August, 2012). The theme *part-time faculty: personal satisfaction* is organized into four subthemes: (a) satisfaction: teaching and students (b) satisfaction—personal life and flexibility (c) dissatisfaction—terms of employment and (d) dissatisfaction with respect and inclusion.

The first subtheme, satisfaction--teaching and students, refers to the personal satisfaction that stems from the act of teaching and the students being taught. The second subtheme, satisfaction--personal life and flexibility, includes the interview responses that point to sources of personal satisfaction that emanated from the personal life and flexibility of the respondent. The third subtheme, dissatisfaction--terms of employment, reflects the personal dissatisfaction that originated from the conditions of employment. The fourth subtheme, dissatisfaction--respect and inclusion, includes statements about the personal dissatisfaction of the respondents that originated from their perceived amount of regard and attachment.

Subtheme 1: Satisfaction—teaching and students.

The majority of respondents stated satisfaction with their role as teacher and their students. Their positive responses showed that the relationship between teacher and students unfolded as a dual relationship each being nourished and sustained by the other.

For example, Nicholas, Ashley, and Matthew attributed their positive personal satisfaction to what they gleaned from their students and their teaching. Nicholas specified that, “I love what do. I love teaching.” Ashley affirmed the general feelings of most of the respondents by saying, “I love the students.” Similarly, Matthew stated,

I have had some really good students. Sometimes we all get discouraged because a small number of students don't cooperate. Basically the students are descent kids. Some really benefit from my class because they tell me so. There are some good students and occasionally I get a more mature student, but not too many times. Those students really tear into the information given in the class. That's really uplifting.

Some respondents, including Ryan and Isabella, stressed the effect of personal satisfaction on their students. Ryan stated, “About 95% of the students that I've had want to succeed. Professors will do anything that is reasonable to help students succeed.”

Isabella added:

I do of course look at what I'm doing in my test and my teaching and I try to critique myself that way to see if there's something that I could do that would help. I do multiple choice tests like the department's final which as a math teacher is frustrating because that's not the way you want to do it.

All the respondents from the Business department--David, Elizabeth, Ethan and Lily--commented that their personal satisfaction emanated from their teaching and the students. David stated, “I really feel that I thrive on seeing student success.” Like other respondents, Lily's comments emphasized her positive satisfaction that came from her students,

Every class has been better than the previous one. I have such admiration for the students. Most, I think 90% of them are working full time and they have kids, and they are going to school. I don't know how they do it.

As such, nearly all of the participants enjoyed working with students and commented during the interviews by word and tone of voice about the satisfaction which resulted from their contact with their students. Ethan's comments illustrate this point.

I think the students are great and most of the kids are not children of privilege. I give my best . . . I find that I have good experiences with students. The vast majority are really hard working and really striving to better themselves.

Even though the vast majority of comments concerning teaching and students were positive, there were some negative comments directed toward elements of MCC that the respondents felt kept them from feeling a sense of personal satisfaction with teaching and the students. Ryan's comments reflect deep concern for the plight of some of his students,

From the student's point of view I can tell that they are concerned about the language ability of the teacher. This is a big concern for the students. It can literally take weeks before students understand adjuncts with foreign accents. This is ironic in some departments and it's troublesome in my department. I've literally had students thank me that they finally got a teacher whose English they can understand. It's a demographic and social graphic fact of life, but it affects the quality of the students' education.

Ashley's comments illustrate her frustration with her teaching efforts,

Once I incorporated two readings into one class, and one student complained to a department head. Then I got a phone call from a department head that I'm not allowed to do that because students don't have the money to buy books, or access computers.

Ava had negative comments about her colleagues in her department, "Some people who are in my department do not have a degree in the area and they get jobs over people who have degrees in the area." Sophia and Emily also commented on aspects connected with teaching and students that they thought impacted their sense of personal satisfaction negatively. Sophia mentioned, "I

am on the fence about it (teaching position). I don't think the issue of guidance has sufficient support for incoming faculty members.”

Overall, participants felt satisfied with teaching and students. It should be noted that the negative comments were not directed toward the actual act of teaching or the students. Rather, they were aimed at aspects of MCC. Such aspects included: the lack of adequate student guidance, the inequality of class assignments, the lack of participation in determination of syllabi, and students' difficulties in understanding class instruction due to the strong accents of some professors. Such aspects directly or indirectly impacted the respondents' satisfaction with students and teaching.

Subtheme 2: Satisfaction—Personal life and flexibility.

Like satisfaction with teaching and students, the majority of the respondents expressed positive responses with regard to satisfaction with their personal life and flexibility. Personal life and flexibility were seen as having a cause and effect relationship by the majority of the interviewees. Personal life is a respondent's life as a part-time professor, and flexibility is the capacity the life of a part-time professor allows them. The negativity expressed by the respondents, especially when commenting on their lack of attendance at meetings, seemed to be more of a frustration on their part that was caused by their lack of the flexibility in their schedules that would permit them to attend. The majority of responses mirrored satisfaction, while at the same time, expressing deep exasperation rather than actual dissatisfaction.

Alexander, Ethan, Jayden, and Sarah commented on the general personal satisfaction that they and other part-time professors experienced. Alexander stated,

I've never had any problems with adjunct professors or full-time professors. Everyone seems to be pretty much positive in terms of their feelings with their position. The faculty is very friendly; everyone seems to like doing the job they do.

Ethan made an interesting point concerning his own experience-of personal satisfaction by highlighting the greater sense of satisfaction with his personal life and flexibility he experiences as a teacher, compared to that which he experienced as an attorney.

I am an alumnus of this school. I graduated from MCC and from there went to Rutgers, and then law school, and now I'm back at MCC. My experience then was positive and now my experience is positive in terms of my relationship with the faculty. If you want to contrast job satisfaction with academics, academics are far more satisfying for me personally than my job as an attorney.

Jayden reflected on his personal satisfaction, "Well I have had teacher observations and student observations and they granted me the next step in salary." Regarding flexibility in his department, Jayden went on to comment on a practical, flexible aspect of his department chairperson regarding time for lunch, "The chair invites us to the staff meetings and also offers to provide us with lunch if we attend."

Several participants expressed concern that, although they would like to attend various meetings and activities, their schedules do not allow them the flexibility to attend. Participants mentioned various reasons as to why attendance was impossible. It was associated with the lack of flexibility they found as a part-time professors. Perhaps the words that precisely reflected the consensus on the issue of personal flexibility were spoken by Ava, "There is not one time when all can attend."

Several respondents mentioned negativity in their personal life and flexibility because they or their students were not able to reach their goals. Similar to the subtheme of teacher and student, this lack of satisfaction with personal life and flexibility was a result of circumstances brought about through direct actions or inactions of the administration and other faculty

members. Emma, of the ESL department, expressed a lack of personal satisfaction and flexibility as a result of actions directed at students by MCC:

I feel a lot of my students are so upset because they used to go to school on Saturday, but now the course is not being offered on Saturday since the present course combines both writing and grammar. To take the new course on Saturday, they would have to be in school from 8 am to about 4 pm. I just think that the students who work during the week don't have much time to come to school on a weekday. These people basically don't make a lot of money; they don't have help and it is difficult for them.

Ava, of the Developmental Math Department expressed similar feelings regarding a lack of respect shown to students in Developmental Studies, "The department has stated that their hands are tied when it comes to helping students in terms of how much can be done. I feel that they should not say they have a service they are not providing."

Personal satisfaction with personal lives and flexibility was relatively positive. However, as was the situation with personal satisfaction with students and teaching, a small number of respondents made negative comments primarily based on the organizational culture and the conditions put into place at MCC that kept them from effectively working with students, thus affecting student learning outcomes.

Subtheme 3: Dissatisfaction—Terms of employment.

The majority of participants in this study expressed dissatisfaction with some terms of their employment. Unlike the areas of satisfaction, when commenting negatively about the terms of employment, it was very obvious that the respondents were including items that they considered unjust, but by no means grounds for giving up their part-time teaching position. Perhaps the most mentioned area of dissatisfaction with employment was the discrepancy in salary between the full-time faculty and the part-time faculty. However, though salary was a major topic in itself, I

directed the interview toward other topics dealing with other terms of employment during the course of the interviews as well.

One of the other major areas mentioned was that of the injustice felt by part-time faculty concerning the distribution of class assignments. In all but one of the selected departments at least one respondent expressed his or her dissatisfaction with the terms of employment. The Computer Technology department respondents did not mention anything negative in terms of employment. The Computer Technology department had the lowest total faculty population, but one of the highest percentages of part-time faculty members. Perhaps the small number of teachers in that department is the underlying cause of the respondents from this department not experiencing any dissatisfaction with the distribution of classes.

Each of the other selected departments had at least one member who commented on the dissatisfaction with the distribution of classes among faculty members. Emma of the ESL department stated, "They (full-time faculty) get the first crack at the selection of courses, even summer classes. If they (the department) do have job opportunities, full-time faculty are the first ones who have the opportunity." Isabella of the Developmental Math department reflected on the benefit of being full-time faculty in this way:

I really see a difference in the way faculty members get classes. Everything is pushed to the full timers; they get the first choice and it takes a long time to find out whether or not as a part-time faculty member if you are teaching. It is very frustrating because I need the income.

Ethan, a member of the Business department, comment gave a more philosophical reason for the distribution of class assignments among the faculty members, "Adjuncts are adjuncts. It would be impossible to really have clarity in terms of treatment. Also it is very unfortunately

that's so.” Ashley of the Psychology department lamented not being fairly treated as a part-timer, “I feel that adjuncts are ignored. Sometimes I have been offered classes to teach two days before the semester begins.” Nicholas of the Science department mentioned that, based on his teaching experience at 4-year institutions, he noticed less recognition and communication opportunities given to part-time faculty.

As a part-time professor at MCC, I experienced the opposite of Ashley. On two different occasions, just 2 days prior to the beginning of the semester, I received an e-mail from the department head stating that I would only be teaching one course rather than the two courses I had previously been assigned. The explanation provided to me was that a full-time professor needed to teach an additional class. As a result of such treatment, I too felt dissatisfaction with my terms of employment. No consideration was shown to me based on my record as a professor. The only determining factor was the cancellation of the class of a full-time professor and the resultant need to replace it with another scheduled class. I had no recourse. Full-time faculty trump part-time faculty.

Despite the overwhelmingly number of negative responses to terms of employment, some participants discussed positive aspects of working on a part-time basis. Jayden, for instance, noted that he was offered a variety of classes to teach as an adjunct faculty member, rather than being asked to teach the same classes repeatedly, “My chair offers me some diversity in the classes that I teach so it's not always the same classes.” Madison added a new dimension to hiring when she mentioned, “Adjuncts in my department are always needed; so all you have to do is show up and you have a job. Alexander responded, “I really feel that we (part-time faculty) have the same amount of resources as the full-time faculty.”

Another major area of dissatisfaction with the terms of employment was obtaining tenure. Approximately 37.5% (9 out of 24) of part-time faculty members who participated in this study expressed a deep desire, coupled with deep frustration, to obtain tenure and become a full-time tenured faculty member. The anxiety, weariness, and aggravation they experienced or anticipated based on their own or other part-time faculty members' experiences emerged quite clearly during the interviews.

Every one of the four part-time faculty members of the ESL department expressed a strong desire to become tenured, full-time members of their department. Mia noted,

I started full-time and then I went back to school to get a Masters. After I found out that tenure was not being given after the set number of years and that a full-time professor was fired after not being tenured. I stayed part-time so I didn't have to take the risk of being fired.

Alexis showed her strong interest in becoming full-time faculty and securing a permanent position at MCC:

I would be interested in a full-time position if it didn't necessitate my leaving the institution if I didn't get tenure. Academia is not what it was when my parents were here. It is not flexible anymore. It's not a possibility for me to look for another job. I think everyone is pretty disgusted with the academic process, but it is not centered on this particular college. We know that it's a new world that we live in and it's not one we like.

Olivia, the youngest respondent from the ESL department, initially applied for a full-time position but was not offered the position because she did not have a Master's degree in the required field. She continued to work part-time at MCC and other institutions while working toward her master's degree. Olivia stated that she plans on applying for a full-time position as soon as she completes her advanced degree and went on to state,

I wish I had a full-time position. That would make my life so much better because I would have the luxury of being in one place, and making my nine-year-old daughter happy. She doesn't see her Mom much now because of my work schedule.

Emma, also from the ESL department, planned to continue to work part-time. She felt that an opportunity for a full-time position would not be available in the near future,

I think that it could or would be hard if you wanted to work full-time. I've been here about 5 years and I've seen the same full-time people. I don't see the opportunity unless one of them leaves.

From the other departments, except Psychology and Science, four participants expressed the desire for a full-time position. Isabella, of the Developmental Math department, initially applied for a full-time position, however, she failed to secure a full-time position because there was a delay in obtaining the correct confirmation of her Master's degree. When the problem was resolved, she applied for a full-time position again but was unable to obtain it. She became aggravated and disappointed. She commented, "I haven't received an interview offer. I even e-mailed the Human Resources director and I asked him to meet with me to find out why my resume keeps getting overlooked and he never even responded."

Ethan of the Business department initially applied for a full-time position, but has been working in the business department as a part-time professor. He seems to enjoy his position more than he ever thought he would. He explained,

I was looking for full-time. By accepting a part-time position I was hoping that it would be a foot in the door. But, once I got my foot in the door, I've come to realize that given that 70% of all classes are taught by adjuncts and that we have 300 or 400 adjuncts in the school, the likelihood of waiting for a full-time position would not be probable. But given the fact that I enjoy the process I stayed. Very candidly, I was looking for full-time when I started teaching. I probably miscalculated that, but I continue to do it because I found that I enjoyed it more than I thought I would.

Unlike Ashley, Isabella and Ethan, two participants, Christopher and David, had not applied for full-time positions. They did express the desire to become full-time professors at some time in the future. Christopher of the Computer department stated that he is very satisfied with his part-time position, but has a strong desire to work full-time because "I learned a lot from

my students and working at that level (full-time) can be very rewarding.” David of the Business department has worked part-time at various institutions of higher learning for 35 years while working full-time in business. Now he is considering leaving the business world to be in the classroom full-time. Unlike the other part-time professors at MCC who are seeking a full-time position, David expressed no frustration at the prospects of achieving his goal of a full-time position. He stated,

I could retire in 18 months or so and at that point in time I would consider a full-time position teaching. I want to be in the classroom. I’m not looking for an administrative post whether it’s at MCC or someplace else. Teaching has always been my goal.

The Dissatisfaction—Terms of employment subtheme focused on two main areas of employment: (a) the distribution of classes and (b) the lack of ability to achieve a full-time position. Although there was an overall positive outlook on the terms of employment, the majority of the responses suggested some degree of negativity based on circumstances put into place by MCC. These hindrances had repercussions in the area of career stability/advancement, as well as areas involving student success.

Subtheme 4: Dissatisfaction with respect and inclusion.

There were distinct differences in the expressed dissatisfaction among respondents when the subtopic of Dissatisfaction with Terms of Employment was examined as compared to the examination of the subtopic of Dissatisfaction with Respect and Inclusion. But, with regard to Dissatisfaction with Respect and Inclusion, I found that the idealistic role of the teacher trumped any strong indications of dissatisfaction.

It is worth noting that I was fortunate, not due to any direct planning on my part, to have interviewed four part-time faculty members who were at one time full-time faculty members. I

feel this allowed me to see both sides of some of the issues under investigation, in particular the issue of dissatisfaction with respect and inclusion among part-time faculty members. The presence of these four faculty members enabled me to better understand the issues related to respect and inclusion that existed for both groups of faculty.

It became clear to me from the comments of these four professors who had worked in both full-time and part-time positions at MCC that there was truly a lack of developmental opportunities in the experiences of the part-time faculty with regard to respect and inclusion. The responses of these four professors pointed to the lack of opportunities to create information gathering, interaction between members, mentoring, opportunities for advancement, and appreciation of workmanship. The lack of these opportunities showed causation in the absence of the sense of respect and inclusion at MCC for the majority of respondents.

Interviewees such as Ryan pointed out that indeed there were gaps in the expression of respect and inclusion shown to full-time faculty and the expression of respect and inclusion shown to part-time faculty at MCC. He stated,

If I didn't have the experience of a part-time then full-time position I probably would not know that the administration really does appreciate the value of part-timers, and tries hard to support them. But if I didn't have that experience and if I just worked as a part-time teacher I wouldn't have much of that feeling.

Ryan continued,

But if I was an average part-time teacher I would feel, I think, that I was isolated and on my own. I would feel that it was up to me how much I got to know about the school. I might even feel a bit left out because I was not invited to attend the departmental meetings. But I probably won't know that there was a meeting or when it was going to be held.

Mia, started out as a full-time professor and then, after a break from MCC to obtain her

master's degree, returned to work part-time. Mia said, "Very good when I started (collegiality), but I think things have deteriorated a little bit." Sophia, from the Science department, discussed the differences in experiences that she now has as a part-time faculty member as compared to the full-time member she used to be, "My department doesn't do anything specific where the whole faculty interacts. This past fall I started receiving e-mails from department members about meetings."

The majority of the comments from the other 20 interview participants concerning respect and inclusion suggest that what they experienced in terms of respect and inclusion was negative. One major area was the lack of recognition by the department of individual member contributions. Several respondents did not know of any recognition that had been given for an individual's contributions. Their comments can be summed up by what Ashley stated, "Not at all; no." Isabella went on to state, "You think that they expect that you know what you're doing." In an effort to deny any sense of negative feelings regarding receiving recognition, Matthew had a distinctive answer, "I don't contribute. I try to do a little bit sometimes. Sometimes they don't take my advice, sometimes they do."

Regarding dissatisfaction with inclusion, I found that the vast majority of the respondents described that they experienced unsatisfactory conditions. The feeling was not one of discrimination, but rather one of non-allocation. Like the glass ceiling in the corporate world, there seems to be an invisible barrier that limits what the part-time faculty member of MCC is allowed to do or invited to attend. This invisible barrier was found to be present more so in some departments than others, and also depended on the policies of the current department chairs. A synopsis of the remarks on inclusion by respondents in each department follows.

In general the members of the Developmental Math department expressed the presence of a distinct separation of responsibilities between full-time and part-time members of the department. These responsibilities were not seen as being equal for both groups of faculty. Ava said, "The department has a meeting at the beginning of every year for all faculty members. The full-time faculty meets at the end of the year to talk about stuff relating to the replacing of textbooks and the like." Isabella's commented, "Most of the time I don't see fellow adjuncts. It seems that the full timers know each other. I see collegiality among them, but I don't see it with the part-timers." Similarly, Ryan's comments suggest that the part-time professor is responsible for initiating any efforts toward departmental integration, "So in terms of integration activities, at least in my department, part-timers are pretty much on their own." Clearly, the higher level of departmental decisions such as composing of exams, attending departmental meetings, and keeping track of assessment results--was designated to the full-time faculty. Little sharing of these higher-level of decisions was expressed among part-timers.

The members of the ESL department expressed less inclusion limitations within their department and more inclusion of both faculties in meetings, exam construction, and grading. Olivia commented, "When we have a final exam there's a norming session where the part-time and full-time faculty work together." Emma stated, "I've been there for five years and am familiar with everyone in the department." Alexis said, "If I met with a problem it would be handled in the same way as that of a full-time professor." What enabled the ESL department to be more integrated seems to be its inclusion of both full-time and part-time faculty in meetings and norming sessions, the continuity of faculty members over time, and the equality of treatment for both faculties.

In terms of dissatisfaction with regard to respect and inclusion, the Computer

Technology department members expressed the least dissatisfaction, underscoring the role of the department chair in integrating part-time faculty into the department ethos and culture.

Christopher explained, “There is no problem to get to talk to the chair. The department chair is available to help which is very important because there is no other vehicle in place to help.”

Anthony remarked, “The head of the department treated me as an equal.” Daniel commented, “In terms of availability of classes and response from department heads and materials that are needed, it is okay; it is good.” “They (department heads) ask a number of people.”

The Business department, like the Computer Technology department, expressed very little dissatisfaction with regard to respect and inclusion. Many of their comments alluded to the fact that the members of this department worked together in terms of holding meetings and composing exams. Ethan commented, “They’re (department heads) looking to fill gaps that would be exposed through the testing process.” Elizabeth remarked, “They (department heads) said they would love to hear from people.” Lily reported that when she approached the department heads, “They were wonderful.” David added, “Whenever I have a request for help they always have been there in a beneficial way.”

Although there were few unsatisfactory comments concerning respect and inclusion from the members of the Psychology department, their comments lacked the mutual recognition found in the Computer Technology and ESL departments. There did not seem to be the sharing of decision-making policies in exam composition and text book selection. There seemed to be an underlying current that the full-time faculty members had more power and recognition in this department. Ashley expressed it this way, “Based on my own personal experience I think my department head is great, but I feel that adjuncts are ignored.” On a similar note, Sarah said, “We are not part of the decision making, but we certainly can give input.” Jayden recalled an

incident when he experienced the lack of the sharing of decision-making policies, “I think that the book used in the first course is much too difficult. I told my department head, but the book is still used.” Samantha pointed out a lack of inclusion may be based on work schedules, “When I meet other faculty we are too busy going to the classroom to have time to interact.”

Members of the Science department clearly expressed a sense of lack of respect and inclusion. Madison recounted her Saturday teaching experiences this way.

I teach on Saturday and there is generally conflict with the availability of certain rooms. Efforts are being made to try to fix this situation by putting on an addition. Generally there is no support staff members present on Saturday to gain access to certain rooms, nor are there tech persons there to fix computers that are not working

Sophia mentioned, “My department doesn’t do anything specific where the whole faculty interacts.” When commenting about the present chairperson, Nicholas remarked, “Presently the relationship is okay, but not like the ones previously.” Emily pointed out, “I feel there is a distinction between the two groups of professors.”

Responses concerning Dissatisfaction with Respect and Inclusion varied among the respondents across the departments. The majority of the comments were of a negative nature, but at no point did any one of the respondents see their lack of respect or inclusion as a reason to discontinue teaching. By further examining the departments in which respondents’ views on respect and inclusion were the most positive, the evidence of mentoring within the department, the strong leadership of the department chair, and interactions between members seemed to play important roles.

Summary of Qualitative Findings

What follows is a summary of the qualitative based on the analysis of the 24 interviews

conducted as part of this study.

All of the participants in the interviews were part-time faculty members at MCC. The majority was female (58.83%). The largest proportion of participants (54.17%) was employed at MCC for 1-5 years. As a result of a grounded theory analysis of the 24 interviews, four major themes emerged. The first theme was: *ambiance of collegiality*. An analysis of the responses identified three subthemes: (a) full membership, (b) no membership, and (c) no need for membership. The subtheme of full membership detailed a majority of respondents with positive feelings of collegiality with their department and MCC. The subtheme of no membership underlined a lack of collegiality and a sense of disconnection with regard to their department and/or college. This response was found to be typical of the part-time faculty who were once employed full-time. The subtheme of no need for membership exhibited acceptance of the department or college in general, while at the same time totally abhorring and abstaining from some aspects of the department or college.

The second theme was the *repercussions of part-time status on student outcome*. An analysis of the responses resulted in the discovery of two subthemes: (a) *it's not my fault; it is their fault*, and (b) *there is no problem here*. The subtheme *it's not my fault; it is their fault* underscored student outcome as the sole responsibility of the student or institution. The subtheme *there is no problem here* stressed student outcome and part-time status to be unrelated entities.

The third theme was the *use of the assessment process to improve student outcomes*. An analysis of the responses resulted in the discovery of three subthemes: (a) *taking responsibility for assessment improving student outcome*, (b) *taking no responsibility*, and (c) *teacher assessment and evaluation*. The subtheme *taking responsibility for assessment improving student*

outcome showed a connection between the use of assessment and the betterment of student outcome, expressed a personal role in the academic decisions with regard to the assessment process, and stated knowledge of assessment as playing a role in their department's revamping of curriculum and textbooks. The subtheme taking no responsibility emphasized that a majority of those interviewed, demonstrated a lack of understanding of the role of student assessment, and saw no connection or use of assessment results to better student outcome. The subtheme teacher assessment and student outcome illustrated a connection with teacher evaluations, especially emphasizing what respondents felt was a direct connection between teacher evaluations and student learning success.

The fourth theme was part-time faculty: personal satisfaction. An analysis of the responses led to the discovery of four subthemes: (a) satisfaction—teaching and students, (b)satisfaction—personal life and flexibility, (c) dissatisfaction—terms of employment, and (d) dissatisfaction with respect and inclusion. The subtheme satisfaction—teaching and students underlined an almost unanimously positive response in stating a satisfactory dual relationship between teaching and students with one dimension feeding and thriving from the other and vice versa. Most part-time professors interviewed stated an almost cause and effect relationship between the two dimensions of teaching and students. The subtheme satisfaction—personal life and flexibility mirrored positive responses with regard to satisfaction with their personal life and flexibility. Personal life and flexibility were seen as joined by the majority of the interviewees.

The third subtheme dissatisfaction—terms of employment underscored satisfaction with some terms of their employment especially in the area of obtaining a tenured position and the inequality in class distribution. The fourth subtheme dissatisfaction with respect and inclusion

reflected dissatisfaction with the disrespect, inequality, and lack of participation associated with the part-time status.

Chapter 5

CONCLUSION

Introduction

The extant literature on the integration of part-time faculty into the organizational culture of the community college has addressed concerns with the numbers, academic fields, demographics, and possible negative academic effects upon students. However, little research is available on the factors that enable the part-time faculty of a community college to integrate successfully into the organizational culture of the institution.

In this chapter, an overview of this study will be provided, followed by a summary of the quantitative and qualitative portions of this study. The relationship of the findings of this study to the theoretical framework upon which it was modeled, as well as a discussion of implications for practice and policy are included. Recommendations for future research are also offered.

Study Overview

The purpose of this study was to gain a better understanding of the integration experiences of part-time faculty members within the academic community at a community college. The overarching research question that guides this study was:

To what extent do institutional and organizational induction processes influence part-time faculty's integration into a community college and part-time faculty's sense of an educational relationship with students?

In searching for answers to this conundrum, a mixed-methods design was chosen for the study. The research for this study was conducted at MCC; a large public, 2 year, urban, multi-

campus community college in the Northeast United States. From a statistical analysis of descriptive data of a selected community college's institutional survey, called the Fall 2009 Perceptionnaire, and from an analysis of 24 interviews conducted with part-time faculty members, this study sought to uncover the factors that influence the integration of part-time faculty in the organizational contexts/processes. Using a mixed method approach, this study was performed in two stages.

First, quantitative descriptive statistics and chi-square analyses of the summary data of the 2009 Perceptionnaire survey were undertaken. Second, the qualitative portion of the study was carried out by conducting semi-structured interviews with 24 members of the six departments at MCC with the highest percentage of part-time faculty. Quantitative analysis provided a general overview of the similarities and differences between part-time and full-time faculty members at MCC in the areas of socialization, communications, participation in decision making, student learning, and the demographics. The qualitative analysis provided a deeper understanding of the factors that either facilitated or diminished the organizational integration of part-time faculty members.

Summary of the Quantitative Portion

This study has answered the quantitative research questions.

Quantitative Research Question 1. What are the demographic characteristics of part-time and full-time faculty who participated in the 2009 Perceptionnaire?

The vast majority of those who responded to the 2009 Perceptionnaire were part-time faculty (73%). A very small proportion of the part-time faculty surveyed (2%) reported having worked at MCC for more than 20 years, whereas a little less than one-fifth of the full-time faculty worked at MCC for more than two decades.

Eagan (2007) reported that the demographics of part-time faculty at community colleges in the United States to be 50.7% male and 49.3 % female. This study had a sample that was 47.1% male and 52.9% female. The race demographics reported by Eagan were 81.4% White, 7.2% Black, 5.5% Latino, 4.3% Asian, and 1.7% Native American. The sample for this study was: 74.8% White, 12.9% Black, 6.8% Latino, 4.1% Asian, and 1% Native American.

According to the NEA Higher Education Research Center (2007), the average length of service of part-time faculty members at community colleges was 7 years. In this study, those part-time faculty members who had been at MCC for between 1-5 years were in the majority (52.9%).

Quantitative Research Question 2. Do part-time and full-time faculties differ in their level of job satisfaction at MCC?

Almost all (99.9%) of the part-time faculty members were very satisfied or satisfied with their job and all of full-time faculty members were very satisfied or satisfied with their job; indicating virtually no difference in job satisfaction between the two groups. The overall satisfaction percentage found in the quantitative results of this study is consistent with the research by Gappa and Leslie (1993) indicating an overall 87% satisfaction rate with their jobs for part-time faculty. Also, similar results were obtained by Valadez and Anthony (2001), who found that 89% of the part-time faculty in their sample was satisfied with the job of teaching.

A study conducted by Maynard and Joseph (2008) found lower levels of job satisfaction for part-time faculty who actually desired a full-time position. In addition, a study conducted by Benjamin (2003) found that the level of satisfaction of part-time faculty members varied with their area of teaching. Because the data concerning employment status and area of teaching was not available from the 2009 Perceptionnaire, these areas of satisfaction could not be substantiated quantitatively, but were considered in the qualitative portion of this study.

Quantitative Research Question 3. To what extent do part-time and full-time faculties differ in the level of participation in decision making, socialization, communication, and student learning at MCC?

Participation in decision making.

In the area of participation in decision making, the results of this study indicate that 53.2% of part-time faculty and 67.3% of the full-time faculty agreed that the college administration seeks opinions before making academic or administrative decisions. Three-quarters of part-time faculty and all full-time faculty agreed that they participated in their department's assessment activities. A total of 61% of part-time faculty agreed that there is the opportunity to participate in the planning process at MCC compared with 74.2% of full-time faculty.

Results from the chi-square analysis of responses to the statement, "The College administration seeks opinions from varied points of view before making academic or administrative decisions," a statistically significance was found between part-time and full-time faculty ($\chi^2 (1, N = 155) = 0.022, p < .05$). Full-time faculty members were more likely to agree with the view that administration seeks varied opinions before making decisions than part-time faculty. However, a vast majority of both full-time and part-time faculty agreed that they participated in their department's assessment activities and also that there is the opportunity to participate in the planning process at MCC.

A study conducted by Cataldi, Fahimi, Bradburn, and Zimbler, (2005) used the survey results of NSOPF: 04 regarding satisfaction with authority to make decisions and found that the majority (61%) of part-time faculty in community colleges were satisfied with their authority to make decisions, whereas the present study found that 53.2% of part-time faculty agreed that the college administration seeks opinions before making academic or administrative decisions. In

addition, chi-square analysis of the data regarding input of opinions before academic decisions are made by the administration indicated that there is a significant difference between full-time and part-time faculty in this regard.

Socialization.

Results in the area of socialization indicate that 96.6% of full-time faculty and 91.6% of the part-time faculty agreed that the climate at MCC is collegial, and 89.9% of full-time faculty and 88.5% of part-time faculty agreed that the administration provided opportunities for professional development. The results of the chi-square test show no statistically significant difference in agreement rates between part-time faculty and full-time faculty with regard to the climate of collegiality at MCC and opportunities for professional development.

The literature regarding the administration providing opportunities for professional development has focused on actual professional development rather than the availability of such programs. Contrary to the findings of this study, Grubb (1999) maintained that the “unstructured structure” of the professional development program cannot aid the creation of a common faculty culture. Grubb (1999) also pointed out that the variance in the part-time and full-time/class teaching schedules did not allow time for both types of faculty to develop a sense of collegiality. Additionally, Meek (2001) pointed to an uncomfortable association between full-time and part-time faculty members based on the unwillingness of full-time faculty to show solidarity with part-time faculty because they are afraid of losing what they have attained.

Communication.

The results of this study regarding communication indicate that an overwhelming majority of part-time faculty (92%) and all full-time faculty agreed that they were aware of departmental

assessment. About 88% of full-time faculty agreed that the college administration recognized employees for their contributions, compared with 61.8% of part-time faculty. Regarding the fairness of hiring practices, a higher percentage of full-time faculty (86.15%) agreed than part-time faculty (71.6%). The results of the chi-square test in the area of communication--awareness of departmental assessment, recognition of employee contributions and fairness of hiring practices--showed no statistically significant difference in agreement rates between part-time faculty and full-time faculty.

Regarding the issue of communication in previous research, the areas of fairness of hiring practices and recognition of contributions had the highest percentage differences between full-time and part-time faculty members. In the area of hiring practices in this study, the full-time faculty percentage of agreement was 14.5% higher than that of the part-time faculty. Gappa (2000) pointed to the fact that recruitment of part-time faculty is often characterized by informal word of mouth searching for the least expensive candidate. In this study, the percentage of agreement among full-time faculty members was 26.1% higher than that of the part-time faculty in the area of recognition of employees for their contributions. Finley (1991) found that there was a lower level of satisfaction among unionized part-time faculty members in the area of recognition due to a more formalized and impersonal interaction among faculty members and the administration. Although union membership was not a question in the Perceptionnaire survey, the fact that a portion of the part-time faculty at MCC is unionized can be seen as a contributing factor in the lower agreement response.

Student Learning.

This results of this study concerning student learning indicated that 94.9% of full-time faculty agreed that their department used assessment data to modify its processes, whereas only 64.3% of part-time faculty agreed. However, 84.4% of part-time faculty agreed that administrative assessment improved the effectiveness of student services, as compared with 67.3% of full-time faculty. The results indicate that a slightly higher percentage of part-time faculty (17.1%) reported that academic assessment ultimately improved student learning. The results indicate that approximately 75% of both full-time faculty and part-time faculty agreed that MCC linked assessment and planning. The result of the chi-square tests in the areas related to student learning--use of assessment data to modify processes and the use of assessment to improve student services and student learning--showed no statistically significant difference in agreement rates between part-time faculty and full-time faculty.

Kezar (2013), although maintaining that more research is needed, reported that the organizational obstacles and catalysts that influence the utilization of student learning outcome assessment (SLOA) are culture, leadership, and organizational policies. Banta (1997) pointed out that if faculty members do not have a sense of ownership and do not participate in assessment data collection, it is unlikely that they will use the data to produce any meaningful change that is based on assessment results. It was reported by Head and Johnson (2011) that 70% of the community colleges undergoing reaffirmation in 2010 were out of compliance with the requirements that institutions identify expected outcomes, assess the extent to which it will used to achieve these outcomes, and provide evidence of improvement based on analysis of results of assessment. Kuh and Ikenberry (2009) noted a recent increased use of student learning outcome assessment, and they also reported that few institutions use assessment data as a basis for academic decisions.

Summary of the Qualitative Portion

The research questions that guide the qualitative phase of this study are as follows:

- What are the personal characteristics and organizational context that influence the socialization, communication, and participation in decision making among part-time faculty members?
- To what extent do socialization, communication, and participation in decision making, help or hinder part-time faculty's sense of integration into the community college?
- How does part-time faculty's sense of integration into to the community college impact their personal satisfaction and student learning?

Based on the analysis of the qualitative data, four themes were identified and developed to underscore the factors that hindered or assisted in the integration of part-time faculty members: (a) the ambiance of collegiality (b) the repercussions of part-time status student outcome (c) the use of the assessment process to improve student outcome, and (d) part-time faculty: personal satisfaction. A total of 12 subthemes that were based on the 4 themes became apparent with further analysis. An analysis of each theme will be followed by a synopsis of the theme in response to the qualitative research questions.

Theme 1--Ambiance of Collegiality

Ambiance of collegiality is related to respondents' personal interactions with members of their departments and department chairs. The majority of respondents developed a positive sense of collegiality as a result of mentoring, departmental meetings, or leadership exhibited by their department chairpersons. A small number of respondents expressed feelings of alienation and the absence of collegiality primarily based on their former position as full-time professors, their

teaching of online courses, or their previous experiences in 4-year institutions. Though a few part-time faculty participants pointed to an absence of collegiality, they noted that collegiality took second place to their dedication to teaching.

Interview responses to the questions related to the first theme *ambiance of collegiality* point to some answers for the first and second qualitative research questions concerning the personal characteristics and organizational context that influence the socialization, communication, and participation in decision making among part-time faculty members and their sense of integration into the community college. As related to integration, this first theme drew attention to positive organizational contexts such as mentoring of new professors, opportunities for participation in departmental decision making, and strong leadership shown by the department chairpersons. Although there was a majority of positive experiences of integration among the 24 participants, negative organizational contexts such as disconnections from full-time faculty and department chairpersons and exclusions from departmental meetings, activities, and decision making, made a handful of part-time faculty participants feel a lack of integration.

Theme 2--The Repercussions of Part-time Status on Student Outcome

The theme repercussions of part-time status on student outcome drew attention to the respondents' views on what impact their part-time employment status had on their students' outcome. The somewhat unanimous response indicated a nonexistent connection between part-time status and negative effects on student outcome. Approximately half of the respondents felt that any negative repercussions on student outcome were due to other causes present at MCC, such as the allotment of time and space or the students themselves. Similarly, the other half of the respondents indicated that if it were at all possible to have negative repercussions on student outcome based on their part-time status, any negative repercussions could be eliminated by

added measures taken by part-time faculty, such as extended instruction times, alternative times and means to meet with students, and the incorporation of their own personal work experiences into their classroom instruction.

In addition to their sense of integration into the community college and the impact of integration on student learning, participants shared some concerns about the personal characteristics of part-time faculty members and the organizational context. Responses pointed to a strong belief that there was no negative connection between part-time status and student learning. It became evident from the interview responses that the vast majority believed that student learning was a priority regardless of the degree of integration or the level of part-time faculty personal satisfaction; underscoring their dedication to teaching and students. The vast majority noted that the workings of the department, the college, and the students themselves were keys to the negative aspects of student outcomes. Respondents suggested a number of ways of overcoming these negative aspects, such as meeting with students before or after class, conducting extra times for students to work on skill retention, and using various means of technology to keep in communication with students.

The findings of this study show no resemblance to the findings of Jacoby (2006), who found a significant and negative effect on graduation rates at community colleges where the ratio of part-time faculty increased. Rather, the findings of this study are in agreement with findings that indicate that part-time faculty had a non-negative impact on the likelihood of community college students completing a certificate or degree program (Yu & Campbell, 2013).

Research by Umbach (2007) and Levin (2006) suggested that the limited participation of part-time faculty in the culture of their institution led part-time faculty to be less engaged and

available to students and less satisfied with their participation in campus governance and curriculum development. The findings of the present study support the findings of Umbach (2007) and Levin (2006) in that the results of this study echoed their findings that limited participation of part-time faculty in the culture of MCC caused the part-time faculty to be less involved, less available to students, and less satisfied with their limited participation in campus governance and curriculum development at MCC.

Theme 3--The Use of the Assessment Process to Improve Student Outcome

The theme, the use of the assessment process to improve student outcome brought to light the use of tests and other student evaluation results to assess the success or failure of the course processes needed to be maintained or adjusted to better student learning success.

The responses to the third theme, the use of the assessment process to improve student outcome, pointed to the second and third qualitative research questions about how the sense of integration of the part-time faculty into the community college influenced their personal satisfaction and student learning. The majority of participants made a connection and played a role in the assessment process. One respondent, working in the Science department, lacked an understanding of the process and, by choice, played no role in it. Three other respondents, one from the Business department and two from the Developmental Math department, pointed to the need for uniform teacher assessment to improve student outcomes. Their negative comments centered on their lack of participation in, and the use of, the assessment process to improve student learning outcomes, while their positive comments were related to their input and use of assessment.

Five respondents stated that they did not participate in the assessment process in their departments, indicating little effort on both their parts and the parts of their departments in the processes. A few respondents discussed that teacher evaluations play an integral part in overall student outcome.

Theme 4--Part-time Faculty: Personal Satisfaction

The theme, part-time faculty: personal satisfaction, reflected the responses of the interviewees concerning the source of personal satisfaction (teaching and students, and personal life and flexibility) and personal dissatisfaction (terms of employment, and respect and inclusion). All of the comments regarding personal satisfaction were, in essence, positive, with some negative comments directed toward organizational aspects of MCC that hindered teaching and students and personal life and flexibility. The respondents described the relationship between teaching and students, as well as the relationship between personal life and flexibility, with one dimension feeding and thriving from the other and vice versa.

The majority of participants in this study exhibited dissatisfaction with terms of employment, especially in the areas of: distribution of classes, ability to achieve a full-time position, and limitations in the availability student resources. The majority of the comments were of a negative nature for dissatisfaction with respect and inclusion, with the disregard, inequality, and lack of participation associated with the part-time status, but at no point did any one of the respondents see their lack of respect or inclusion as a reason to discontinue teaching.

In the responses that formulated the fourth them, part-time faculty: personal satisfaction, responses illuminated how the part-time faculty's sense of integration into the community college impacts their personal satisfaction and student learning. Their positive personal

satisfaction stemmed from their students and their teaching. This highlights that the relationship between teaching and students unfolded as a dual relationship found with one aspect—teaching or students--feeding and thriving from the other and vice versa. The majority of respondents was satisfied or content with their personal lives and flexibility, but at the same time, deeply exasperated, rather than actually dissatisfied by the frustration they experienced from being unable to attend meetings and other events because of conflicts with their schedules.

The majority of participants in this study expressed dissatisfaction with some terms of their employment. Perhaps the most mentioned area of dissatisfaction with employment was the discrepancy in salary between the full-time faculty and part-time faculty. But, the issue of salary was not a part of this study. In all but one of the selected departments at least one respondent commented about dissatisfaction with the terms of employment regarding class assignments. Another major area of dissatisfaction with the terms of employment was obtaining tenure. Approximately 37.5%, or 9, of the 24 part-time faculty members who participated in this study showed a deep desire for tenure, coupled with deep frustration with their inability to obtain tenure.

Previous research has indicated a lower level of satisfaction among part-time faculty who worked in liberal arts departments as compared to vocationally-oriented departments, and also a lower level of satisfaction among part-time faculty who worked in a part-time position rather than a desired full-time position (Maynard & Joseph, 2008; Benjamin, 1993). The results of this study do not indicate any difference in the level of satisfaction between the part-time faculty members in the liberal arts departments—Science, Psychology, Developmental Math—and the part-time faculty members in the vocation-oriented departments—Computer Technology, Business, and ESL.

However, among the six part-time faculty members—four from the ESL department, one from the Developmental Math department, and one from the Psychology department— there were high levels of dissatisfaction with their ability to be granted full-time positions. All six have either asked and been refused a full-time position, or have not applied due to the fact that their department has a reputation of not granting tenure and actually dismissing faculty who were on the full-time tenure track when they approached the end of the required 3- year period before tenure is granted.

The fact that four former full-time faculty members were now working part-time gave additional insight into the areas of respect and inclusion. Their responses indicated that part-time faculty members lacked several things, including: the ability to gather information, interaction with other faculty members, mentoring, opportunities for advancement, and some appreciation of workmanship. Such deficiencies lack of these conditions showed the absence of the sense of respect and inclusion at MCC among the majority of part-time faculty members.

It should be noted that this study did not directly measure student success outcomes. Therefore, the role of integration of part-time faculty cannot be directly linked to student success in this study. Roueche et al. (1995) stated that all part-time faculty should be integrated into the life of the institution through its institutional culture—the framework within all other work unfolds. A special report from the Center for Community College Student Engagement, titled *Contingent Commitments: Bringing Part-Time Faculty Into Focus* listed three main areas of part-time faculty integration for student success: (a) orientation, (b) professional development, and (c) access to training and support. This report cited examples of successful integration of part-time faculty into the institutional culture at several schools, including the following:

- Valencia Community College in Florida - 90% of tenure track faculty previously worked part-time;
- Richland College in Texas - Part-time faculty organizes and promotes comprehensive professional development opportunities detailing the college's vision, mission, values, philosophy and organizational practices;
- North Central Michigan College in Michigan, which created a new position, director of adjunct faculty, to best serve faculty and students; and
- County College of Morris in New Jersey, which launched an online New Adjunct Faculty Orientation.

Recent research by Kezar and Maxey (2013) described the Delphi Project on The Changing Faculty and Student Success, which is aimed at bringing faculty back into the discussion about student success. Tinto (2012) described the demographics of community college students today as working commuters who spend very little time on campus aside from classes, while at the same time emphasizing the key role of faculty for student success.

Use of Triangulation

Triangulation has been defined as the search for the merging, substantiation, and agreement of results in research using a combination of different methods (Cresswell & Clark, 2011). Bogdan and Biklen (2007) advised against using the term *triangulation* because it can be understood to imply impreciseness and confusion, and admitted that its true meaning is that multiple sources of data lead to a fuller understanding of the topic being studied. Brewer and Hunter (2006) and Morse (1991) reported that the conjoining of distinct methods of research—quantitative and qualitative methods—provides the pronounced opportunity of precise

extrapolations. Teddlie and Tashakkori (2009) maintained that triangulation techniques are among the most important methods for refining and assessing the quality of data and inferences.

Jick (1979) pointed out that surveys used in quantitative research became more significant and useful when clarified using significant qualitative information and that statistics become more consequential when paralleled with interview results. As a result of triangulation a problem is examined using innovative methods that enable researchers to be more secure in the results of the multi-method design (Jick, 1979).

This study used a mixed methods approach in which the qualitative and quantitative findings were conjoined or triangulated. Triangulation allows for the discovery of differing results that modify old theories and generate new theories (Jick, 1979). The conjoining or triangulating of the findings allowed for the new ways of encapsulating the dimensions related to the integration of part-time faculty into the community college.

Significance of the Study

The findings of the quantitative portion of this study support the previous research and the qualitative portions of this study add dimensions to the quantitative findings. The overriding research question for this study involved the identification of the factors that facilitate or hinder the integration of part-time faculty into the community college.

Previous quantitative research (Jacoby, 2006; Jaeger & Egan, 2009) had pointed to a negative effect on student outcome as a result of extended student contact with part-time faculty members. There was no data available for this study to quantitatively measure student outcome as based in, for example, employment status. Therefore, no definitive conclusions concerning a negative effect on student outcome resulting from extended contact with part-time faculty

members could be drawn from this study. The results of the qualitative portion of this study showed that the part-time faculty interviewed overwhelmingly maintained that there was little connection between their part-time status and student outcome.

The possible implications of this study are threefold: first, they can add to the body of literature already developed in the field of the integration of part-time faculty members into the community college; second, they can give some insight into specific factors that bring about or discourage the integration of part-time faculty into the community college; and lastly, they enlighten community colleges as to possible adaptations needed when faced with the growing use of part-time faculty within their institutions.

Conceptual Framework

The Modified Conceptual Framework used in this study is based on the Part-Time Faculty Integration Model constructed by Roueche et al., (1996). According to this model, part-time faculty bring to the organization their own individual history, organizational motives, and expectations. These personal characteristics of the part-time faculty member are then acted upon by the presence absence of concertive strategies of the organization, such as socialization, communication, and participation in decision making. As a result, the part-time faculty member's interactions are fluid and reinforced, or identification is hindered by particular individual/organizational dynamics.

The modified conceptual framework for this study drew primarily from the Part-Time Faculty Integration Model proposed by Roueche et al., (1996). The concepts of satisfaction, socialization, communications, and participation in decision making all informed the framework. The Modified Conceptual Framework was adapted to represent connection between part-time

faculty's degree of integration and the resulting outcome on the part-time faculty member, as well as on the educational relationship of part-time faculty with students.

Compared to the Part-time Faculty Integration Model constructed by Roueche et al., (1996), the modified conceptual framework used in this study was adapted to more comprehensively understand the effect of the community college part-time faculty member job satisfaction and integration on personal outcome and their educational relationship with students. Parts of the Fall 2009 Perceptionnaire related to socialization (aspects of part-time faculty institutional life that increase organizational identification to the measure of the degree of authority), communications (contacts that increase the depth of their connections with the organization), and participation in decision making (the part-time faculty member's participation in not only decision making) formed the basis of the quantitative portion of this study.

The mixed methods approach allowed for the application of the Modified Part-time Faculty Integration Model. A comprehensive understanding of the effects of community college part-time faculty job satisfaction and integration on personal outcome and educational relationship with students resulted from the qualitative data from the interviews of 24 part-time faculty members. The parts of the Fall 2009 Perceptionnaire related to socialization, communication, and participation in decision making were answered during the quantitative portion of this study.

Figure 5 depicts the conceptual framework leads to successful integration of part-time faculty into the community college that was developed as a result of the findings of this study. All four of the factors of integration investigated in this study—participation in decision making, socialization, communication, and personal satisfaction—are displayed listing the positive factors, leading to integration, uncovered in this study

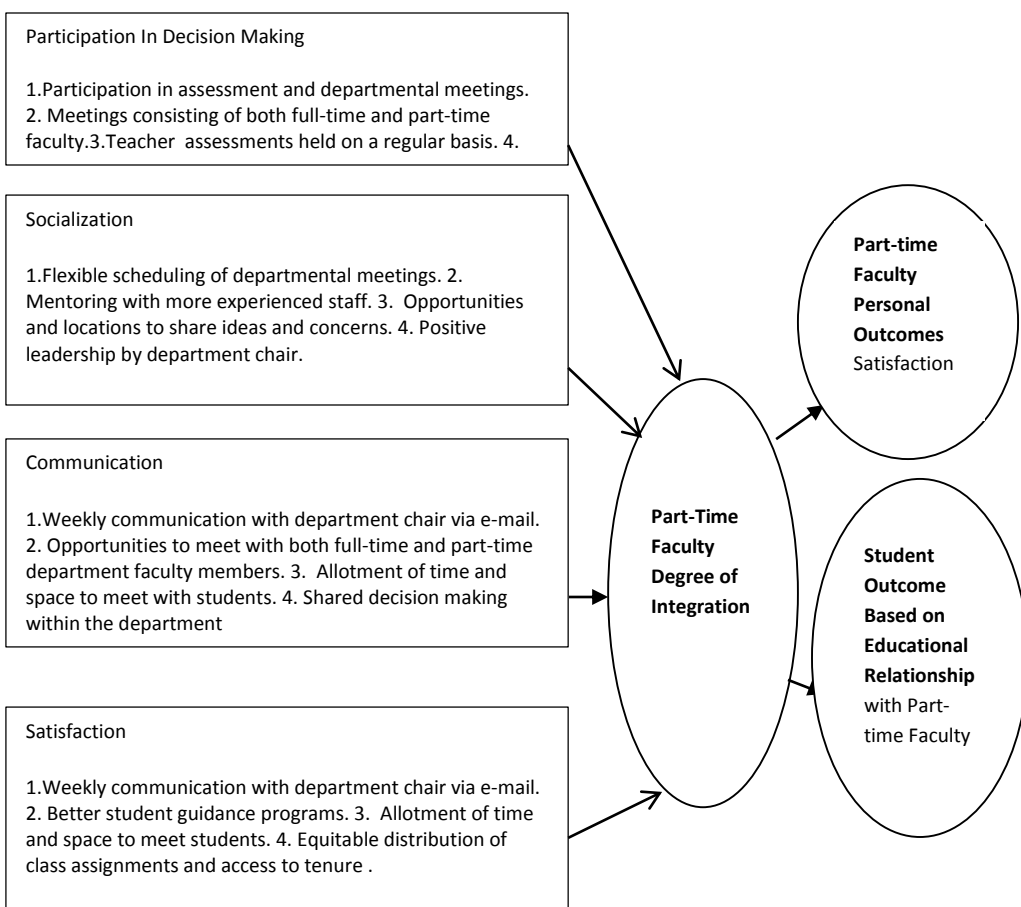


Figure 5. Conceptual framework: factors leading to integration

Recommendations for Policy and Practice

Policy and practice recommendations based on the first theme would include: a required period of mentoring for new professors, the posting of scheduled departmental meetings with the option for any department member to attend, and the requirement that department chairpersons contact each member of their department. By using group mailings directed to each department member, the department chair can inform all department members of departmental issues and elicit responses from department members regarding academic and department issues and policies.

Policy and practice recommendations stemming from the second theme include: the allotment of more time and space for part-time faculty to interact with students, the instruction of part-time faculty on methods of inclusion for developmentally challenged students, and sufficient academic guidance availability for students.

Based on the qualitative findings generated in the third theme, policy and practice recommendations would include department wide information sessions detailing the process of assessment from formulation to implementation. Also included are the revamping of the curriculum and syllabus as deemed necessary and as the end product of assessment results, and a more systematic and coordinated teacher evaluation process.

Based on the findings for the fourth qualitative theme of this study the recommended policy and practice changes would be in the areas of tenure acquisition and obtaining of class assignments. General policies need to be formulated and made public detailing definitive criteria that need to be met to acquire tenure. Also, an equitable formula for the distribution of class assignments needs to be developed and made public. Practices such as diverse scheduling of departmental meetings and designation of definite areas for teacher-student interaction (outside of class) need to be put into operation.

Based on the findings of both the quantitative and qualitative portions of this study, a list of suggested practices has been compiled and is detailed in Table 18.

Table 18

Recommended Institutional Actions Based on Study's Findings

Quantitative Findings	Recommended Actions	Qualitative Findings
<u>Satisfaction</u> Equal levels of approximately 99% of satisfaction for both part-time and full-time faculty	<i>More equitable salary and class distribution, allocation of teaching resources and recognition of individual contributions</i>	<u>Satisfaction</u> Negative and positive comments centered on part-time faculty's characteristics and the organizational context they experienced.
<u>Participation in Decision Making</u> Test statistics in the area of participation in decision making show no statistically significant difference in agreement rates between part-time and full-time faculty in the areas of participation in assessment activities and in the planning process. However, a statistically significant difference between part-time and full-time faculty was found in the area of seeking varied opinions by administration.	<i>Varied scheduling of departmental meetings</i> <i>Issuing of assessment results</i> <i>Invitations to staff meetings for all department members</i>	<u>Participation in Decision Making</u> Respondents from four of the six departments used in this study expressed both positive and negative knowledge and understanding of the workings, value, and use of assessment in their department. Another five respondents indicated a total lack of participation in their departmental assessment process.
<u>Socialization</u> Test statistics in the area of socialization show no statistically significant difference in agreement rates between part-time faculty and full-time faculty with regard to the areas of the climate of collegiality at MCC and the area that administration provides opportunities for professional development.	<i>Departmental disseminated announcements</i> <i>Departmental meetings for both full-time and part-time faculty together</i> <i>Designated opportunities for evening and Saturday part-time faculty to meet and interact with other members of their department</i>	<u>Socialization</u> The majority of respondents developed a positive sense of collegiality as a result of mentoring, departmental meetings, or leadership exhibited by their department chair person. A minority of respondents declared a feeling of alienation and the absence of collegiality primarily based on their former position as full-time professors, their teaching of online courses, or their previous experiences in four year institutions and universities.
<u>Communication</u> Test statistics in the area of communication show no statistically significant difference in agreement rates between part-time faculty and full-time faculty in the areas of awareness of assessment processes, recognition for contributions, and fairness of hiring practices.	<i>Online seminars</i> <i>Directed interaction with part-time faculty by department heads</i> <i>Campus meetings among departmental online part-time faculty</i>	<u>Communication</u> The majority of the respondents commented both positively and negatively on their experiences within the organization context that influenced their knowledge and understanding of the workings, value, and use of assessment in their department.
<u>Student Outcomes</u> Test statistics in the area of student learning show no statistically significant difference in agreement rates between part-time faculty and full-time faculty in the areas of the use of assessment to modify processes, assessment improves student services, and academic assessment improves student learning.	<i>Area to meet with students</i> <i>Instruction on inclusion of developmentally challenged Students</i> <i>Sufficient guidance availability for students</i>	<u>Student Outcomes</u> A somewhat unanimous response indicated a nonexistent connection between part-time status and negative effects on student outcome. Approximately half of the respondents answered that any negative repercussions on student outcome were due to other causes present at MCC such as the allotment of time and space or the students themselves.

Limitations of the Study

Several limitations to this study should be acknowledged. First, MCC did not grant me permission to use the raw data from the 2009 Fall Perceptionnaire for this study. The results are therefore limited by the use of only the descriptive data recorded on the questionnaire. Second, the limited number of interview participants and disciplines are constraints on the application of the findings of this study to a broader population. Because all but one of the interviews was conducted by phone, I could not see the facial expressions and had to rely solely on the spoken word and the intonation of the voice of the responders.

Third, this study was limited to one urban/suburban community college in the Northeast United States. This study could not have taken into considerations any factors connected to other geographical regions of the United States or other institutions, nor could it consider factors such as the regulation of community colleges in every state or the demographic characteristics of faculty that are significantly different from the faculty of MCC. Fourth, researcher bias is another limitation. My own experience and perspectives from working for almost 10 years at MCC as a part-time professor might have influenced the interpretation of the findings.

Finally, this study did not include full-time faculty and department chairs, two groups that play critical roles in shaping the integration experiences of part-time faculty members. Also excluded was input from administrators and students. The exclusion of these members limited the viewpoint in the crucial areas of socialization, communication, participation in decision making, personal satisfaction, and student outcomes.

Suggestions for Future Research

The current findings lead to four suggestions for future research. First, it is important to conduct a study of the successful integration of part-time faculty into all types of institutions of higher education in the United States. The increasing use of part-time faculty is predominately found at the community college level, but it is found in ever increasing numbers at 4-year institutions as well as online profit and non-profit institutions.

Second, an investigation of a possible direct linkage between part-time faculty integration and student outcomes merits future research. In addition, the study of integration from a longitudinal point of view should be conducted in order to uncover the overall effect, if any, that part-time faculty integration has on student outcome.

Third, a comparative study is needed to examine the process of integration of part-time faculty in other countries throughout the world. Canada is one of the many countries that is known to have a highly developed community college system. A study undertaken to determine the best practices used by other countries could improve the integration of part-time faculty at community colleges and other institutions in the United States.

Fourth, studies that include quantitative and qualitative data collected from full-time, part-time, and administrative staff at institutions of higher education need to be conducted. Insights from the other members of the institutions of higher education could prove to be beneficial in getting a complete sense of the organizational culture of an institution and its workings. Participation of students in such studies should be included to allow for perspectives from the people who are dependent on the integration of all members of the institution.

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Appendix A

2009 Fall Perceptionnaire—Numbers and Percentages

Q = Item used as basis for question in Qualitative Phase

*= Indicates that one or more response numbers is less than 5

Question	Full-time Faculty Disagree	Part-time Faculty Disagree	Full-time Faculty Agree	Part-time Faculty Agree
General Section				
1-1 **** is successful managing its growth.	19 (33.3%)	9 (5.7%)	36 (63.2%)	123 (78.3%)
Q * 1-2 The climate at **** is collegial.	2 (3.4%)	6 (3.8%)	56 (96.6%)	143 (91.6%)
1-3 Different areas of the college work in harmony.	9 (15.5%)	10 (6.4%)	48 (82.7%)	104 (66.7%)
1-4 Off-campus locations of the college are well integrated with the main campus.	27 (47.3%)	10 (6.5%)	27 (47.3%)	86 (55.5%)
*1-5 Diversity at **** contributes to a harmonious workplace.	0 (0%)	2 (1.2%)	55 (94.9%)	140 (90.3%)
Communications Section				
2-1 The college administration effectively communicates its policies and procedures	7 (12%)	10 (6.4%)	50 (86.2%)	138 (87.9%)
2-2 The college administration is receptive to new ideas	6 (10.3%)	11 (7%)	48 (82.8%)	91 (58.3%)
2-3 The college supports an environment where communications readily flows from administration to general staff	7 (12%)	14 (8.9%)	51 (88%)	116 (73.9%)
* 2-4 The college administration effectively communicates its goals.	3 (5.1%)	13 (8.3%)	55 (94.9%)	129 (78.3%)
Q 2-5 The college administration seeks opinions from varied points of view before making academic or administrative decisions.	11 (18.9%)	22 (14%)	39 (67.3%)	83 (53.2%)
2-6 The college administration is effective in explaining the rationale for its decision making	12 (20.7%)	22 (14%)	45 (77.6%)	79 (50.4%)
2-7 The college administration provides leadership in response to changing trends in education, research and services.	8 (13.8%)	10 (6.4%)	49 (84.5%)	110 (70%)

Question	Full-time Faculty Disagree	Part-time Faculty Disagree	Full-time Faculty Agree	Part-time Faculty Agree
2-8 Overall, the administration has provided outstanding leadership to the college.	5 (8.6%)	8 (5.6%)	51 (88%)	117 (75.5%)
Assessment and Planning Section				
Question	Full-time Faculty Disagree	Part-time Faculty Disagree	Full-time Faculty Agree	Part-time Faculty Agree
* 3-1 Assessment is part of the culture at ****.	0 (0%)	2 (1.3%)	57 (98.3%)	142 (91%)
* 3-2 Assessment at **** is a continuous process.	0(0%)	6 (3.8%)	57 (98.3%)	140 (89.8%)
Q * 3-3 I am aware of assessment in my department	0 (0%)	6 (3.9%)	58 (100%)	141 (91.65%)
Q * 3-4 I participate in my department's assessment activities.	0 (0%)	15 (9.7%)	57 (100%)	116 (75.4%)
Q * 3-5 My department has used assessment data to modify its processes.	2 (3.4%)	7 (4.5%)	55 (94.9%)	99 (64.3%)
* 3-6 **** provides support for assessment activities.	3 (5.3%)	6 (3.9%)	52 (91.2%)	113 (73.9%)
* 3-7 Assessment data is routinely collected and shared.	1 (1.7%)	16 (10.3%)	55 (94.9%)	108 (70.2%)
3-8 It is easy to locate assessment data.	12 (21.4%)	31 (20.3%)	39 (69.7%)	76 (49.6%)
3-9 Assessment is difficult.	18 (31.6%)	62 (40.3%)	38 (66.6%)	57 (36.9%)
* 3-10 Assessment activities are worthwhile.	9 (15.5%)	3 (2%)	49 (84.5%)	133 (88.1%)
* 3-11 I am aware that assessment workshops are offered on campus.	1 (1.8%)	12 (7.7%)	56 (98.2%)	128 (83.2%)
* 3-12 Assessment workshops were helpful in clarifying assessment concepts.	2 (3.4%)	4 (2.7%)	48 (82.8%)	92 (60%)
* 3-13 Assessment workshops were helpful in understanding and clarifying the five column grid.	2 (2.4%)	6 (4%)	48 (82.8%)	76% (50.3%)
Q * 3-14 Academic Assessment ultimately improves student learning.	10 (17.2%)	3 (3.9%)	45 (77.6%)	137 (84.4%)
Q 3-15 Administrative Assessment improves effectiveness of student services.	6 (10.3%)	6 (3.9%)	39 (67.3%)	130 (84.4%)

Question	Full-time Faculty Disagree	Part-time Faculty Disagree	Full-time Faculty Agree	Part-time Faculty Agree
Q * 3-16 Assessment and planning are linked at ****.	7 (12%)	4 (2.5%)	45 (77.7%)	107 (76.5%)
* 3-17 Planning at **** is a continuous process.	2 (3.4%)	4 (2.6%)	52 (89.6%)	117 (76.5%)
Q 3-18 The College has the opportunity to participate in planning process.	9 (15.5%)	11 (7.2%)	43 (74.2%)	94 (61.4%)
Professional Development Section				
Q 4-1 Administration provides opportunities for professional development.	5 (8.6%)	8 (5.1%)	52 (89.9%)	137 (88.5%)
4-2 The college provides support for training for administrative leadership.	7 (12.5%)	10 (6.4%)	24 (42.9%)	84 (54.6%)
4-3 College administration has provided a clear path for job advancement.	11 (19.3%)	32 (20.6%)	41 (72%)	66 (42.6%)
* 4-4 College administration has provided support to advance my education.	3 (5.3%)	30 19.7%	39 (68.4%)	64 (42.1%)
Services at **** Section				
* 5-1 The printing services are adequate for your needs.	4 (7.2%)	18 (11.5%)	48 (85.7%)	122 (78.2%)
5.2 The mail delivery system is timely and efficient.	9 (16.1%)	7 (4.5%)	44 (78.6%)	126 (80.8%)
* 5.3 The copying requests are handled efficiently by the staff.	1 (1.8%)	4 (2.5%)	50 (89.3%)	130 (82.9%)
* 5.4 The delivery of received items (stationery etc...) are timely.	2 (3.6%)	5 (3.2%)	51 (91%)	99 (63.9%)
* 5-5 The supplies (quantity and quality) in print shop are adequate for my needs.	1 (1.8%)	7 (4.5%)	46 (83.7%)	111 (72.1%)
5.6 Parking on campus is adequate.	9 (16%)	20 (12.7%)	47 (84%)	130 (82.8%)
5.7 The cafeteria is meeting the needs of the College.	18 (32.2%)	13 (8.4%)	25 (44.7%)	86 (55.5%)
Q 5.8 Human Resources provides helpful services to employees.	5 (9%)	8 (5.1%)	47 (83.9%)	109 (69.4%)
5.9 The campus facilities are well-maintained.	32 (57.1%)	18 (11.5%)	24 (42.9%)	130 (82.7%)

Question	Full-time Faculty Disagree	Part-time Faculty Disagree	Full-time Faculty Agree	Part-time Faculty Agree
Safety and Security Section				
6-1 A safe and secure environment is provided for the campus community.	14 (24.1%)	7 (4.4%)	44 (75.9%)	146 (93.1%)
* 6.2 I receive quality customer service from security.	3 (5.1%)	5 (3.2%)	54 (92.3%)	142 (90.5%)
* 6.3 The security office responds in a timely fashion.	2 (3.4%)	2 (1.3%)	49 (84.6%)	128 (82%)
* 6.4 The security personnel have a professional demeanor.	4 (6.9%)	4 (2.5%)	53 (91.4%)	144 (91.7%)
6.5 The facilities are well guarded by the security.	15 (25.8%)	7 (4.5%)	36 (72.4%)	140 (89.7%)
Technology at **** Section				
7-1 ****'s portal meets the needs of the College community.	14 (24.2%)	10 (6.5%)	41 (70.6%)	143 (92.3%)
7-2 I receive adequate technology training when needed.	9 (15.5%)	12 (7.7%)	47 (81.1%)	126 (80.8%)
7.3 There is sufficient support for technology on campus.	14 (24.1%)	15 (9.7%)	42 (72.4%)	125 (80.6%)
7.4 The use of technology on campus has improved services in my area.	8 (13.8%)	6 (3.9%)	44 (75.8%)	129 (83.3%)
7-5 Current technology is available to the users at ****.	5 (8.6%)	7 (4.5%)	48 (82.7%)	136 (88.3%)
7.6 I am satisfied with the technology services at the college.	10 (17.2%)	14 (9%)	47 (81.1%)	137 (87.8%)
Working at **** Section				
Q 8-1 College administration recognizes employees for their contributions.	6 (10.4%)	13 (8.3%)	51 (87.9%)	97 (61.8%)
8-2 College administration appreciates long-term commitment from its employees.	6 (10.3%)	10 (6.4%)	48 (82.8%)	91 (58.3%)
8-3 The College effectively communicates with bargaining units.	6 (10.3%)	8 (5.1%)	36 (62%)	61 (39.6%)

Question		Full-time Faculty Disagree	Part-time Faculty Disagree		Full-time Faculty Agree	Part-time Faculty Agree	
* 8-4 Overall benefit program is competitive with other colleges.		4 (6.9%)	22 (14.3%)		48 (82.8%)	71 (46.1%)	
8-5 Overall salary is competitive with other colleges.		15 (26.2%)	41 (26.4%)		37 (64.9%)	83 (53.5%)	
* 8-6 The hiring practices at **** are conducted fairly.		4 (6.9%)	12 (7.7%)		50 (86.1)	111 (71.6%)	
8.7 Evaluation criteria are applied with fairness.		8 (13.7%)	6 (3.8%)		45 (77.6%)	127 (81.9%)	
Overall Satisfaction Section							
Q * 9-1 I like my job.		0 (0%)	0 (0%)		57 (100%)	157 (100%)	
Q * 9-2 I am satisfied with my job at ****.		0 (0%)	1 (.6%)		57 (100%)	155 (99.9%)	
9-3 The morale among the employees of the College is very low, low, or moderate.					18 (31.1%)	24 (15.5%)	
9-3 The morale among the employees of the College is adequate, or high.					39 (67.2%)	105 (67.7%)	
Describe Yourself Section							
		Full-Time Male	Part-time Male		Full-time Female	Part-time Female	
10-1 What is your gender?		20 (37%)	72 (47.1%)		34 (63%)	81 (52.9%)	
		Less than 1 year	1-5 year	5-10 year	10-15 year	15-20 year	More than 20 years
10-3 How long have you been employed by the College	Full-time	2 (3.8%)	15 (28.3%)	13 (24.5%)	8 (15.1%)	6 (11.3%)	9 (17%)
	Part-time	33 (21.3%)	67 (43.2%)	38 (24.5%)	8 (5.2%)	6 (3.9%)	3 (1.9%)

Appendix B

Letter of Solicitation

Dear Part-time Faculty Members of the ESL, Developmental Math, Business

Administration, Computer Information Technology and Psychology Departments:

My name is Ruth Carberry and I am a doctoral student in the Higher Education Leadership, Management and Policy program at Seton Hall University in New Jersey. I would like to invite you to participate in my dissertation research project.

The purpose of my study is to examine the integration of part-time faculty into the community college. Factors investigated in this study will help facilitate the integration of part-time faculty into the community college.

As a valuable contributor to this research, you will be asked to participate in a 30 to 60 minute interview which is convenient to you between November 1 and December 1, 2013. During the interview, I will ask you questions concerning your socialization, communications, participation in decision making, interaction with students, and overall satisfaction at ****. With your permission, the interview will be recorded with a digital recorder.

Your participation in this study is voluntary and greatly appreciated.

Information from this research will be used solely for the purpose of this study and any publications that may result from this study. All conversations will remain confidential; your name and other identifying characteristics will remain confidential; your name and other identifying characteristics will not be used in reports or presentations.

Thank you for your time and consideration and I sincerely hope you will grant your consent to participate in this important study. If you have any questions or would like to participate, please contact me by November 1 at rcarberry@****.mailcruiser.com, or by phone at 201-410-1136. I look forward to hearing from you soon.

Best regards,

Ruth Carberry

Appendix C

Interview Protocol

Introduction by Interviewer: To give you some background for my study, the aim of my study is to find factors that would lead to the better integration of Part-time faculty into the community college. I center on 5 main areas: socialization, communication, participation in decision making, part-time faculty personal outcome, and student outcome.

Interview Questions:

Question #1—How long have you been teaching at ****?

Question #2—How would you describe the climate of collegiality that you have experienced at MCC?

Question #3—What factors do you think cause you to respond in this way?

Question #4—Do you find that full-time and part-time faculty members are treated the same way in your department? Why or Why not?

Question #5—How are you made to feel part of the department you belong to? How is this feeling developed?

Question #6—How are your individual contributions recognized by your department?

Question #7—Concerning the hiring practices at ****, do you feel that they were truly fair for you or any other faculty members?

Question #8—As far as your department is concerned, does the faculty play any role in making academic decisions? If so, in what ways?

Question #9—In what way(s) have you participated in your department's assessment activities?

Question #10—How has your department modified its processes based on student assessment results?

Question #11—In what ways have you found academic and administrative assessment improving

student (learning) outcome?

Question #12—Have you ever participated in the workshops and seminars given at *****? If so, which ones did you find most beneficial?

Question #13—In what ways do you find your students' learning success impacted by your status as a part-time faculty member?

Question #14—What factors caused you to like or dislike your position at *****?

Question #15—Why are you satisfied or dissatisfied with the manner in which you are able to fulfill your position at *****?

Question #16—How would you categorize your sense of personal outcome? How would you categorize the sense of personal outcome among your colleagues?

Question #17—When you first applied at *****, did you seek a full-time or part-time position?

Question #18—In what way(s) are you pleased or displeased with your part-time employment status at *****?

Author's Biography

As a faculty member in a Catholic Elementary School, Ruth A. Carberry taught 5th, 6th, 7th, and 8th grade Social Studies and 8th grade homeroom subjects for over 35 years. During these many years, Ruth worked to instill Christian principles in addition to a love and appreciation of the United States, and a deep sense of global responsibility. Ruth also worked as a part-time professor in the Developmental Education department in one of New Jersey's community colleges.

Ruth A. Carberry earned a Bachelors of Science in Secondary Education from Duquesne University and a Masters of Arts in Elementary Education from William Paterson University.