

UNIVERSITY OF HAWAI'I LIBRARY

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**A CASE STUDY OF THE UTILIZATION OF ADJUNCT FACULTY IN A  
PRIVATE UNIVERSITY**

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5042

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## **ABSTRACT**

There have been few qualitative studies examining the roles and responsibilities of adjunct faculty in higher education. These found that increased utilization of adjunct faculty raised concerns about an erosion in tenure positions for full-time faculty, lack of involvement in academic and research programs by adjunct faculty, and that institutional integrity was increasingly at risk for student learners.

The literature is split between two sources: (1) concern in the growing *corporatization* of American colleges and universities and the shifting labor market; and, (2) collections of anecdotal stories by adjuncts reflecting their own personal histories. Increased reliance on adjunct faculty has created issues regarding labor parity and the effectiveness and quality of teaching.

This research investigated the status of adjunct faculty in terms of utilization, institutional support, inclusion, and changes in delivery of education to a broader student/consumer base. The adjunct participants for this research were those who teach composition courses at a Private University and whose terms of hire (course limitation, pay, duties, and conditions) were defined by institutional contracts for adjuncts. This research used the term “adjunct” and “part-time” faculty to apply to the same group. The participants within this group were identified as those whose livelihood mostly depended upon their employment as adjunct faculty at one or multiple institutions of higher education in permanent positions. Many wanted to teach full-time in higher education. Most of the adjunct faculty considered themselves entrepreneurs who patched together courses while many acknowledged support from their spouse’s income.

This study specifically examined the culture and utilization of adjunct faculty while focusing on a clear description and analysis of what *systems* and *opportunities* existed to serve adjuncts, the institution and its academic programs, and students. Within the scope of this research, *systems* have been defined as the terms and conditions under which adjunct faculty are hired and *opportunities* reflect the physical and psychological needs within the context of the teaching institution.

This research also investigated the interrelationships among adjunct and full-time faculty *and* the relationship of adjuncts to the coordinators and deans. The statements among these groups were examined to provide a clearer understanding of the range of values and perceptions regarding concerns about mission, service, and academic integrity. The findings pointed to how greater reliance upon adjunct faculty in composition courses affected academic integrity in terms of consistency and standards of pedagogy, faculty cohesion and stability related to collaboration with colleagues, and time devoted to research and participation in professional venues. Another component examined the utilization of adjunct faculty and how their status as “adjuncts” mitigated ways in which they could be valued by the institution. They saw their labor as limited to such an extent that there were no clear paths toward professional growth, inclusion, or rewards systems for banking their accomplishments as equity. The primary concerns emerging from this research pointed to currency in terms of professional credibility as viewed and valued by adjuncts and full-time faculty within the English department. Where no venues for opportunity, inclusion, reward, banking, and progression existed, the depth and quality in professional utilization was viewed as diminished and their teaching effectiveness was perceived as somewhat valued.

The findings also shed light upon the differences in inclusion, support, and benefits provided by the primary site to adjunct faculty teaching in the liberal arts as opposed to part-time affiliate faculty teaching in the professional areas of business, nursing, professional studies, and diplomacy. These differences pointed to how part-time faculty were viewed in terms of their professional currency and relevance to real world terms and how that currency and relevance were valued by the institution.

## LIST OF TABLES

Tables	Page
1. Adjunct Faculty Pay: State Community College Appointment.....	25
2. Adjunct Faculty Pay: Hawaii Private University Appointment.....	26
3. Interview Schedule: Adjunct English Faculty Participants.....	74
4. Focus Group Schedule: Adjunct English Faculty Participants.....	75
5. Interview Schedule: Full-time English Faculty Participants.....	75
6. Focus Group Schedule: Full-time English Faculty Participants.....	76
7. Interview Schedule: Administrative Personnel - Private University.....	76
8. Interview Schedule: Development Coordinator State Community College.....	77
9. Full-time English Faculty Participants.....	77
10. Administrative (key personnel/deans) Participants in the Research Study.....	78
11. Adjunct English Faculty Participants by Gender .....	79
12. Adjunct English Faculty Participants by Academic Degree.....	79
13. Adjunct English Faculty Participants by Ethnicity .....	79
14. Adjunct English Faculty Participants by Age Range.....	79
15. Adjunct English Faculty Participants by Duration at Private University.....	80
16. Adjunct English Faculty Participants by Area of Academic Study .....	80
17. Survey Responses: Adjunct English Composition Faculty.....	100
18. Survey Responses: Full-Time English Faculty.....	132

## TABLE OF CONTENTS

Abstract.....	iii
List of Tables.....	iv
CHAPTER 1: INTRODUCTION.....	1
Description of the Problem.....	4
Purpose of Study.....	5
Research Design and Questions.....	6
Defining Adjunct and/or Part-Time Faculty in Higher Education.....	7
Demographic Traits of Part-Time Faculty.....	11
Significance of this Study.....	14
CHAPTER 2: REVIEW OF THE LITERATURE.....	20
Introduction.....	21
Compensation and Benefits.....	22
Unionization, Representation, and Voice.....	30
Employment Status and Security.....	32
Hiring, Vetting, and Evaluation.....	32
Underlying Motivation of Adjunct Faculty.....	33
Benefits in the Utilization and Employment of Adjunct Faculty.....	36
Fiscal Responsibilities and Shared Institutional Investment.....	38
Changing Market Realities.....	42
Technology.....	45
Changing Paradigms.....	47
Terms of Employment.....	48

Teaching, Grading, Preparation, Development.....	50
Compelling Forces and Trends Outside of the Institution.....	55
Research and Teaching Faculty.....	56
Economic Realities.....	58
Conclusion.....	62
<b>CHAPTER 3: METHODOLOGY AND METHODS.....</b>	<b>66</b>
<b>Introduction.....</b>	<b>66</b>
<b>Site Selection.....</b>	<b>66</b>
<b>Accessibility.....</b>	<b>68</b>
<b>Reciprocity.....</b>	<b>69</b>
<b>Ethics.....</b>	<b>70</b>
<b>Sample.....</b>	<b>71</b>
<b>Methods.....</b>	<b>71</b>
<b>Role Management.....</b>	<b>71</b>
<b>Focus Groups.....</b>	<b>72</b>
<b>Interview Schedules.....</b>	<b>74</b>
<b>Interview Schedule: Adjunct English Faculty.....</b>	<b>74</b>
<b>Focus Group Schedule: Adjunct English Faculty.....</b>	<b>75</b>
<b>Interview Schedule: Full-Time English Faculty.....</b>	<b>75</b>
<b>Focus Group Schedule: Full-Time English Faculty.....</b>	<b>76</b>
<b>Interview Schedule: Key Administrative Personnel (Deans).....</b>	<b>76</b>
<b>Interview Schedule: Key Administrative Personnel (State CC).....</b>	<b>77</b>
<b>Demographic Data: Adjunct English Faculty Participants.....</b>	<b>78</b>

Interview Sites.....	81
Focus Group Sites.....	81
<b>Data Collection.....</b>	<b>84</b>
Surveys: Adjunct English Faculty Participants.....	86
Focus Groups: Adjunct English Faculty Participants.....	87
Focus Group Questions.....	88
Surveys: Full-Time English Faculty Participants.....	89
Interviews: Key Administrators.....	90
<b>Data Analysis.....</b>	<b>90</b>
Organizing Data.....	92
Coding.....	92
Document Review and Analysis.....	94
Limitations of this Study.....	96
<b>CHAPTER 4: FINDINGS.....</b>	<b>98</b>
Participants: Research Study.....	98
Summary of Survey Responses: Adjunct Faculty.....	100
Self-Perception: Adjunct Faculty.....	101
Perception by Others.....	102
Utilization of Contributions.....	103
Stability.....	104
Summary of Interview Responses: Adjunct Faculty.....	106
Narrative Summary of Interviews: Adjunct Faculty.....	107
Summary of Focus Group Responses: Adjunct Faculty.....	116

Accountability.....	123
Professional Currency.....	125
Narrative Summary of Focus Groups: Adjunct Faculty.....	127
Summary of Survey Responses: Full-Time English Faculty.....	132
Narrative Summary of Interview Responses: Full-Time English Faculty.....	134
Summary of Focus Group Responses: Full-Time English Faculty.....	136
Narrative Summary of Focus Groups: Full-Time English Faculty.....	141
Interview of Administrators.....	144
Summary of Interview Responses: Staff Development Coordinator (CC).....	146
Narrative Summary of Interview: Staff Development Coordinator (CC).....	147
Interview of Deans: Private University.....	151
Summary of Interview Responses: Dean, College of Communication.....	152
Narrative Summary of Interview: Dean, College of Communication.....	155
Summary of Interview Responses: Dean, College of Business.....	156
Narrative Summary of Interview: Dean, College of Business.....	157
Summary of Interview Responses: Dean, College of Business (Interim).....	160
Narrative Summary of Interview: Dean, College of Business (Interim).....	161
Summary of Interview Responses: Dean, Academic Administration.....	164
Narrative Summary of Interview: Dean, Academic Administration.....	165
Reliance on Adjunct Faculty.....	168
Centralization of Hiring Policies and Acquisition of Adjunct Faculty...	168
Inclusion of Adjunct Faculty.....	168
Evaluation of Adjunct Faculty.....	169

<b>CHAPTER 5: DISCUSSION AND RECOMMENDATIONS.....</b>	<b>174</b>
<b>Purpose and Context of the Research.....</b>	<b>174</b>
<b>Overview of the Findings.....</b>	<b>174</b>
<b>Institutional Policies and Practices.....</b>	<b>177</b>
<b>Emerging Issues.....</b>	<b>182</b>
<b>Institutional Adaptation.....</b>	<b>185</b>
<b>Guidelines for Management Reform.....</b>	<b>194</b>
Cost.....	196
Quality.....	197
Effectiveness.....	200
Access.....	200
<b>Practice and Policy.....</b>	<b>202</b>
<b>Recommendations.....</b>	<b>203</b>
Develop a University Protocol.....	203
<b>Summary and Ensuing Research.....</b>	<b>205</b>
Recruitment, Utilization and Accountability.....	206
Enfranchisement, Inclusion, and Opportunity.....	207
Uniform Faculty Promotion and Review.....	209
Teaching.....	210
Professional Service.....	210
Research, Development, and Collaboration.....	210
Community Service.....	210
<b>Directions and Implications for Future Research.....</b>	<b>211</b>

<b>REFERENCES.....</b>	<b>212</b>
<b>Appendix A: Informed Consent Form.....</b>	<b>222</b>
<b>Appendix B: Institutional Review Board Approval (Private/Public).....</b>	<b>223</b>
<b>Appendix C: Trial Study Survey (Adjunct Faculty).....</b>	<b>227</b>
<b>Appendix D: Letter to Adjunct Faculty.....</b>	<b>229</b>
<b>Appendix E: Adjunct Faculty Survey.....</b>	<b>230</b>
<b>Appendix F: Interview/Focus Group Questions (Adjunct Faculty).....</b>	<b>232</b>
<b>Appendix G: Letter to Full-Time English Faculty.....</b>	<b>233</b>
<b>Appendix H: Full-Time Faculty Survey.....</b>	<b>234</b>
<b>Appendix I: Interview/Focus Group Questions (Full-Time Faculty).....</b>	<b>236</b>
<b>Appendix J: Letter to Deans and Key Administrative Personnel.....</b>	<b>237</b>
<b>Appendix K: Interview Questions and Historical Perspectives (Private).....</b>	<b>238</b>
<b>Appendix L: Interview Questions – Administrative Personnel (Private).....</b>	<b>239</b>
<b>Appendix M: Interview Questions – Administrative Personnel (CC).....</b>	<b>240</b>
<b>Appendix N: Protocol for Conducting Focus Groups.....</b>	<b>241</b>
<b>Appendix O: Field Notes.....</b>	<b>244</b>
<b>Appendix P: Recommended Practices.....</b>	<b>252</b>

## **CHAPTER 1**

### **INTRODUCTION**

Over the past fifty years, American colleges and universities have hired more adjunct faculty to fill their teaching ranks (*AAHE Bulletin*, October, 2001, cited in *The Adjunct Advocate*, 2002). According to *Webster's New World Dictionary and Thesaurus* (2002), adjunct is defined as "a secondary or non-essential addition...in a temporary or part-time position" (p. 9). There are many reasons for this trend and there are also many associated problems. The historical evolution of higher education started to change during the second world war when student populations shifted from previously dominant groups of upper middle class white males to an increase of middle class men and women, followed in the 1950s and 1960s by a surge of student candidates both from the general American society (to include minorities) as well as those individuals outside America seeking higher education opportunities that were affordable and accessible.

During the 1960s, there was a dramatic increase in the numbers of students who realized both the need and desire for a college education. Some factors which created this drive lay mainly in changes in the job market, emerging new technologies, and a reduction in blue collar jobs which saw little increase in salaries and compensation. Among those who recognized the growing need was Clark Kerr, an established academician whose expertise was situated in economics. In a eulogy to Kerr (December, 2003), Arthur Levine, president of Teachers College at Columbia University stated:

Clark Kerr did for higher education what Henry Ford did for the automobile. He mass produced low-cost quality education and research potential for a nation that hungered deeply for both. (<http://www.com/education/archives>)

This statement and sentiment offers one of the major reasons behind the creation and proliferation of community colleges throughout the United States. The explosive demand for higher education for all was initiated by economic realities in changing job and market realities based less upon manual labor and more upon intellectual capacity.

Many people, both inside and outside the United States, envisioned a re-working of the “American dream” as a means of opportunity toward greater access to employment diversity and increased professional currency and capital. With the dramatic increase in student populations, both the colleges and government agencies that supported them recognized the need to balance institutional academic integrity, the rights and benefits of the full-time faculty in issues of governance, tenure-track appointments, and maintaining economic viability, while admitting larger numbers of students. Employment of lower cost adjuncts appeared to be a solution.

Historically, the adjunct faculty population has changed with the times and the shifts in higher education. Distance learning and “virtual” colleges like the University of Phoenix have hired professionals with expertise in a certain field who teach part-time and bring “real world” experience into the on-line classroom. Brick and mortar colleges and universities have increasingly relied on hiring “neo adjuncts” who teach primarily to fulfill institutional needs in order to meet course enrollments and last minute vacancies. *The Chronicle of Higher Education* (2001) noted in “Trends in Faculty Employment”, that nearly fifty percent of teaching faculty in higher education are adjunct faculty. (<http://www.chronicle.com/free/almanac/2000/almanac>) (No page number or volume was provided at the web site).

In almost all cases, part-time faculty did not have equal representation in wages, benefits, institutional support, or professional opportunity. Professional currency and issues about qualifications, vetting, and evaluation have also come under closer scrutiny.

This case study examined how adjunct faculty viewed themselves in their service as teachers, researchers, and participants in community service (as these roles are defined for tenure-track or regular university faculty), how adjuncts were viewed by others (full-time faculty and administrators), how their contributions were utilized, and initiatives that might provide greater stability, accountability, professional affiliation, and opportunity for adjuncts to progress professionally.

In addition the roles, responsibilities, relationships, and status of adjunct faculty were examined in light of a number of different perspectives. Among these were the circumstances of employment at the Private University (the site for primary research) as described in the working contract and faculty handbook and how the conditions of employment (reflected by “content analysis”) were aligned with and valued through the personal reflections and experiences of adjunct faculty interviewed and surveyed for this research. Additional focus centered upon institutional documents such as the definition of position (adjunct, affiliate status), administrative management, mission statement, and statement of vision. The two primary concerns emerged.

1. Academic integrity of programs (specifically composition courses) in student learning outcomes, consistency, high standards of pedagogy, collaboration with colleagues, involvement in research, and participation in professional organizations such as the American Association of University Professors, the National Council of Teachers of English, and the American Educational Research Association.

2. Economic viability and how the Private University views, values, and utilizes adjunct faculty within the design of institutional practices as defined by mission, faculty responsibility, forms of support, and terms of inclusion and hiring.

This study also looked into other characteristics that represent who adjunct faculty are and what they bring into the environment under those conditions established by the university and its administrators and the role they (the latter) play in hiring and retention issues. While much is written about the wages of part-time faculty, these differences, as seen across the national landscape, require a separate and more in-depth probe into budgets, costs-of-living, specializations, labor demands, and other significant indicators.

To gain a clearer understanding of “extrinsic” forces, this research examined the changing market realities with respect to *technology* and *shifting paradigms* (in labor and institutional mission and delivery).

### **Description of the Problem**

An historical contextualization of the development, increased reliance, and utilization of adjunct faculty in higher education through the lens of both the landscape across the United States and specifically at the research site at the Private University, indicated a clear division of labor in conditions affecting the social, intellectual, and physical needs of adjunct faculty and career faculty. Increased utilization of adjunct faculty has created situations of change in higher education which include issues regarding labor parity and the effectiveness and quality of teaching and advising.

Anecdotal stories of personal lives, careers, and experiences both individual and institutional help paint a real picture of the current circumstances connected to adjunct faculty. A typical example that offers the unique perspective into the feelings and

attitudes of adjunct faculty was reflected by a writer as follows. "It's bad enough being paid a smaller salary for doing the same work that a full-timer does. Waiting around for a paycheck is just plain ridiculous." (*The Adjunct Advocate*, November/December, 2004, p. 4)

### **Purpose of the Study**

While there have been many studies regarding the utilization and status of adjunct faculty in higher education, most have focused on their work in community colleges while specifically looking at issues regarding pay, union affiliation, and labor issues in bargaining contracts. This case study was concerned with a deeper examination into many issues as reflected by the primary site (Private University) and how the use of adjunct faculty in English composition classes affected both academic integrity and economic viability. It also explored how these elements were seen in balance and viewed as a larger part of the changing mission and carrying capacity of the university.

To this end, this research examined attitudes, values, opinions, feelings, and needs of individuals (participating adjunct English composition faculty, full-time English faculty, Staff Development Coordinator, and Deans) in the institution and upon experiences outside this institution (as noted by adjuncts through other teaching experiences) as a means of comparison. Since this research focused on one particular group of adjunct instructors teaching entry-level composition courses at the Private University, the conceptual framework and the methodology addressed and defined the paradigm under which the research was viewed. This dissertation research centered on the following areas of concern regarding the professional lives of adjunct faculty studied at the Private University:

1. *What are the needs expressed by adjunct faculty? Specific questions include but are not limited to:*
  - a. What traits, characteristics, and cultural artifacts define part-time faculty in the research site as these are manifested *by* and *in* the work environment?
  - b. What are the long term expectations of adjuncts regarding continued service as an adjunct? How does working as an adjunct fit into the life context of the adjunct? Do adjuncts have dual or multiple means of employment? What are the satisfactions and dissatisfactions of adjuncts? What do adjuncts see as the benefits and liabilities or “downside” of being in an adjunct position?
2. *How do full-time faculty view and value adjunct faculty with regard to roles adjunct faculty have in responsibilities, and their impact upon academic departments and programs?*
3. *What are the purpose, intention, and perspectives of the administration regarding institutional capacity with regard to the utilization of adjunct faculty?*

The governing approach for this research inquiry was based upon Glaser and Strauss (1967) and their work defining the *grounded theory or constant comparative method* approach that examined ways or reasons that influenced and affected members of the groups studied in this research in order to understand attitudes, values, and perceptions about the utilization, responsibilities, and contributions adjuncts serve in academic programs in the institution being studied. These methods were noted as “grounded theory methods specify analytic strategies, not data collection methods and sources suitable for use including observations, interviews, conversations, public records, and organizational reports.” (Charmaz, 2002, p. 512)

## **Defining Adjunct and/or Part-Time Faculty in Higher Education**

### ***Taxonomy of Adjunct, Temporary, and/or Part-Time Faculty***

While early into the field of studies regarding “adjunct faculty” issues, specifically with the taxonomic definitions provided by Tuckman, Caldwell and Vogler (1978), there remained a general confusion about specific titles, ranks, responsibilities, and pay issues among the part-time faculty community and across the various college communities. Part-time faculty are classified by many different titles some of which include “affiliate,” “visiting instructors,” “special lecturers,” “emergency or temporary hires,” and “contingent faculty”. This last applies generally to those who may be employed either part-time or full-time non-tenure track. In “*Statement on Part-Time Faculty*” (2001):

While often hired year after year, they are commonly appointed for one term only, paid by the course or credit hour, and denied benefits and regular increments. While usually held to workloads below those of full-time faculty, many non-tenure-stream part-time instructors carry teaching loads equal to or greater than those of full-time faculty. Because of the multiplicity of ways of classifying and compensating non-tenure-stream faculty, the term “adjunct” is defined as any member of an institution's instructional or professional staff employed outside the tenure stream at a salary and under conditions disproportionate to those of full-time, tenure-stream faculty of comparable qualifications and experience. While most carry less than a full-time load, some have workloads equivalent to those of full-time employees. A related problem concerns temporary full-time employees whose terms and conditions of employment resemble those of part-time employees. (AFT Washington “Statement on Part-time Faculty Employment” *AFT: a Union of Professionals*: <http://www.wa.aft.org/index>).

Currently, in the United States, adjunct faculty members provide approximately forty-five+ percent of the instruction in institutions of higher education. While some teach on an academic year basis, the majority of adjuncts are employed on a semester/course basis. Their salaries range from a low of about \$1,000 per course to as high as \$4,000 in some of the more prestigious institutions. They tend generally to teach in the departments of English, mathematics, and social science where they typically teach entry-level courses (Avakian, 1995).

Tuckman, Caldwell, and Vogler (1978) provided categories of identification of part-time faculty that offer some interesting insight into defining and locating both who they are and why they teach part-time. Some of these designations are demeaning and pejorative, while at the same time vague. They include the following:

*Students* – persons employed in other departments than the one in which they are registered to receive a degree and who are called part-timers rather than graduate students by the institutions that hire them.

*Hopeful Full-Timers* – those whose main reason for working part-time is due to the inability to find a full-time position.

*Full-Mooners* – those who in addition to their part-time job also held a full-time job of 35 hours a week or more for 18 weeks or longer elsewhere.

*Homeworkers* – these part-timers choose their status due to other responsibilities.

*Part-Unknowners* – those individuals whose motive for becoming part-time do not fall into any of the other categories. (p. 179)

Among adjunct faculty who were part of this research, nearly all fell within the categorical description of *hopeful full-timers*. This group which sees part-time academic

work as most problematical has been labeled “freeway flyers,” and “roads scholars”. They sometimes work at several part-time teaching jobs at more than one institution in order to make a living. This group is typically the largest percentage of adjunct faculty who make up the teaching services in composition, mathematics, history, and psychology. While the above group *types* or labels provide some distinction, it gives more of a flavor of outsiders who have secure jobs than providing a fair view of adjuncts. Perhaps greater recognition of the labor provided by part-timers, along with significant changes in how labor is both viewed and represented, necessitate an updated “taxonomic version” designed by the unions who try to provide affiliation and voice to adjuncts who seek representation. One “taxonomy” which is typical of current standards is that devised by the National Education Association (NEA) (1997) who categorized adjunct faculty as follows:

1. Part-time faculty members – those who have less than a full-time teaching load and are usually compensated at a rate below that of regular full-time faculty. Part-time faculty are divided into two sub-categories for the purpose of policy-making.
  - a) Regular part-timers – those holding one (or more part-time appointments and tending to establish long-term employment relationships with an institution through regular and repeated appointments. This group includes “full-time part-timers (those who teach a full-time load for part-time compensation).
  - b) Irregular part-timers – those who usually hold a full-time position elsewhere or outside of academia and/or teach part-time only on an irregular or “casual” basis.

2. **Temporary faculty members – full-time appointees, retained on a short-term basis, usually a semester or a year or two, and for special purpose without reasonable expectation of continuing, long term employment at the institution.**
3. **Non-tenure track faculty members – full-time appointees retained to teach or conduct research and may have expectations of continuing, long-term employment without benefit of regular faculty status or the reasonable expectation of attaining a tenure-track position. In some institutions, these individuals are appointed annually on term contracts, or, have forms of employment similar to academic tenure.**  
**(Under what may be special circumstances, these individuals might serve in both teaching and administrative capacities – as is the case at the Private University.)**  
**(<http://www.nea.org/he/healma97/images/reconfig.pdf> ) p. 63.**

**One other critical aspect was that compared to other part-time workers or laborers, adjunct faculty were better educated, experienced greater job instability due to shifting fortunes and increasingly tighter budgetary constraints in academic labor markets rather than in the larger economy, and were relegated to a marginalized status among their colleagues (Gappa and Leslie, 1993). The role and responsibility of teaching in higher education carries some prestige and recognition compared to other industries where the part-time laborers are traditionally seen as seasonal labor. Adjunct faculty are defined by the institution that employs them and they derive their duties as stated in the “mission statement,” the “position description,” and the “contractual agreement” documents.**

## **Demographic Traits of Part-Time Faculty**

### ***Age Range***

According to statistics compiled by National Study of Postsecondary Faculty (NSOPF: 04) Report on Faculty and Instructional Staff in Fall 2003, 56 % of faculty surveyed were employed full-time while 44% were part-time. The age range cited in the study was 45 years of age (y.o.a.) for part-time faculty to 48 years of age for full-time faculty. The age range of part-time faculty studied at the research site was close to the NSOPF figure.

Most studies concluded that, with the exception of retirees and those who chose to wind down academic careers teaching part-time, the bulk of the population tended to be younger than their full-time counterparts. Comparisons of figures derived from the NSOPF are of limited significance given the fact that many part-time faculty surveyed at mainland colleges and universities were also graduate students and teaching assistants. It should be noted that unlike mainstream (mostly public) universities and colleges, Hawai'i Pacific University does not employ students as graduate assistants or teaching assistants.

### ***Race and Ethnicity***

This study (NSOPF) found that the distribution of part-time faculty by race broke down to the following percentages: White: 80%; Asian and Pacific Islander: 9%; Black: 5%; Latino: 3%; and other 2%. Interestingly, these figures were fairly close to those brought out in this research concerning adjunct faculty teaching composition courses at Hawai'i Pacific University. Since many components such as location, cultural aspects, historical contexts, and economic aspects lend a more unique view of this research site, comparisons to national studies can be quite limiting or difficult to make.

## ***Gender***

Of the total full-time faculty surveyed, the study found that 62% were male while 38% were female. Among the ranks of the part-time faculty, the study indicated that there were 52% male and 48% female. These figures do not match the research of participants within the primary research site (TPU) and who are members of the composition faculty. (<http://www.ecs.org/html/Document.asp?chouseid=6174>)

## **The Private University**

The primary site used for this research, while typical of many mainstream colleges and universities with regard to both academic programs and the faculty that support these areas of study, reflected some unique characteristics which defined the reasons for and the ways in which “part-time” faculty were utilized. One major consideration has to do with the fact that the Private University relies heavily (around 60% of the total teaching faculty) upon the services of adjunct faculty. In addition to this labor condition, there is no provision for tenure-track or ladder progression for contingent (adjunct) faculty to enter into longer-term contracts.

The Private University is a private institution that was established in 1965 as an independent, coeducational, comprehensive university, with approximately 8,500 undergraduate and graduate students from all 50 U.S. states and over 100 countries. The curriculum presents a wide mix of liberal arts studies and pre-professional programs. Many of the programs, especially those in business, communication, and law, rely heavily on the services of adjunct faculty to provide professional teaching and real world experience to students who attend the mostly city campus classes.

These professionals are drawn from the business community and they provide important perspectives and insights into the courses they teach. The other location, a suburban campus also employs a large proportion of adjunct faculty to serve within the nursing and pre-med programs situated there. In both cases, adjunct faculty are fully employed in career positions outside of teaching and within their occupational specialty.

What was of specific interest, however, was the fact that non-tenure-track instructors accounted for about half of all faculty appointments in American higher education. The non-tenure-track consisted of two major groups: those who teach part-time and those who teach full-time but are not on tenure-track lines. At the Private University, part-time faculty now hold 57% of faculty positions and non-tenure-track, full-time faculty hold 43% (Field Notes, 3/2006, Private University).

### ***Part-Time Faculty Issues***

Writing in *Good Practices and Common Goals: The Conference on Part-time and Adjunct Faculty*, (January, 1998), Barbara Ramusack highlighted five distinct areas which emerged from the conference and reflect similar circumstances discovered in this research conducted at the Private University.

First...the world of part-time and adjunct faculty is complex and highly differentiated across and within disciplines and education institutions. In disciplines such as English, foreign language, and mathematics, part-time and adjunct faculty are used extensively because core, required courses are deemed best taught when class size is limited to 15 to 25 students. Consequently, full-time faculty will never be sufficient to teach such large numbers of low enrollment courses. (*Perspectives*, January, 1998)

In fact, documentary evidence listing courses taught by adjunct faculty at the Private University bore this out in mirror fashion. Adjunct faculty who taught composition classes (Writing 1050, 1100, and 1200) were more likely to teach in greater numbers than full-time faculty who taught these courses. The data indicated a ratio of approximately 20 adjuncts to 15 full-time English faculty. Adjunct faculty were hired at the last minute usually as far into a semester as the second or third week of instruction or until the enrollment indicated a need to create smaller classes.

### **Significance of this Study**

The twin engines impelling most of the issues and events are the changing paradigms and structures of higher education and its colleges and universities and the economic and consumer populations that compel them. The *American Association of University Professors* (1998) along with advocate voices notably that of Ernst Benjamin and others who have called for a tighter rein on the over-reliance on adjunct faculty. This research attends to examining who adjunct faculty are, what it is they contribute, how they impact the landscape of institutional missions, and what the future may hold in terms of re-shaping higher education for better or for worse.

One of the primary questions of this research involved examining ways in which greater use of adjunct faculty affected both the adjunct teacher as professional laborer and how their contributions were viewed and valued within the institution itself. The issues of pay and parity have long been discussed in terms of the differences in compensation and enfranchisement, but there has been little research into the effect, if any, on the areas of self-governance, mission, and consistent integrity of the academic programs that in particular rely heavily upon adjunct faculty to teach courses in the liberal arts curriculum.

Of primary concern over the past five years to the Private University and the (WASC) Western Association of Schools and College which governs and guides college and university policies were the related issues of student learning outcomes in academic programs and the increasing concerns about student retention especially after the first or second year of enrollment. The “relationship” of these was determined through the findings of a task force appointed by the university president to assess student opinions and views related to both academic and other institutional opportunities available at the Private University. While these findings are an on-going or formative process, they were not included in this research as either an instrument for measuring outcomes or gathering results from reliance upon adjunct faculty. They served only as an aspect of the perspectives shared by students at the institution and how they viewed and valued the educational opportunity. Mainly, this research examined ways in which adjunct faculty teaching English at the Private University saw themselves and their professional futures; how the full-time faculty in English related to adjunct needs; and how key administrators envisioned the utilization and role of adjunct faculty across the curricular landscape.

Higher education is a venue where professionalism and prestige are very important factors for career-minded individuals. Some scholars have become alarmed at the large number of adjuncts currently employed in American universities. Part-timers are seen as disconnected from the “mission and spirit of the institution” (Gappa and Leslie, 1993).

Some effects are “threatening of the quality of undergraduate instruction.” The university has no commitment to part-timers and part-timers are less apt to have a long-term commitment to the university (Wilson, 1996). Hiring non-tenure-track and part-time faculty creates a transient labor force which “institutionalizes inexperience and

discontinuity” (Berver et al, 1992, p. 27). In fact, as this case study pointed out, these same conditions do exist at the Private University where findings indicated that there was a great reliance upon part-time faculty (in English) and that there is no protocol in place to provide adjuncts with the acquisition of value or the opportunity to invest in a professional banking system (opportunities through which to serve on committees, develop curriculum and courses, practice and share research with the academic peers, and provide community service that supports the mission of the university) which would serve as a form of accountability in terms of professional equity and direct support to the institution and its constituency toward future full-time employment or merit raise.

While colleges and universities have always had a need for adjunct or part-time faculty, the growth of this particular population has expanded exponentially over the past thirty years due to shifts in cultural, social, and economic values as well as changes in global interest and needs. In order to fulfill increased demands of larger student populations and added expectations for research, colleges and universities have come to rely on the services of part-time faculty to fill the gap. In addition the growth of part-time faculty has often come at the cost of stable employment for those who seek full-time careers. Institutions that assign a significant percentage of instruction to faculty members in whom they make a minimal professional investment undercut their own commitment to quality (Gappa, 1984a).

There is a distinction between sets of adjunct faculty in higher education. The first group is made up of those who either by choice or by other professional obligations willingly opt to serve as adjuncts. These include attorneys, medical professionals, those in technical trades, and others engaged in full-time career activities outside of education.

Additionally, many adjuncts may be retired and are teaching to continue professional development or are working for personal reasons or for supplementary income.

The second group (studied in this research) was comprised of professionals who were actively seeking full-time employment as teachers in higher education environments. They may have extensive service experience in a number of teaching venues and they may have been involved in important research and other professional opportunities; but, for many reasons, they have not yet secured full-time employment in teaching. This case study examined both groups in terms of their own experiences, their expectations, and the ways in which they may or may not have met the needs of the institution as dictated by the types of services provided by the instructor and by the changes brought upon the institution by outside influences of economy, politics, and other social and technological factors that impact both the university and its providing of service to its consumers.

### **Definitions**

The following terms, traits, characteristics, and definitions are included and utilized within the text and narrative of this research. The definitions referring to qualitative research strategies are from various sources which include Bogdan, R.C. and Biklen, S.K. (1998); Charmaz, K. (1995); Geertz, C. (1973); and others.

1. *Adjunct*: These are defined as instructors who are hired to teach part-time and whose contract period is usually one semester. They are also known as “contingent faculty” members.
2. *Affiliate/Associate*: Part-time faculty who teach one or two specialized courses (upper division or graduate level) and which are designed around the individual’s particular expertise and professional currency.

3. *Coding*: A qualitative coding system inductively developed based on the data. This consists of reviewing each file to find interesting items in the data and marking the line segments that contain those items of interest with a particular code word. For example, certain key words in response to survey questions will indicate a preference or a belief in some particular issue. In other data collection, words, statements, or phrases that resemble one another may be indicative of a collective attitude or a consensus of belief by the participants. In grounded theory, coding also goes beyond consensus to identifying critical incidents or aspects of data that form the basis for theory development. (Strauss and Corbin, 1990; and Miles and Huberman, 1994).

4. *Confirmability*: Since much of what makes up a belief in “qualitative research” has the cautionary note against researcher bias, the operative idea here is to make certain that the findings of the researcher can actually be examined (or re-examined) in light of following a logical trail either through the means recorded records or verifiable documentation. (Erlandson, D. A., Harris, E. L., Skipper, B.L. and Allen, S. D. (1993); and Schwandt, T. and Halpern, E. (1988).

5. *Credibility*: Credibility is defined as the protracted engagement with participants and stakeholders of the research area, extensive observation of their lives and lived cultures, their cultural artifacts and triangulation of the approaches (through the use of various instruments) utilized in the study of those participants and their contexts. (Dervin, 1997)

6. *Dependability*: Research “dependability” is reliant upon components listed within the descriptive protocol within qualitative research methodology and the inquiry process in which the research is conducted. (Heath, (1997)

7. *Focus Group*: A group discussion and interview which follows a structure set of questions intended to elicit frank and open responses and discussion (a possible deliberation and interaction among group members/participants) (Patton, 1997).
8. *Full-time Faculty*: Instructors deemed “career faculty”, who by their multi-year contract, are employed full-time with obligations to teach, conduct research, serve on committees, and perform community service, and who are required to go through re-examination and re-appointment procedures at the end of each contract period. At many institutions, these are tenure-track, but at the case study institution, there is no tenure (*Private University Faculty Handbook*, 12<sup>th</sup> Edition, 2004).
9. *Member Checking*: A research procedure that provides ways in which the stakeholders can refer back to their comments and review and verify their own thoughts and conclusions (statements of belief) (Erlandson, et al., 1993).
10. *Transferability*: In constructivist inquiry, the goal is to allow for transferability of the findings rather than moving toward a broad generalization of those findings (Trochim, 2002).

## CHAPTER 2

### REVIEW OF THE LITERATURE

Research concerning the use of adjunct faculty necessitates the inclusion of a number of issues which ripple across the academic landscape. Early investigation into concerns and needs for the most part pointed to market-related items such as pay parity, benefits, job security, and full-time employment. While these are still a part of the high stakes themes in higher education, other themes have emerged which affect the future of higher education in general and the role of the professional community, tenure status, and research efforts specifically. Competition among colleges and universities, and among departments, shifting labor and technology needs from without, and competing interests within state and county budgets have all had a strong impact on the direction of higher education goals and directions. News stories such as these underscore the crisis at hand.

“Regents Approve Budget Cuts: universities will function differently with spending reductions of \$17.3 million” (*Des Moines Register*, Cedar Falls, IA., August, 2003).

“University of Wisconsin System to Lose 40% of Faculty in Five Years” (*Wausau Daily Herald*, Wausau, WI., August, 1993) (*Adjunct Advocate*, September/October, 2003, p. 8).

Concern over the cost of higher education serve as a reminder of the events which are a part of the changing landscape. The issues are not solely focused upon the lives and careers of adjunct and contingent faculty, but as important upon the lives of tenured faculty and upon students who will inevitably face rising tuition costs, reduced course and academic department offerings, and increased class populations. Add to this a consideration of the phenomenal growth of on-line offerings and virtual universities.

## **Introduction**

This chapter examined the lives and issues of part-time faculty in higher education along with a look at trends and ideological shifts in the ways in which higher education has evolved with regard to market based economic factors. Data and perspectives reviewed included insight from professional organizations directly involved with faculty concerns and academic standards, issues emanating from the purveyors of emerging technologies, advocacy groups, and statistical information gleaned from a study by the National Study of Postsecondary Faculty (NSOPF) conducted in 1998. This last source was used to provide a general outlook on issues and trends about adjunct faculty traits with regard to gender, ethnicity, age, and educational level. The study examined inclusion, wages and benefits, motivations for teaching, and the pros and cons regarding the reliance on adjunct instructors. This research also looked into the growing changes in economic, social, technological, and political arenas that influenced shifts in how higher education operated both as an institution of learning communities and ways in which these shifts affected the ways of conducting business.

Since this research was conducted at a private, not-for-profit institution, there were significant differences under which private and public colleges operate. The Private University is mostly reliant upon two significant sources of revenue: student tuition and contracts made with independent businesses and the military; and grants and endowments provided either by individuals or through partnerships. Public colleges rely on budgets submitted to state legislatures which then decide how much tax revenue will be allocated for operating expenses. Also, while public institutions own the land and buildings they occupy, the Private University leases, for the most part, the bulk of its facilities.

Before embarking any further into the extensive review of literature covering trends and issues within higher education and specifically those issues which either directly or indirectly affect part-time as well as tenure-track faculty, it is worth examining the range and diversity of concerns which are both separate from yet connected to the whole environment. These can be divided into three groups of inquiry.

### ***Compensation and Benefits***

In any discussion regarding salary, benefits, compensation, and conditions of hire, any hope of codifying the guidelines let alone knowing precisely and under what conditions such guidelines might be promulgated is not only difficult to gauge, but equally difficult to access. Like most businesses, private colleges and universities usually do not openly publish or allow general access to salaries and benefits to their teaching staff as is the case with the Private University. The only open documentary evidence available in this case has to do with issues and definitions of faculty appointments as these relate to contractual obligations in meeting course requirements and other advising and academic duties. Often in the case particularly for those adjuncts defined as affiliate, salaries are negotiated and are higher than those paid to adjunct faculty who specifically teach courses in English and are defined or limited by their terms of hire. All teaching faculty at Hawai'i Pacific University do not have the opportunity of belonging to a labor union that might represent and serve them as a bargaining venue for salary and compensatory needs. While there have been attempts either by individuals or by groups of teachers to draw a representative union into the institution, the administration has made it clear that these moves would be absolutely considered counter-productive to the greater needs of the university in its capacity and its mission.

Most colleges and universities are fairly transparent about salaries as these apply to full-time and adjunct (contingent) faculty positions. The University of Hawai'i has its salary range published on the National Education Association website where salaries are indicated by gender, institutional type and control, and rank and are based on annual surveys. (<http://www2.nea.org/he/salaries>)

There are certain factors that do exist within the conditions of employment for adjunct faculty at the Private University. These are: (a) a limit in the number of courses one can teach in a semester and in a year to not add up to full-time obligations when or if combined at one institution; (b) adjunct faculty receive and are not eligible to receive any research, travel, professional affiliation support, nor compensation in benefits, health or medical insurance, retirement, or other institutional monetary support; and (c) that salaries reflect the level and amount of duties expected of the adjunct according to their contract and the rank at which they are hired. As noted in *The Chronicle of Higher Education* (8/16/2005):

It has been well documented that adjunct faculty members do not receive equal pay for equal work, with most earning only half of what tenure-track professors make to teach the same number of courses. Little attention has been paid, however, to the fact that adjuncts rarely, if ever, receive raises to reward them for their experience and professional development (<http://web.chronicle.com/jobs/2005/08/2005081601c>).

While there are many voices for change and advocacy on behalf of adjunct faculty concerns (the American Association of University Professors; the National Education Association, and the American Federation of Teachers), one emerging representative is Keith Hoeller, a co-founder of the Washington State Part-Time Faculty Association.

Grassroots campaigns underscore the extent to which most adjuncts in higher education are viewed as out of the mainstream when it comes to bargaining for their careers. Efforts to gain meaningful enfranchisement through unionization are viewed as sometimes helpful and sometimes not. Approaching the issues of parity and inclusion (in salary increases), Hoeller's efforts to lobby the Washington state legislature have proved fruitful to an extent as noted in *Adjunct Advocate* (January/February, 2007).

When Hoeller began his campaign (2002), part-time faculty were earning 38 percent of what full-time faculty earned. Now they earn 57 percent. When we started, part-timers were earning about \$1,500 per class. Now it's around \$3,000 per course. Some campuses pay even more per course (pp. 30-31).

There are many contributing elements for these inequities. Most have already been highlighted and include shrinking budgets, higher operating costs, and the necessity for colleges and universities to be trim and flexible while maintaining delivery systems that are both efficient to operate and accessible to a wide consumer base. These coupled with growing technologies that enable transmission of information on faster and broader levels almost make teachers to seem an anachronism. Additionally, what is adding to the issues surrounding support and enfranchisement are sentiments echoed both by full- and part time faculty who believe "full-time faculty often look down on adjuncts with disdain" (*Adjunct Advocate*, Jan/Feb, 2007, p. 30).

Pay differentials were most noticeable as an important part of this research which found that the Community College, a state college in Honolulu, Hawai'i, offered a salary scale that was significantly higher than that offered at the Private University.

The Community college also provided a ladder system toward full-time position opportunity while the latter did not. The salary ranges for adjunct faculty provided by the Community College and the Private University showed a significant difference in pay and a greater incentive to teach at one site over the other – a situation which has led to a crisis of hiring from a shrinking pool of eager and qualified teaching candidates for the latter.

**Table 1. Adjunct Faculty Pay: State Community College Appointment**

<i>Rank</i>	<i>Pay(per credit hour)</i>	<i>Total</i>
<i>Instructor</i>	<i>\$1,237</i>	<i>\$3,711</i>
<i>Assistant Prof.</i>	<i>\$1,426</i>	<i>\$4,278</i>
<i>Associate Prof.</i>	<i>\$1,551</i>	<i>\$4,653</i>
<i>Professor</i>	<i>\$1,739</i>	<i>\$5,217</i>

Personnel Action Form as of 6/7/2006

*Note.* This form is available on the campus website (<http://www.lcc.edu>).

The pay scale at the Private University was not available to the general public but the information was provided by an administrative assistant to the Dean of Liberal Arts and the figures were current as of June, 2007. While the salary level for adjuncts was determined by educational level with instructors with doctorates paid more than others (see Table 2) only those with an earned Master’s Degree were hired. Salaries for adjunct faculty were not determined by rank or title since neither existed in the traditional sense. All adjunct faculty were hired as “instructors” and they could not, by contract, accumulate rank or time in service since neither a ranking system nor a ladder or development system was provided.

**Table 2. Adjunct Faculty Pay: *Private University Appointment***

<b><i>Rank</i></b>	<b><i>(all three credit courses)</i></b>	<b><i>Pay Per Course</i></b>
<b><i>Doctorate (Ph.D.)</i></b>		<b><i>\$2,750</i></b>
<b><i>Masters (M.A./M.S./M.B.A.)</i></b>		<b><i>\$2,350</i></b>
<b><i>Bachelors (B.A./B.S.)</i></b>		<b><i>\$2,200</i></b>

*Note.* (Adjunct Instructor/Lecturer Salary Scale as of 6/1/2007)

The pay differential was significant not just in the amount paid in salary for teaching courses, but as important, how such a difference played into both the perception of personal and professional value on the part of the individual adjunct and the net loss of wages that might go toward providing greater financial support to them within an already high cost of living economy as was the case in Hawaii. Conceivably that difference per semester for a teaching load of three courses was as much as one who earned \$11,133 (at the instructor level at Community College) compared to \$7,050 (at the instructor level at the Private University) indicating nearly a 41% difference (\$4,083) in the salaries paid for comparable work. Neither could be considered on its own a living wage for Hawaii.

Adjuncts working in a state system of community colleges and universities could and often did cobble together multiple courses at different campuses in order to earn somewhat better wages than those reflected within the site of this case study. This raised the issue of how many different courses at different campuses could an individual adjunct instructor teach each semester while maintaining consistent quality professional standards in teaching and in advising their students.

Studies showed that issues of compensation vary from institution to institution with some schools providing shared insurance coverage, parking, supplies, and limited access to technology and education grants funding (for research and publication or presentation) while others provided no such compensation. In what may be considered a sliding scale based upon time invested and experience, institutions have offered pay and compensation packages which increased incrementally (Gappa, 2000) but most colleges and universities did not for various reasons, not the least of which was high turnover of part-time faculty.

The Private University provided limited access to office keys and a restricted limit was designated for copy requests done in a semester. The recent salary increase came about through a combination of necessity in attracting faculty to teach given stiff competition from the University of Hawaii state system. Nonetheless, the wages and compensations were far below the state university and the national average.

Professional studies examined the issues specifically related to traditional aspects relating to the status of adjunct and contingent faculty with regard to parity in pay, inclusion, ladder progression, and professional characteristics of roles, duties, and responsibilities. Most of the literature in this research was of this nature examining the works of Gappa (1984a); Gappa and Leslie, (1993); Kantrowitz, (1981); Tuckman and Pickerill, (1988); and Warne and Lundy, (1988). More recent and emerging literature dealing with part-time and full-time faculty issues began to develop out of a sense of emergency in apprehension that other long-held and well-established practices might erode (Hersh and Merrow, 2006). Some of these concerns have had to do with faculty unity, cohesive teaching practices, good development of research and teaching strategies, and preservation of tenure and its related assets.

Salaries nationally ranged from \$1,000 to \$3,500 per course offering with some colleges actually paying slightly less than the lowest figure (Gappa, 2000; Avakian, 1995). Research conducted at the Private University found that adjuncts teaching composition studies earned \$1,100 per three credit course in 2004 and saw an increase to \$1,600 per three credit course in 2005.

To better understand the problems associated with pay differentials and actual teaching duties, it was important to examine the causes that contributed to what amounts to a bifurcated faculty of those who teach the general education lower division courses and those who teach in areas of significantly higher or more specialized fields.

Writing in *Steal this University* (2003), Kavanagh provided some personal insight based upon his own circumstance and teaching experiences. These candid views underscored the problems associated with parity and with professional treatment.

Teaching expectations for ladder faculty at eminent universities declined in the late 1970s to the now-standard load of two courses or fewer each semester. Their courses are most often taught by adjuncts paid somewhere between \$2,000 and \$3,000 for each course. When more elite faculty are teaching their normal load, adjuncts are most likely to teach the lower level, “basic” courses that are less “sexy” to teach – and further removed from the research agendas of senior faculty. A shrinking Brahmin class of professorial-rank faculty enjoys academic careers and compensation commensurate with advanced training while a growing class of “untouchable” education service workers can obtain only poorly remunerated semester-to-semester jobs that offer no career prospects. (p.77)

It would be unfair and unwise to conclude that the environment of academe resembles this landscape and that all adjunct faculty had been relegated to the lower classes as noted here; but, the general fact in evidence was that with a growing reliance upon adjunct faculty and their employment specifically engaged solely in teaching, the standards by which these faculty worked and taught were determined by forces compelling colleges and universities to adapt, for better or worse, corporate out-sourcing measures.

In cost trimming, streamlining, or adjusting institutional missions and capacities, expenses were shifted toward money generating areas such as research and corporate collaboration and labor costs were minimized through the utilization of adjunct faculty who not only were paid substantially less than their full-time counterparts, but received no benefits or compensations of any kind as reflected by practices common among many colleges and universities (mostly private) and by the documentary evidence and labor practices seen at the primary case study research site. Since most adjunct faculty worked only “part time” as defined by semester-to-semester contracts, they were not eligible to receive general benefits and entitlements. To highlight this, Tillyer noted:

The greatest myth behind the part-time faculty syndrome cherished by administrators and faculty [*full-time*] alike, is that each part-time faculty member is a temporary employee. As such, he or she does not require any of the “perks” that “permanent” faculty need, such as an office, a computer, and access to training and support (not to mention a pension, health insurance, and paid sick days). Sadly, many part-time faculty members also delude themselves, insisting that they will soon get a full-time position. This unrealistic view flies in the face of the steady expansion of part-time positions over the past decade. (*Academe*, July/August, 2005, p. 51)

Again it should be mentioned, some schools did offer benefits to part-time faculty, but the prevailing sense and condition was that benefits were too costly and might only place a burden on other faculty in that their salaries would be used to offset this support.

### ***Unionization, Representation, and Voice***

While some faculties including full-time tenure track faculty are allowing part-time faculty inclusion into unions, generally most part-time faculty were either not represented or were in a stand alone position (forming their own independent union). Roughly 12% to 15% of part-time faculty were represented by a union but the number was on the rise as reliance upon part-time faculty increased particularly in states such as California and New York which have extensive community and state college systems (Thompson, 1994). Accordingly, adjunct faculty have been moving slowly toward greater representation through organizations such as the Coalition of Contingent Academic Labor (COCAL) which hoped to serve as an umbrella representative for all contingent faculty making modest gains for its members over the past few years (Delaney, 2001).

Most writing has come through journals like the *Chronicle of Higher Education*; the *Journal of the Conference on College Composition and Communication of the National Council of teachers of English*; and *Academe*. These have been the representatives who are facing first hand and directly the issues coming out of today's college and university business practices. Unionization was born out of the early days of manufacture and labor to offer redress in issues of parity and support. These issues have affected part-time faculty who have started to embrace the notion that union affiliation might be the only recourse to labor fairness and recognition. In *Steal this University* (2003), the authors noted in their conclusion:

A burgeoning labor movement has arisen to combat the *corporatization* of academe. Where the architects of the new university speak of flexibility and cost-saving, the movement speaks of benefits and steady work. Where some college presidents assume that universities are businesses, the movement sees them as self-governing democratic communities committed to pursuing public – not private – goods. Where certain administrators consider students to be consumers of an expensive but economically essential product, the movement sees them as something more than just consumers – as citizens who must be offered opportunities at democratic self-governance themselves. In other words, the academic labor movement has initiated a debate about the future of higher education that must be entered into by anyone concerned with the future of democracy. (Johnson, Kavanagh, & Mattson. (Eds.), 2003, p.236)

These beliefs were also re-iterated by educators such as Vartan Gregorian who observed that a steady decline of support for academic freedom and fair and reasonable representation might lead to an erosion of academic integrity.

The lack of job security and of academic freedom inevitably take their toll on the quality of teaching by part-timers. Professional organizations also are limited in their ability to protect the academic freedom of so many part-time teachers. Essentially, the challenge posed by the trend of part-time faculty is the erosion of quality in institution of higher education. Academic freedom cannot thrive in a setting where half the faculty members do not have secure jobs. Universities cannot easily separate economic security from academic freedom and autonomy. (Hersh and Merrow, 2006, p. 86)

The twin forces that compelled the issues that tied labor parity to professional integrity in higher education reflected attitudes that others in manufacture had about the value of both the workmanship and the resulting product: in this case, education.

### ***Employment Status and Security***

The difficulties of gaining job security or moving forward and upward from part-time to full-time teaching in higher education was reflected by some salient forces two of which were very few new openings in some fields and requisite needs to advertise positions to engage greater national competition for the best instructors as noted by Gregorian and others. The professoriate is made up of a group who generally stay attached to their positions, fields, careers, and places of employment over many years. Thus, there is little opportunity of any positions opening up generally. There is also the fact that there exist more people (highly skilled and qualified) to fill a position than there are openings.

In one study, it was estimated that nearly 80% or more of part-time faculty did not hold positions that would lead to either tenure or full-time teaching positions (Corley, 1988). While some institutions did provide long-term appointments, part-time faculty still did not have nor did they view a realistic opportunity for job security.

### ***Hiring, Vetting, and Evaluation***

Most colleges and universities have a policy or protocol in place to ensure good hiring and retention practices. Many follow labor guidelines as published under state or federal regulations. Recently, and during the course of this research, issues regarding both the safety of students and the qualifications of part-time faculty have come under increased scrutiny at the Private University.

### ***Underlying Motivation of Adjunct Faculty***

Because of the diversity among part-time faculty, it was difficult to extract any single reliable reason why individuals chose to work as part-time instructors when they had the knowledge that finding a full-time position was fraught with difficulties. What may have been at the heart of this complexity was that while many did have that knowledge, most chose to ignore it and instead – for as long as they were willing – indulged in the belief that permanency would be granted in time.

Journals such as *The Adjunct Advocate* and on-line publications such as *Adjunct Nation* are filled with anecdotal stories of people who have held out hope or at least resigned themselves to relegating their cobbled work as that of an entrepreneur. One cottage industry that actually catered to the “adjunct as free agent theory” was that instituted by Jill Carroll, herself a lecturer turned advisor to the would-be *adjunct on wheels* entrepreneur. Writing in *Steal this University* (2003), the authors noted:

Much of the practical advice that Carroll pushes through her company, *Adjunct Solutions* – need to build up a core of widely taught introductory courses, live in an area dense with schools, make yourself known to all department chairs and deans, aggressively pursue venues like continuing education and prison courses, and budget carefully. (Johnson, Kavanagh, and Mattson, p. 70)

It is significant that when Carroll brought forward her services and philosophy, many in the teaching community reacted with disfavor because of incongruities in time and labor as required by a qualified teacher practicing good teaching and sound professional development. Nevertheless, there was an apparent appeal for the entrepreneurial venue for some adjuncts who saw this as both a way to earn a living while doing what they

enjoyed and being exposed to the opportunity of landing a permanent position through recognition and repetitive service. What was not taken into account was the reality of health insurance, costs of doing business, investment into professional growth, and ancillary expenses of travel and time management

According to the *American Association of University Professors* (1998), citing Gappa and Leslie, (1993), it was noted that many adjuncts stayed with the profession because teaching in higher education appealed to them much as it would a “calling” and participants in this research stated this as the main reason for working part-time This was prevalent among the older adjunct participants who firmly believed that patience and diligence would reward them.

Those with this stated aim, both in the literature and in the case study, also reflected a pattern which many in academe pointed to as behaviors in teaching that were problematic for learning outcomes and for the integrity of the academic programs, the institution, and especially for the students. There was a noticeable change at the Private University specifically within the English department which saw less control over hiring qualified candidates, constraints in time dedicated to evaluations, little consistency or permanence in hiring stable adjunct faculty, and a noticeable decline of effectiveness in investment on the part of adjuncts to perform innovatively in the classroom.

As a means through which to gain what adjuncts believed as either popularity or a special connection to their students, other behaviors included keeping a low profile with the institution, staying with a “tried and true” pedagogy rather than being innovative, risking even minor failure, and perhaps the most egregious, inflating grades to indicate a perceived belief that the instructor was effective and that students were acutely engaged.

Changes to the traditional environment in higher education were also affected by industrial tools developed to assist in course management for the adjunct instructor who had to balance a number of different teaching venues. These included programs such as Blackboard™, WebCT™ and SAKAI™ which allowed teachers to incorporate greater technology in their teaching and do so on-line thus abnegating in part the need to “be there” in the classroom. While these were legitimate processes for on-line courses, this case study discovered some adjuncts substituting these programs for non-on-line courses; in other words, substitution for courses that actually met but instead allowed the adjunct to be free from the restraints of time and travel to the site.

The Private University did not employ teaching assistants or graduate assistants. Many adjuncts had served in the capacity of teaching assistants or graduate assistants and faced a plight no less woeful than that of other hopefuls. Most participants stated they had faced longer time in their graduate education, increased tuition burdens, increased debt accrual, and the prospect of diminishing openings for full-time employment in higher education. The cautionary advice in *Steal this University* (2003) provided some perspective relative to the participants in this case study.

In most fields, spending more than a few years as an adjunct is the kiss of death in the search for a real job. You may as well walk around hiring conventions wearing a scarlet “A.” Part of this is a simple matter of caste; incredibly, despite decades of dismal job prospects, hiring committees made up of tenure-stream faculty, of course will assume that there must be something wrong with an applicant unable to secure a job after several years of trying. This is widely known, so many applicants actually eliminate mention of some of their teaching experience from their CVs. (p.73)

### ***Benefits in the Utilization and Employment of Part-time Faculty***

One major voice, both a strong advocate as well as a powerful lobbying institution, the *Association of American University Professors* (AAUP) provided a forum for debate and discussion both lively and germane. Grace Banachowski writing in *Advantages and Disadvantages to Hiring Part-Time Faculty in Community Colleges* (1996) brought forward much clarity to an otherwise complex set of circumstances. The brief selection below (ERIC Clearinghouse for Community Colleges) provides an interesting and balanced look into the professional aspects. In her “discussion” she writes:

There are both advantages and disadvantages to employing part-time faculty for delivering instruction. The strongest disadvantage of using part-time faculty appears to be that they are less effective teachers than full-timers. However, studies that support the contention that part-timers are less (or for that matter more) effective teachers than full-timers are inconclusive. At this time, and until further evidence to the contrary, it seems that the advantages to employing part-timers may override the disadvantages. (<http://crw.sagepub.com/cgi/content/citation/24/2/49>)

In weighing advantages or disadvantages, it should be understood that according to Banachowski and others, no particular problem was manifest with adjunct faculty and their services as long as the issues of inclusion, compensation, and opportunity were inherent provisions of their contract. Disadvantages occurred most often when these aspects were either unmet or sorely lacking.

To provide a balance, no definitive or conclusive studies have indicated that adjunct faculty were not as qualified to teach nor has there been any conclusive evidence indicating adjuncts are less effective in the classroom for the benefit of their students.

The most accurate view of adjunct faculty enterprise, their contributions, and the rationale behind the increased use and reliance was echoed by the labor trends and shifts seen elsewhere most notably in businesses and corporations. According to Fraser in *White Collar Sweatshops* (2001), the cause and effect relationship had more to do with economics and consumer-based factors than with anything else.

At universities and colleges across the country, cost-control pressures have resulted in the transfer of more and more of the classroom-teaching load to low-paid adjunct professors and graduate students; the academic world's equivalent of temp workers typically lacking any type of job security, employee benefits, or professional status. The number of professors getting hired at full-time salaries keeps shrinking. And along the way, many schools have also reduced the rates at which they award the employment guarantee known as tenure to their senior professors. (p. 44)

Leslie and Gappa (1993) and Roueche, Roueche, and Milliron (1995) believed integration of part-time faculty into college communities was not only possible, but necessary. Both sets of authors recommended practices and models for assimilating part-time faculty into college organizational cultures. They noted "institutions that employ part-time faculty strengthen themselves when they adopt a positive, fair, and investment-oriented stance toward their part-time faculty" (Leslie and Gappa, 1993, p. 289).

Not surprisingly, the most recent literature (Hersh and Merrow, Eds. 2006; Kirp, 2006; and Kowalski 2005) along with some initial investigation into the utilization, accountability, and currency of adjuncts and the types of sentiments and values most esteemed by the adjuncts themselves, looked at issues in light of the same elements that characterize civil rights and integration within democratic societies.

## **Fiscal Responsibilities and Shared Institutional Investment**

A second area of interest dealt with the aspects of fiscal responsibility and exigency along with topics about salaries, opportunities, and faculty ratios. This research addressed these issues but only on the periphery as these notions applied generally to parity in pay and in professional responsibilities. Much has been written about the differences in salaries for adjunct faculty. In order to make some sense out of why colleges and universities seem to be adopting a corporate model, this research needed to examine to what extent product value lay at the heart of higher education and its role in the services of the community. One view or interpretation connected to the notion of “learning” or the shift in value placed upon education might explain the increased reliance upon adjunct faculty and the different standards of pay and support that existed between adjuncts who taught in the general curriculum versus their affiliate counterparts who taught in business, professional studies, and nursing. Peter Roberts of the University of Auckland cited Lyotard, (1984) in how education became commodified in value and currency in the marketplace of higher education.

It is not hard to visualize learning circulating along the same lines as money, instead of for its ‘educational’ value or political (administrative, diplomatic, military) importance - the pertinent distinction would no longer be between knowledge and ignorance, but rather, as is the case with money, between *payment knowledge* and *investment knowledge* – in other words, between units of knowledge exchanged in a daily maintenance frame-work (the reconstitution of the work force, ‘survival’) versus funds of knowledge dedicated to optimizing the performance of a project. (“Re-reading Lyotard”, *Electronic Journal of Sociology*, 1998, p.6).

The value here lay in the theoretical vein with regard to the relative values of higher education and the values placed upon those who teach in these institutions and the need to look at and find ways in which higher education is viewed as it has shifted away from its traditional role to that resembling the corporate model engaged in the competition for constituency and profit, and discover means to support research and product invention.

Since there are so many emerging shifts in needs, trends, and technologies, it makes fiscal good sense to keep an eye on where the money (or more accurately the investment and spending) goes (Gappa and Leslie, 1993). In the case of the Private University which is independent and private and as such receives no government support, the administration stated its reliance upon flexibility in how it operated the plant and its employees including teachers and support staff and its changing and emerging programs.

Change occurred also in the nature of when and how courses might be offered. Part-time faculty were often employed to teach at hours not convenient to full-time faculty or at campuses distant from the main school (military environments) and these adjunct faculty were an inexpensive way of providing classroom instruction under this aegis of flexibility (Cohen and Brawer, 1989). Teaching contracts for the military were based upon a bidding process where colleges and universities competed to win the contract at a cost substantially lower than the normal expenses of programs at a brick and mortar campus. For this reason, it made good sense to hire part-time faculty to teach these courses in the hope of moving toward making up for any short-term loss of tuition fees.

In a work aptly titled *Steal This University: The Rise of the Corporate University and the Academic Labor Movement* (2003), Johnson, Kavanagh, and Mattson gathered a number of essays that explored the issues confronting college campuses today.

In order to contextualize this collection, it is important to note that Johnson and Mattson are history professors. History departments are presently in a serious state of decline with dwindling student populations, growing perceived irrelevance to the core curriculum, and populated with adjunct faculty teaching most of the survey courses.

Tying this together is the fact that Kavanagh is a union representative who offers his own unique look into the labor issues confronting higher education in terms of teaching labor and the quality of service to students and to the institution today.

A burgeoning labor movement has arisen to combat the *corporatization* of the academy. Where the architects of the new university speak of flexibility and cost-saving, the movement speaks of benefits and steady work. Where some college presidents assume that universities are businesses, the movement sees them as self-governing, democratic communities committed to pursuing public not private goods. The academic labor movement has initiated a debate about the future of higher education that must be entered into by anyone concerned with the future of democracy. (p. 236)

The issues concerning labor in higher education and its product, learning, has placed a greater reliance upon adjunct faculty to teach numerous sections of general education courses and has been viewed as the direct link to the *commoditization* of higher education itself and the transformation of the education process defined as a commercial product or commodity delivered to a consumer-based population for the purposes of providing a market transaction. A factor and key component in understanding reasons for the status of adjunct faculty in terms of utilization, accountability, and currency was dependent upon understanding and articulating such monetary relationships.

One of the strongest advocates in this area has been the *American Association of University Professors* which for many years has spoken out about the rights of all teachers and rallied for cause of contingent and part-time faculty. Such injunctions have not simply included articles, but more important, have also presented policy statements.

A report in *Academe* (March/April, 2005), indicated that the significance of increased reliance on adjunct faculty went far beyond their use in meeting changing demands and schedules, budgetary constraints, and ideas of institutional flexibility. The report noted:

This assertion [flexibility in periods of increasing or fluctuating enrollment] is weakened by the finding that contingent faculty most often teach introductory courses, the demand for which is generally consistent. The full extent of the salary differential had not been documented until fairly recently...nor has the full impact of contingent employment on the quality of higher education been assessed. ([http:// www.aaup.org](http://www.aaup.org))

Using the *Wyoming Resolution* (1986) as a benchmark, it was appropriate to examine the sentiments published in *Academe* (September/October, 2003) under a draft statement titled *Contingent Appointments and the Academic Profession*. It was here that problems facing higher education began to clearly emerge while speaking to the professoriate to seek ways toward meaningful change. These shifts in issues were noted as follows:

Ten years ago, the Association reported that non-tenure track appointments accounted for about 58 percent of all faculty positions in American higher education. As of 1998, such appointments still accounted for nearly three out of five faculty positions in all types of institutions. Non-tenure-track appointments make up an even larger proportion of new appointments. Women are more strongly represented among part-time faculty than among full-time faculty.

As of 1998, 48 percent of all part-time faculty were female, while only 36 percent of all full-time faculty were female. The minimal institutional commitment and relatively rapid turnover that characterize appointments of part- and full-time contingent faculty mean that few faculty members are available for long-term institutional and curricular planning, for mentoring newer faculty, and for other collegial responsibilities such as peer reviews of scholarship and evaluations for reappointment and tenure. (*Academe*, 2003, p. 60-61)

A growing body of books, journals, articles, and advocacy groups documented these current movements in higher education. To contextualize these changes, this research examined the shifts in needs of social and business structures and the expansion of knowledge accessibility to larger and more diverse populations.

### **Changing Market Realities - Technology**

While “non-traditional” venues in higher education have been around since the early 1800s, the world really began to see significant growth in the knowledge industry as early as the mid-1960s and as importantly in the mid-1970s with the pioneering efforts of a few entrepreneurs who recognized the vast market niche that on-line capabilities could offer.

The genesis for the University of Phoenix had its own start much the same as other online, distance learning communities when developers saw a need and filled it. The University of Phoenix noted that “in 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I – an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force in higher education” ([http:// www.universityofphoenix-online.com](http://www.universityofphoenix-online.com)).

To maintain uniformity and provide access, servers (rEsource2) store online course syllabi and materials ([www.educause.edu/ir/library/pdf/ers0303/cs/ecs0304](http://www.educause.edu/ir/library/pdf/ers0303/cs/ecs0304). p. 8).

This revolution in the commodity of information provided three very important changes to the way higher education had operated. These powerful shifts in student access to faculty, fellow students, and learning sources radically changed the traditional venues.

First, anyone could attend classes and at times and places convenient to their own place and schedule. Second, students within this new network could gain access to fellow students and the instructor in ways and times convenient to working and living schedules never before realistically possible. Three, because of the first two conditions and the abnegation of using time as in travel to bookstores, classrooms, and other daily exercises competing with the getting of an education (work and family related duties), more people could fit coursework more neatly into otherwise constrained schedules.

This also had great appeal to businesses which saw an opportunity for workers to maintain state of the art skills in business and science. It was no longer necessary to trade-off between work and study. Add to this one more component: the condition that students were no longer confined to finishing within a strict period of completion of academic studies. Instead, as with most activities of the twenty-first century, schedules lent themselves better toward being tailor made and suited to the needs of the individual. The value-related aspects of on-line learning were highly beneficial to the institution in that much of what was so costly about higher education was of less concern. By their virtual aspect, distance education venues did not require the same physical support mechanisms that typified most college campuses including physical components such as libraries, dormitories, and other conventional student support and institutional services.

Maintenance, upkeep, rent, renovation, and other fiscal responsibilities became moot due to the nature of the teaching-learning interaction which was conducted for the most part electronically. In fact, the Internet or world-wide web has supplanted, at least in some ways, the traditional areas of support for research of secondary sources such as libraries and other repositories.

The explosive growth of the Internet changed the essential nature in ways to deliver educational content. The terms "distance learning" and "telematics" were coined to describe the process which no longer relied on television. The Internet became, for some, the medium of choice for educators since it provided all the elements vital for distance learning.

1. On-demand and immediate delivery of video, audio, text, and graphics.
2. Immediate online access to vast libraries of research materials.
3. Real-time or near-real-time interaction among instructors and students.

The emergence and rapid growth of on-line distance learning environments compelled traditional colleges and universities to accept radically changed pedagogical formats and supplement academics with newer and sleeker packages of transmittal. Not surprisingly, shifts in hiring practices and other economic exigencies have also become an essential component of this set of circumstances within the halls of academe. As noted:

Most public colleges and universities have always lacked institutional autonomy, and capitalist globalization increasingly assimilates them to corporate models. Why should professors have the lifetime job security of tenure when no one else does, says the new conventional wisdom. Casualization and 'outsourcing' of the workforce, widening

gaps between tiers of more and less skilled workers, instrumentalization of labor, and privatization all constitute large, long-term trends, now imported into colleges and universities. And these trends have recently intensified with the global domination of multinational capital over the nation-state. (Budd, 1997)

These emerging changes in social, economic, political, and technological venues had an impact upon education, how it was transmitted, and what its value represented to both educators and students. James Duderstadt (2002) noted the effect these changes writing:

In the past, most colleges and universities served local or regional populations. While there was competition among institutions for students, faculty, and resource the extent to which institutions controlled the awarding of degrees gave universities an effective monopoly over advanced education. [In the future] we could expect to see significant reorganization of higher education, complete with the mergers, acquisitions, new competitors, and new products and services that have characterized other economic transformations. (<http://www.milproj.umm.umich.edu/publications>)

### ***Technology, Transmission, and Access***

Today, computers are as common and ubiquitous as the telephone. They are capable of providing access to a wide range of stored information and utilized to send and receive information among users, and serve as convenient forums for learning, sharing, and receiving feedback and evaluation in an educational (virtual) community setting. As many as fifty-percent of the courses offered at the Private University were taught on line. Approximately 85% of all students enrolled in the Spring Semester, 2007 registered on line (Registrar's Office, Private University, retrieved January 25, 2007).

A number of reasons accounted for this growing shift in registration to navigate through course schedules. Some of these were basic in meeting needs of convenience in time, travel, and accessibility. Others involved issues such as autonomy and control over one's schedule, ease of navigation and transmission of information, and enhanced opportunity for multi-tasking.

Akin to the conveniences provided by these technologies and the avenues they offered, students also took advantage of registering for courses on line because of the options open in unlimited access at any time of the day, saving both time and energy-consuming issues such as travel, fuel, and parking (all of which were costly). Students, perhaps for the first time ever, could study, learn, and respond to course requirements on their own time and in their own way (via the computer).

To control salaries of educators in terms of both pay and benefits, it made sense to hire less-expensive on-line educators (adjunct faculty) who could cobble together part-time teaching assignments either at other campuses or in other WebCT™ venues. The advent of distance learning has grown in popularity over the past several years as more people have come to realize that adding to educational equity was an investment in their career and future opportunities. Arthur Levine, as noted in *Declining by Degrees* (2005), stated:

The University of Phoenix has capitalized on this need on campuses in 150 locations and a world-wide online degree program. This for-profit college, enrolling more than 200,000 students, is regionally accredited and traded on Nasdaq. Phoenix offers students three out of four of the features they are asking for: service, convenience, and quality instruction. I know of no other college in this country as committed to continuing evaluation of instructional quality (Hersh and Merrow, p. 159, 2005).

### ***Changing Market Realities – Changing Paradigms***

Most colleges and universities were the result of public policy and public investment through actions of governments at the national and regional level (Zemsky, 1997; and Zemsky and Wegner, 1998). These policies, programs, and commitments were driven by strong social values and a sense of national and regional priorities. Yet today, in the United States leaders are increasingly discarding public policy in favor of market forces to determine priorities for social investment. Higher education could no longer assume that public policies and investment would shield them from market competition.

The market forces driven by increasing demand for higher education and unleashed by technology are very powerful. If allowed to dominate and reshape a higher education enterprise, we could well find ourselves facing a brave, new world in which some of the most important values and traditions of the university fall by the wayside. As we assess these market-driven emerging learning structures, we must bear in mind the importance of preserving the ability of the university to serve a broader public purpose. (Duderstadt, Presentation at the University of Toronto, 10/31/2002).

Given the range and impact of these facts and predictions drawn from them, it was easier to understand how the role of the faculty and specifically among the tenure-track professoriate has been radically changing. However, this is not to deny the need for full-time faculty as well as promoting an increased population of part-time faculty in higher education. Instead, it was important to examine these complex issues from a number of different perspectives in order to reach a balance of greater understanding.

### ***Changing Market Realities – Terms of Employment***

These thoughts pointed to a series of events which contributed to the potential and possibly perceived erosion of the faculty and the institution itself. While holding to the fiscal “bottom line”, institutions have actually faced a situation of diminishing returns.

The literature has clearly indicated that when less attention and self-governance has been given to faculty, as noted above and elsewhere in this research, then the integrity of the mission, the academic programs, and the overall service of the university have been dangerously compromised. With increased utilization of part-time faculty and decreased opening of full-time positions (tenure-track), there has been greater risks incurred (Gappa and Leslie, 1993). In the case of this research, data indicated that some full-time teachers were teaching as many as ten overloads per year in violation of the WASC guidelines and that part-time faculty taught nearly the same number albeit at different institutions.

The problem was that less time devoted to good teaching and engagement with students and little or no time dedicated to professional affiliations, research, and writing eroded the role of the professional teacher. Any undue wear on faculty led to an undue wear on the academic programs. Metaphorically, it was as if colleges used inferior, low cost mortar to hold their buildings together. Again, as noted in *Academe*:

The diminishing level of institutional commitment to a stable, full-time faculty might suggest that higher education is a fading value in our society, that perhaps there are fewer students, flagging interest in completing degrees, and lower enrollment in graduate studies. In fact, the opposite is true. Between 1976 and 1999, student enrollment in degree-granting institutions grew by 34 percent.

But instead of increasing proportionately the number of full-time tenured and tenure-track faculty positions needed to teach these students and mentor these graduates, since 1976 institutions have increased the number of part-time faculty by 119 percent and the number of full-time non-tenure-track faculty by 31 percent. Most of these contingent faculty members teach undergraduates. As budgets tightened and tuition and fees increased through the 1980s and 1990s, institutions set new priorities. Many chose to allocate proportionately less to their instructional budgets, and instead to increase spending on the physical plant, new technologies and technology upgrades, and administrative costs (*Academe*, 2003, p. 61).

The use of adjunct faculty and changing attitudes concerning the role of teachers in higher education has given rise to tactics that have undermined traditional faculty values and responsibilities, to include unionization, and rejected by some administrators who want to have control over the labor in teaching and the power to maintain that control. While some views have seemed unrealistic and hyperbolic, Dean Ann Marcus (NYU) stated the conditions under which adjunct faculty hired within the School of Education would be seen. In her own words: “we need people we can abuse, exploit and then turn loose” (Johnson, Kavanagh, and Mattson, 2003, *Forward*).

In summary, this section of the research review directly focused on this skewed perception of abuse and exploitation as these values were echoed in the literature and the voices of adjuncts and full-time faculty alike. The concerns about utilization, accountability, and currency were the primary strands that continued to emerge from most of the issues specifically regarding the over-reliance upon adjunct faculty and lack of institutional support and opportunity for them.

## **Teaching, Grading, Preparation, Development**

While there are some who believe that students may be shortchanged by part-time faculty, there are not yet available any reliable statistics to bear this out. There is, however, a very strong informal voice among adjuncts who admit to grading higher and avoiding the pitfalls of the intellectual high-road (contentious topics or innovative teaching and learning strategies) because there exists no safety net of academic freedom.

Some adjuncts, voicing their comments in chat rooms or in letters to the editor (in most issues of the *Adjunct Advocate*) stated they have graded leniently in order to curry favor with students with the operative idea being that if they are well thought of, the faculty chair might be more pre-disposed to retaining them.

One undeniable reality showed an important difference between adjunct faculty and full-time instructors that had to do with the commodity of time and how it was used for professional activity and engagement, both viewed as valued aspects as *currency* in educational careers. The *American Association of University Professors* (1998) found that part-time faculty were less likely to spend time conducting office hours (no private space, the need to move on to the next teaching venue, no motivation under salary and benefits) and that in some instances, students perceived part-time faculty as less qualified.

To bring some balance in these beliefs, *Academe*, 2003, (no author) stated:

Tenured and tenure-track faculty are expected to engage to some extent in teaching, scholarship, and service, and their salaries and teaching loads reflect that expectation. Faculty holding contingent appointments are rarely compensated for time spent on shared governance or other service. Professional development and scholarly accomplishments of contingent faculty are often viewed as irrelevant or ignored.

Faculty appointed to less-than-full-time positions should participate to some extent in the full range of faculty responsibilities. For all faculty members in contingent positions, this participation should be supported by compensation and institutional resources and recognized in the processes of evaluation and peer review. (p. 63-64)

Many colleges and universities, and the Private University in this case study, limited the responsibilities of adjunct faculty by mitigating their potential contribution to the institution, the student population they served, and the academic programs and policies under which they labored. In this view, adjunct faculty were hired to teach. Engaging in research, faculty-governance, community service, or other forms of scholarly endeavor were not rewarded as equity toward full-time hire. However, Gottfried and Zabel, in “Social Movement Unionism and Adjunct Faculty Organizing in Boston” (*Steal this University*, 2003), contradicted this widely-held belief and noted:

In a survey conducted by the Part-Time Faculty Committee, a vast majority of respondents indicated that they spent more than twenty hours per week on their UMass jobs, kept current in their fields-had a number published articles and books or presented at conferences. All met with students outside of class during regular office hours as well as on an informal basis, and several worked on committees (p. 212).

Moving away for a moment from the disparities between full and part-time faculty, there were certainly much larger issues that faced higher education and those institutions which relied on part-time instructors. One primary concern rested with “the general loss of control and the inability of institutions to staff their programs with the faculty best able to accomplish the institution’s goals” (Gappa and Leslie, 1993, p. 95). The literature has supported the idea that self-governance was essential to the integrity of the institution.

This thought has been noted before but it is important to distinguish this statement as a concern for the integrity of programs and those most highly suited and consequently rewarded to fill them and deliver the highest quality information. This does not mean that adjunct or contingent faculty were viewed as incompetent or less qualified than their tenure-track counterparts.

The “conventional wisdom” mostly expressed in newspaper articles would have one believe that faculty made up of a large population of adjuncts had created an environment that reflected a lower quality educational experience. This was an unfounded belief since not much was known “to support the contention that part-time instructors are less effective teachers” (Banachowski, 1996, p. 9). Yet, this said, there has been a growing perception as noted earlier in issues surrounding the concerns associated with student retention, that greater reliance upon adjunct faculty and the services they provide in the classroom coupled with low compensation may be significant reasons why the problem exists. Adjuncts may see some compensation in their utilization and inclusiveness when viewed in light of the beliefs of “Tenure Denied: Union Busting and Anti-Intellectualism in the Corporate University” (*Steal this University*, 2003).

The economic logic of the university will be easy to understand: until the cost of fighting the unions exceeds the fiscal benefit of paying poverty wages, the antiunion campaigns will likely continue, to the detriment of academic labor, to the detriment of academic freedom, and to the detriment of both students and the ideal of the democratic university (Johnson, Kavanagh, and Mattson, p. 136).

The logic for equity responded here again to the notion that adjunct faculty should be endowed with the same civil rights or equal opportunity as all others in the professoriate.

However, these issues aside, there is still the overriding consideration that must be paid to what constitutes good practices in teaching in higher education. Returning to what is still the mainstay of representational excellence in productivity and reputation for institutions of higher education, one must consider the faculty as a whole. If the yardstick by which faculty are evaluated is *teaching, research, and service*, then it should follow that adjuncts have a limited chance at measuring up to their full-time colleagues.

In this view, how can part-time teachers afford the time to devote to activities which do not immediately produce monetary reward when their very existence relies, for the most part, upon teaching at multiple institutions? How can adjunct faculty be expected to fulfill to any degree other obligations when institutional contracts severely limit their roles and responsibilities as well as administrative expectations?

Significant to the valuation of both full-time or adjunct instructors, Denise Tanguay, (2003) writing in "Inefficient Efficiency: A Critique of Merit Pay" cited A. Bartlett Giamatti (1987) who set out to define the "business" of higher education.

A college or university is an institution where financial incentives to excellence are absent, where the product line is not a unit or an object but rather a value-laden and life-long process; where the goal of the enterprise is not growth or market share but intellectual excellence; not profit or proprietary rights but the free good of knowledge; not efficiency of operation but equity of treatment; not increased productivity in economic terms but increased intensity of thinking about who we are and how we live and about the world around us. In such an institution, leadership is much more a rhetorical than a fiscal or 'strategic' act. While never denigrating the day-to-day, never scorning the legitimate and difficult chores of management, never pretending

that efficiency is useless or productivity irrelevant, leadership in such an institution must define institutional shape, that is, define its standards and purposes – define the coherent, sustainable, daring, shared effort of learning that will increase a given community's freedom, intellectual excellence, human dignity. (p. 51).

On the theoretical heels of Duderstadt cited earlier, some unique perspectives about the changing face of both the student population and the shifting paradigms of institutions of higher education and their missions have been noted in *Declining by Degrees*, (2005):

Their operational model of the brave new world of market-driven higher education suggests that this emerging domestic market for educational services could be served by a radically restructured enterprise consisting of 50,000 faculty 'content providers,' 200,000 faculty 'learning facilitators,' and 1,000 faculty, celebrities who would be the stars of commodity learning-ware products. The learner would be linked to these faculty resources by an array of for-profit service companies handling the production and packaging of learning-ware, the distribution and delivery of these services to learners and the assessment and certification of learning outcomes. Quite a contrast with the current enterprise! (Duderstadt, 1998)

One of the key issues for focus within this study has had much to do with service to the community of students and to the community of commerce. While Duderstadt and others who share this somewhat radical vision may seem far-fetched, the literature and the reality offered some interesting changes taking place throughout many colleges and universities in America today.

While issues of labor and compensation, self-governance and voice, and quality and professionalism were of concern in higher education, what lay at the heart of the growth and emergence of adjunct faculty has been driven by market realities. Kirp (2005) noted:

These days priorities are determined less by academic leaders than by multiple 'constituencies' and managerial mandarins. The new vocabulary of customers and stakeholders, niche marketing and branding, and winner-take-all embodies this sea change in the higher education industry. (Hersh and Merrow, eds., 2005, p. 114)

The bulk of the research and findings reflected the changing roles and needs of higher education. These issues surrounding faculty, whether full- or part-time, were far more significant when examined in relationship to previous and long held standards and beliefs in and about higher education. Gregorian in his writing "Six Challenges to the American University" in *Declining by Degrees: Higher Education at Risk*, (2005) stated:

"If the faculty is the core of the university, then it follows that the university is only as strong, or as weak, as its faculty. Anything that fragments or diminishes the faculty also fragments and diminishes the university; hence, the widespread trend toward part-time faculty threatens to undermine the strength of the university" (p. 83).

### **Compelling Forces and Trends Outside of the Institution**

Many of the changes and shifts in how the teaching workforce was both viewed and utilized came about due to advancement and growth in technology, greater access to those technologies, bifurcation of research faculty and teaching faculty, increased competition for money and students among colleges and universities, and economic realities affecting the solvency of institutions and their ability to survive in a rapidly changing world of service providing to a broad based consumer population.

The “fourth” feature students and parents seek had to do with the actual cost of an education. In this regard, Phoenix also ranked as having one of the most expensive tuition costs. Nevertheless, the primary feature and attraction lay in a robust pro-active recruitment, retention, and educational mission program.

These part-time faculty also enjoyed the advantages of being free to multi-task while at the same time being able to avoid the costs in time and money of traveling to and from each teaching assignment. One of the prominent and unanimous responses from adjunct faculty participants was the real issue of actual costs in travel in terms of fuel, parking, and maintenance. Through the greater use of technology, these issues were not as significant. Yet, part-time faculty by virtue of their unstable professional lives, have had little or less time to devote to their professional currency; nor, could they realistically ever be expected to be loyal members of an academic community which has shown no loyalty to them.

### ***Research and Teaching Faculty***

There was an increasing trend at colleges and universities to shift teaching duties in two directions. The first, as already noted, saw increased reliance upon adjunct faculty to serve the educational needs of those students enrolled in first and second year courses in the general education requirements. The significance of this move in responsibilities, as noted in the research conducted at the Private University, was that proportionately fewer full-time faculty were teaching either full-time or teaching entry-level or general education core courses which necessitated these duties be filled by adjunct faculty. Greater reliance was also placed upon full-time faculty to continue to participate in community service venues while working on curriculum development and research.

**These conditions left little room to participate actively in faculty self-governance which has already been stated to be a viable component of a vigorous and robust academic setting. Adjunct faculty in the case of this research site at the Private University, were not allowed to participate in these responsibilities under the mitigated terms of their contracts.**

**This greater reliance upon adjunct faculty has in fact diminished full-time faculty participation in arenas directly linked to their primary and necessary responsibilities to teach and advise as well as help govern and direct the university mission. What this gave rise to at the Private University was a concerted effort by those faculty who, by sheer will and professional talent, were able to distance themselves and their duties away from full-time teaching in order to focus more on research activities especially those which lead to an influx of money, institutional recognition, or both.**

**This trend in partnering colleges with businesses can make good fiscal sense as in the case of the Private University's affiliation in connection to research efforts with the Oceanic Institute. However, these shifts in priorities and professional investment also have had an effect upon the university's mission and ability to support traditional student learning needs. Citing what he calls "the commercialization of research" in higher education, Vartan Gregorian (2003), president of the Carnegie Foundation wrote:**

**I fear the University's unbridled search for financial stability and new revenues is at the heart of the challenge. Just as students are drawn to fields that seem to promise lucrative jobs, much of higher education pursues grants and contracts wherever they may be. Just as the university is bending its educational mission to meet the demands**

of specialization and the job market, so too is the university's research being pulled out of its orbit of free inquiry by research contracts from industry and business. (p. 82)

In this particular vein, the Private University was reliant upon such outside funds in research and support since it received no federally supported funding or grants money. The operative theme was that fiscal support could be gained through investment in expanding business ventures that would in some way generate long-term capital rewards.

### ***Economic Realities***

The issues evolving out of the adjunct faculty labor market were representative of a very old and well-established economic exigency. Part-time labor was not only cheap, but such a force allowed greater flexibility in meeting both fiscal and consumer needs, less long-term commitment on the part of the institution, and increased allowance in shifting institutional priorities in keeping up with ever-changing social, and philosophical climates in the global perspective. Colleges and universities have prioritized their long views to now envision themselves more as businesses compelled by market forces. This has created a climate where the demands of business and technology have relegated the arts and humanities to a realm akin to the types of labor to which anyone is qualified. Many students and their professors agonized about the glut of Ph.D.'s in English, History, and other academic areas who were seen by non-academic representatives as either over-qualified or not appropriate for work in another area of business (*Carnegie Centennial, 2006*). There were two problems: (a) those with doctoral degrees who hoped to teach in higher education had few options because of limited openings and powerful circumstances of competitiveness; and, (b) a belief that these candidates were not experientially suited to work at other venues due to a narrow focus of learning.

The circumstances created out of this changing set of scenarios showed the conflicts and paradoxes which arose from both labor issues and priorities in higher education settings. Traditionally and especially true in higher education, the type of instruction and values of student learning outcomes depended greatly upon highly skilled, motivated, invested, and dedicated professionals who devoted their time and efforts to a manageable (read small) group of students. The educator could provide full attention to student needs and interests more actively and devote more time to continued professional growth.

The fear, however, was that the changes and challenges to traditional higher education formats might result in a diminishing of these types of activities and move toward the erosion of the quality of the teaching and learning cultures. In his article “Digital Diploma Mills” (2003), David Noble reflected on the paradigm of industrial labor models and their potential application and subsequent effect upon higher education.

Under this new regime, painfully familiar to skilled workers in every industry since the dawn of industrial capitalism, educators confront the harsh realities of commodity production: speed-up, routinization of work, greater work discipline and managerial supervision, reduced autonomy, job insecurity, employer appropriation of the fruits of their labor, and the insistent managerial pressures to reduce labor costs in order to turn a profit. Thus, the commoditization of instruction leads invariably to the *proletarianization* or the *deprofessionalization* of the professoriate (Johnson, Kavanagh, and Mattson, 2003, p. 46).

These sentiments were a way to examine the primary issues in focus groups both with the full-time faculty and adjunct faculty participants in this research. Key administrators were also queried about their views of adjunct and affiliate hires.

The perception of labor in utilization and evaluation (adjunct faculty contributions) was seen as diminished and undervalued not just because of low pay and lack of support but as much the result of the restrictive terms of employment and equally restrictive terms of academic freedom and limitations on professional and intellectual investment. Such statements and beliefs were an integral part of the academic scenery and reflected a growing concern over the future of the value and service higher education. The value of both full-and part-time was underscored by Gregorian who believed “the faculty has been the heart and soul, the bone marrow and blood, of the university for centuries [and] we cannot undermine the quality of the faculty without undermining the quality of the university” (Hersh and Merrow, 2005, p. 92).

Some concerns and perceptions revolved around the cause and effect scenarios arising out of reliance upon adjunct faculty to serve more in four and six year colleges for purely fiscal reasons (operating costs, competition, and streamlining academic departments), while others speculated that this reliance served to provide greater ownership over the welfare and governance of the institution by senior administrators rather than senior faculty (tenure and tenure track). Other views held that a combination of causes involving issues of adaptability and accountability were possible driving factors necessitating the increased use of adjunct faculty to fill teaching loads and provide much needed release time for other faculty to conduct research and scholarly activities.

Of specific interest out of the voices of both the critics in the literature and those same voices borne out of the research participants was the prevailing belief that reliance on adjunct labor and the continuing practices that limited their resources, abilities, talents, and potentials ultimately eroded the quality of their service to the students.

Of the many anecdotal tales surrounding these issues, Richard Fulton, dean for instruction at Whatcom Community College in Bellingham, Washington stated:

It's a lousy way to make a living say the critics, and those people caught in what seems to them to be an endless cycle of short-term, part-time employment complain about it with mounting bitterness. An increasing number of their tenured colleagues, too, criticize colleges and universities for turning a blind eye to what is to many a regressive, unethical practice that strikes at the heart of academic quality. (Fountain, 2005, p. 44)

In "This Little Student Went to Market," Kirp expressed his belief in what had come to pass.

These days, priorities are determined less by academic leaders than by multiple "constituencies" and managerial mandarins. The new vocabulary of customers and stakeholders, niche marketing and branding, and winner-take-all embodies this sea change in the higher education *industry*. In this brave new world each academic unit is a *revenue center*, each party a *stakeholder*, each student a customer, each professor an entrepreneur, and each institution a seeker after profit, whether in money capital or intellectual capital...[where] the objective of the enrollment process is to improve your market position (Hersh and Merrow, 2005, p. 114).

The reflective sense indicated here was that colleges and universities following the *Fordist* model were more concerned with the selling of commodities to consumers and less concerned with imparting the traditional values of education to inquisitive students.

The issues and concerns surrounding the utilization, inclusion, and accountability of adjunct faculty in higher education remain at the front. What lies ahead for the larger role and the longer view of colleges and universities and the faculty members who create, innovate, and drive the academic programs makes these notions look like the proverbial tip of the iceberg.

### **Conclusion**

There were two significant areas of concern that emerged from the review of the literature. One, all of the research reviewed about issues regarding adjunct faculty concerns, performance, utilization, and accountability were done on mainland campuses where the market for teaching at multiple sites was far greater. Two, most of the extant research focused on two-year colleges which hired the greatest populations of adjunct faculty.

Recommendations that emerged from research by Gappa and Leslie (1993) provided insight into the concerns that faculty and administrators must deal with in order to ensure stability throughout the institution as well as growth in integration, engagement, and integrity among all faculty in the support of academic programs and service to students. Key issues included hiring quality instructors, providing fair compensations, developing mentoring programs, allowing “banking opportunities” in developing more professional equity for long-term hiring, and continuing due diligence with regard to ensuring fair and balanced treatment of all faculty members.

Biles and Tuckman (1986) provided a look into issues and conditions of employment for adjuncts in that policies were often based upon what existed in the past, an era of fewer part-time instructors (p. 1). They proposed some initiatives for change.

1. The right to be heard with respect to economic and professional interests in a meaningful and effective way.
2. The right to petition for redress of economic and professional grievances.
3. The right to bargain individually or collectively with one's employer with respect to the terms and conditions of employment.
4. The right to associate together through a chosen representative for the purpose of negotiating with an institution with respect to economic and professional interests on an equal basis.
5. The right to confront one's accuser, to have an impartial and fair hearing, and to have the right of an appeal to an impartial adjudicator (Biles and Tuckman, 1986, pp.101-102).

The tenor of these articles bore a striking resemblance to a bill of rights and reflected the values and views most often cited as desirable traits among changing how adjunct faculty are utilized. In summing up, one more telling aspect in this area of research showed that of the dissertations written in doctoral programs in the United States over the past ten years concerning adjunct faculty in higher education and the issues of pay, benefits, and ladder employment opportunities, *almost all* were written by graduate students in business and economics, and *most* examined the issues in community college settings. Interestingly, current trends and research indicated that employment opportunities and the issues of utilization, accountability, and currency for adjunct faculty related that the best practices were emerging from the community college systems.

While this research examined the issues out front in terms of labor, professionalism, and opportunity, there was also another factor that bore serious consideration in the causal relationship reliance upon adjunct faculty had on both learning environments in academic programs and their relevance and integrity in connection to real world values and associations to students making thoughtful and insightful decisions. Seen in this light, Longmate's views of adjunct faculty labor issues examined the economic nature of academic institutions and view in many ways how reflective of corporate America this set of circumstances played out. Writing in the *American Language Review*, 4(2) 2000:

When part-time instructors do not feel at liberty to speak out except on condition of anonymity, they are compromised. This does not bode well for reform, as the political process is set up to handle constituents who clearly express their needs. The resulting lack of outcry about the conditions of part-time instructors, when coupled with the fact that some adjuncts are content with their teaching opportunity, gives rise to the disingenuous conclusion that there is no real adjunct problem. It would be of supreme ignorance to accept that conclusion in light of the radically substandard wages and working conditions that adjuncts face. The exploitation of adjunct faculty can be ended with much less trouble through legislative mandate accompanied by funding (<http://www.languagemagazine.com/internetedition/ma00/longmate>).

Some key conclusions and strands emerged from the various studies, stories, and observations. Increased reliance on non-tenure-track (contingent) and adjunct faculty created an unstable labor element and "institutionalized inexperience and discontinuity" (Berver et al., 1992, p. 27). This rippling affect has not only reflected the issues faced by part-time faculty, but touch the lives of full-time faculty as well.

With the increased use of part-time faculty, there has been an increase in full-time faculty serving on committees and working at other institutional duties and obligations. Faculty participation in self-governance has diminished and adjunct faculty have not been valued as an integral part of the teaching community or “mission” (Gappa and Leslie, 1993). Adverse conditions have also arisen from over-reliance upon part-time faculty with the “erosion of the tenure system and a threatening of the quality of undergraduate instruction and if the university has no commitment to part-timers, then part-timers are less apt to have a long-term commitment to the university” (Wilson, 1996, p. 13).

In research done by Leslie and Gappa (1995) in their publication *The Part-Time Faculty Advantage*, they note four standards that should be adopted to ensure fair labor practices in higher education and quality assurance and professional support and treatment of adjunct faculty through (a) full-time privileges, (b) investing in human resources, (c) offering recognition, and (d) integrating all faculty to offer encouragement through collegiality, support, and inclusion.

Looking at a balanced utilization for all faculty, Bricault (1998) observed:

There are numerous opportunities to confront these issues through creative administrative moves, either individually or jointly with other schools. Some approaches include setting an optimal balance between part- and full-timers; making a commitment to fair treatment of adjuncts; joint or shared appointments; and limited but flexible benefit plans. It is hoped that by improving the situation for the adjunct faculty, institutions and higher education as a whole will reap the benefits that this important component has to offer

(<http://www.personal.northpark.edu/dbricault/default.htm>).

## **CHAPTER 3**

### **METHODS**

#### ***Site Selection and Context of the Research***

This research involved a case study at a small private university chosen for its uniqueness in issues regarding the utilization of adjunct faculty in academic programs, and emerging themes in practices related to labor market and technology shifts. The research questions evolved from the narratives of adjuncts, their concerns regarding perception and utilization, and the issues of institutional capacity and willingness to adapt their (adjunct instructional services) into an inclusive mission statement.

- 1. What are the needs expressed by adjunct faculty? Specific questions include but are not limited to:***
  - a. What traits, characteristics, and cultural artifacts define part-time faculty in the research site as these are manifested by and in the work environment?***
  - b. What are the long term expectations of adjuncts regarding continued service as an adjunct? How does working as an adjunct fit into the life context of the adjunct? Do adjuncts have dual or multiple means of employment? What are the satisfactions and dissatisfactions of adjuncts? What do adjuncts see as the benefits and liabilities or “downside” of being in an adjunct position?***
- 2. How do full-time faculty view and value adjunct faculty with regard to roles adjunct faculty have in responsibilities, and their impact upon academic departments and programs?***
- 3. What are the purpose, intention, and perspectives of the administration regarding institutional capacity with regard to the utilization of adjunct faculty?***

The Private University is a relatively young organization established in 1965 and it is also independent allowing greater institutional flexibility in implementing change. In addition to these traits, the Private University has two distinct campuses offering programs that necessitate the use of adjunct faculty especially in the areas of pre-med and nursing. One campus is located in downtown Honolulu; the second is located in Windward Oahu. A third campus research facility is the Oceanic Institute located on the windward coast at Māka'pu'u in partnership with the Private University and its College of Marine Sciences.

The Private University is comprehensive university with a foundation in the liberal arts offering baccalaureate degrees in twenty-three academic fields of study and nine master's degree areas. Enrollment for the Spring, 2007 semester was approximately 8,900 undergraduate and graduate students from all 50 U.S. states and over 100 countries. These numbers also reflected enrollment of students matriculating through the various military campuses as well as those engaged actively in distance learning programs. The University has a student to faculty ration of 18 to 1. The curriculum presents a wide mix of liberal arts studies and pre-professional programs where students from both the East and West share in a dynamic learning experience and emphasis is on global citizenship. (<http://www.collegeprofiles.com/hawaii/pacific.html>)

In addition, an interview was conducted at a University of Hawaii community college with the Staff Development Coordinator to see ways in which that institution provided a structured program for its adjunct faculty. In focus groups and interviews, adjunct participants responses to queries about labor, pay, benefits, and other related issues reflected their own experiences primarily at the Community College.

### ***Accessibility***

There were no problems encountered specifically with conducting research at the primary site, the Private University. The institution provided as much context and information regarding the purpose of the research, the proposed participants, the types of instruments and the specific questions which would be asked, and the kinds of documents being examined within the scope of this research. Entry and access were not problematic once the parameters of the research were established. In addition to securing entry and access to both campus property and participants, applications were submitted (Appendix A: Informed Consent Form, regarding the study of human subjects) to the Institutional Review Boards of both the Private University and the University of Hawaii at Manoa (Appendix B). The research also required obtaining permission from the Academic Vice-President, the Dean for Liberal Arts, the Dean for the School of Business, and the Dean of the School of Communication at the Private University to interview them personally.

Since the adjunct faculty participants (adjunct writing and composition studies instructors) fell under the jurisdiction of the Dean for Liberal Arts, it was also suggested as a courtesy that access and permission to survey and interview be obtained from the English program coordinator. Prior to any action regarding interviews, surveys, or the conducting of focus groups, each participant was provided with a letter requesting their participation and a brief synopsis of what the research entailed. All distribution of letters, surveys, and any other requests was done through inter-office mail and, in the case of the interviews with the deans, by personal conversation as well. Since all communication was done either in person or through university mail, it was not necessary to secure any information about home addresses or phone numbers.

All of the interviews were conducted on campus at either the Honolulu or Windward campuses under the conditions that best suited the needs of the participants. Again, access was free and open. All of the participants with the exception of the deans were provided full anonymity in surveys, interviews, and focus groups. While demographic information was registered, ages were identified by a range of five+ years (e.g. 38 – 43). All other information generated regarding gender, ethnicity, level of education, and time in service to the host institution (the Private University) are a part of the data and will not be shared or open to the public to ensure, as much as possible, confidentiality. This data will be destroyed after the completion of the dissertation and graduation.

The focus group data was handwritten by both the researcher and a colleague who also served as a de-briefer and who was also familiar with the nature of focus groups and the significance of careful detail and accuracy in recording the information arising out of the session. No tape recording devices were used.

#### ***Issues Regarding Access – Adjunct Faculty***

All necessary forms, letters, and surveys were submitted and transmitted through faculty mailboxes and each survey provided a return address. Access and participation were also greatly facilitated by the fact that a healthy working relationship had been established early on among part-and full-time faculty and administrative personnel.

#### ***Reciprocity***

The focus group settings and the interviews provided a means through which participants could air their feelings regarding the many issues surrounding adjunct faculty. Many of the participants actually made new contacts after discovering mutual needs and concerns among their group members. Participants were also provided a venue

by which they could offer additional input about the issues raised (after the focus groups) and they could access notes of that meeting should they so desire. No monetary or material rewards or compensation were provided since it was felt that to do so might be viewed as another form of denigration.

As with many aspects involving issues which may be considered potentially risky as political, punitive, or representing problems associated with professional and personal integrity, this research was conducted under the most sensitive and transparent conditions allowing and encouraging open and frank participation free of reprisal and suited toward discovering and moving toward ways of improving and growing.

### ***Ethics***

The general guidelines crucial to conducting ethical qualitative research as noted in Fraenkel and Wallen (2000) considered the following guidelines:

1. Anonymity and confidentiality (unless other stipulated beforehand) are protected, information provided will not cause harm to either individuals and participants or to the institutions which are a part of the research, any type of embarrassment or compromise, or other ancillary problems.
2. Participants must be treated with respect and the studies seek the cooperation of all subjects in the research endeavor through sharing of the researchers' interest (abstract) and by giving permission to proceed (on the part of the participants). Researchers should never lie to subjects nor record any conversations using hidden recording devices or other mechanical apparatus.
3. That researchers should do their best to ensure that no physical or psychological harm will come to anyone who participates in the study (pp. 551-552).

### ***Sample***

The adjunct faculty participants in this case study research were teaching composition courses in the English department at the Private University. Full-time faculty participants were in the English department. Key personnel were deans from the College of Business (2); the College of Communication (1); the Vice-President and Dean for Academic Affairs (1); and the Staff Development Coordinator (1) from a public community college.

### ***Methods***

This research consisted primarily of surveys and follow-up, interviews, and focus groups. First, surveys were distributed among adjunct faculty teaching composition courses (in the English Department) over a span of semesters, and full-time faculty (in the English Department) whose numbers are fixed over a period of three years.

Second, interviews were conducted with key administrators (deans and coordinators). These interviews were a combination of structured and semi-structured questions to allow for inclusion of information and perspective which may differ among those interviewed based upon the roles and responsibilities of each. Third, modified focus groups were conducted with a group of adjunct faculty who wanted to participate in the study.

### ***Role Management***

The staff development coordinator at the Community College was provided with a narrative explaining the purpose of the study. The objective was to examine ways in which adjunct faculty were utilized and included in the college and to evaluate the documentary evidence, look at different strategies employed by the college with regard to the status, role, responsibilities, opportunities, and forms of institutional support.

During the inquiry process, the researcher stepped back and (a) carefully reflected upon each encounter; (b) asked for feedback and critique from the de-briefer (a colleague and full-time faculty member in English at the Private University); and (c) provided time and opportunity for the participants to review and reflect upon their own offerings.

Along with these strategies, differences among the various interviews were examined and adjusted in ways that were appropriate to each group or individual. In particular, the interviews with the adjunct and full-time faculty generated new perspectives that the researcher may not have included in the original questionnaire. In the same vein, the questionnaires given to key administrators posed neither threat nor risk.

The survey asked to respond in terms of contexts of the *past, present, and future* (see Appendix J: Letter to Deans and Key Administrative Personnel; Appendix K: Interview Questions and Historical Perspectives, and Appendix L: Interview Questions – Administrative Personnel. Such flexibility hoped to establish a sense of fairness of reciprocity between the researcher and the participant. While the structure of the questions followed a logical sequence, the researcher allowed flexibility and room for expansion while focusing on the central issues in this study.

### ***Focus Groups***

Patton (1997) noted that observations (aloud and spontaneous) reveal the respondent's levels of emotion, the way in which they have organized the world, their thoughts about what is happening, their experiences, and their basic perceptions. The research was better served through the use of focus groups using a modified approach as reflected in service orientations. This decision was based also upon the idea that participants would feel more comfortable in responding openly about their personal views and beliefs.

While the surveys and interview protocols were relatively standard, it was necessary to modify the focus group protocol involving adjunct participants. The choice of using a modified service focus group protocol was due to the fact that all of the adjunct participants expressed an unwillingness to participate in the research because they felt such research was meaningless unless the results led to immediate change; and, because most felt that participating in the research only served to highlight the negative issues of their labor and amplify their feeling of victimization.

Through a modified service focus group protocol, the intent expressed to the adjunct participants was that this venue allowed their voices to be heard in ways that would be more legitimate in addressing the primary concerns they had toward their terms of hire and, at the same time, express their views about ways in which their contributions could be better utilized and accounted for in providing to the common well being of both the academic program and to the university as well.

In interviews with adjunct faculty, and later in focus groups, the original questions were more open-ended and dependent upon the participants' desire to respond to one set of questions over or before another. Some responses created a new avenue of inquiry; thus, the instrument in focus group settings was more of an open-ended approach. The questions were designed to elicit frank commentary in conditions of hire, compensation, support and inclusion, and career options. They were formatted to induce respondents to develop their thoughts along a meaningful pattern of engagement, genuine deliberation, and truthful response. The emotional valence surrounding the issues and concerns of adjunct faculty had an impact upon how the modified focus groups could reach some meaningful awareness rooted more in substantive data and less upon visceral reactions.

While interviews have their strengths as well as weaknesses, an effective instrument can provide the researcher with good data that is grounded in real information elicited from participants. At the core lie the traits that must be present before the research can begin or prior to the application of the instrument. The research must clarify the nature of the study, the meaning of the queries and language used, and establish a sense of trust.

The survey, interview, and focus group questions are located in the appendices D – M. The sequence of interviews conducted with adjunct faculty teaching English at the Private University is shown in Table 3.

**Table 3. Interview Schedule: Adjunct English Faculty**

<u>Date</u>	<u>Duration</u>	<u>Participants</u>	<u>Courses Taught</u>	<u>Location</u>
9/10/02	45 minutes	1	2 Writing 1100/1200	HC
9/17/02	40 minutes	1	1 Writing 1100	HC
9/24/02	40 minutes	1	1 Writing 1100 2/1200	HC
10/08/02	40 minutes	1	2 Writing 1200	HC
10/22/02	40 minutes	3	3 Writing 1100	HC
11/14/02	40 minutes	2	2 Writing 1200	HLC
11/26/02	40 minutes	2	2 Writing 1100	PHNB
02/25/03	40 minutes	1	1 Writing 1100 1/1200	HC
02/10/04	40 minutes	3	1 Writing 1100 2/1200	HC
02/23/04	35 minutes	4	1 Writing 1100 1/1200	HLC
03/02/04	35 minutes	1	2 Writing 1100	HC
03/02/05	30 minutes	2	2 Writing 1200	HC
03/11/05	30 minutes	1	1 Writing 1100 1/1200	HC

Table 4 shows the sequence and number of participants in focus group interviews.

**Table 4. Focus Group Schedule: Adjunct English Faculty**

<u>Date</u>	<u>Duration</u>	<u>Participants</u>	<u>Courses Taught</u>	<u>Location</u>
09/16/03	35 minutes	12	Writing 1100/1200	HC
02/23/04	35 minutes	7	Writing 1100/1200	HLC

*Note.* These were conducted at the Private University and include the date, duration, number of participants, number of courses taught, and location. Focus groups met at the Honolulu adjunct faculty office; and faculty offices at the Windward Campus.

Among the total of adjunct faculty teaching English during the case study research, three individuals did not wish to participate in either interviews or focus groups but did agree to complete the adjunct faculty survey and visit with the focus groups. Among the 42 adjunct English faculty at the Private University participating in this case study research, 27 had an earned Master's degree in English, 3 had an earned Doctorate, and the remainder (12) had earned Master's in other academic areas. Please refer to Table 13. Additional ethnographic data including gender, ethnicity, age range, and length of service can be found in Tables 14, 15, and 16.

Table 5 shows the sequence of interviews conducted with full-time faculty teaching English at the Private University. These two focus group sessions were conducted at [address] Honolulu, Hawaii (researcher's office).

**Table 5. Interview Schedule: Full-Time English Faculty**

<u>Date</u>	<u>Duration</u>	<u>Participants</u>	<u>Teaching Service</u>	<u>Location</u>
09/19/05	30 minutes	1	14 years	LB6
09/23/05	40 minutes	2	23 and 8 years	LB6

One full-time English faculty member was unable to participate in the interviews and focus groups but did complete a full-time faculty survey. Specific details including degree and position or departmental title (where applicable) are provided in the next table regarding participants (13) in the full-time English faculty focus groups.

Table 6 shows the sequence of focus groups conducted with full-time faculty teaching English at the Private University and were conducted in Honolulu, Hawaii.

**Table 6. Focus Group Schedule: Full-Time English Faculty**

<u>Date</u>	<u>Duration</u>	<u>Number</u>	<u>Earned Degree</u>	<u>Location</u>
4/08/05	40 minutes	7	5 Ph.D. 1 MFA 1 MA	HC
12/05/05	45 minutes	6	3 Ph.D. 3 MA	HC

Table 7 shows the sequence of interviews conducted with key administrators (deans). Two deans from the College of Business were interviewed due to change in status; one was the out going administrator and the second was the interim dean.

**Table 7. Interview Schedule: Administrators (Deans) Private University**

<u>Date</u>	<u>Duration</u>	<u>Title</u>	<u>Location</u>
06/02/03	35 minutes	Dean: College of Communication	HC
09/26/03	30 minutes	Dean: College of Business Administration	HC
01/28/04	30 minutes	Interim Dean: College of Business Administration	HC
03/25/05	45 minutes	Vice-President and Dean: Academic Administration	HC

A request for an interview was made to meet with the Dean of Arts and Sciences (the academic area that hires the most adjunct faculty) but no response was received. The dean did approve the protocol and provided accessibility for this case study research to be conducted within the English department at the Private University.

Table 8 indicates the sequence of the interview conducted with the Staff Development Coordinator at the Community College (University of Hawaii) meeting at the campus on Oahu, Hawai'i and is noted as CC.

**Table 8. Interview Schedule: Staff Development Coordinator –Community College.**

<u>Date</u>	<u>Duration</u>	<u>Title</u>	<u>Location</u>
05/30/03	75 minutes	Staff Development Coordinator	CC

***Interview Schedule: Key Administrative Personnel State Community College***

This interview examined how adjunct faculty were utilized and included, and to what extent adjunct faculty viewed their own professional lives and currency within the context of two institutions. The interview was conducted at the public community college in the offices of the Innovation Center with the Staff Development Coordinator whose primary responsibility is the support and coordination of adjunct faculty.

The study was conducted over a period of three and one-half years beginning in the Fall of 2002 to the Fall of 2006. Participants in this study were made up primarily of those individuals who were actively employed during the period of this research.

Table 9 indicates the type of instrument, the number of participants, and the frequency of sessions conducted with full-time English faculty participants teaching at the Private University. One faculty member was unable to participate in this case study research.

**Table 9. Full-time English Faculty Participants in the Research Study**

<u>Instrument</u>	<u>Number of Participants</u>	<u>Number of Sessions</u>
Surveys	15	2
Interviews	3	2
Focus Groups	13	2

Table 10 indicates the instrument, number of participants, and the frequency of meetings with key administrative personnel at the Private University and the Community College (University of Hawaii).

**Table 10. Administrative (key personnel/deans) Participants in the Research Study**

<u>Instrument</u>	<u>Number of Participants</u>	<u>Number of Sessions</u>
<u>Interviews</u>	<u>5</u>	<u>5</u>

### **Demographic Data of Adjunct Faculty**

In order to provide as much anonymity as possible, and at the request of many of the participants, age was noted by range rather than by a specific number of years. Each participant was identified by gender, ethnicity, and the highest education level achieved. Please refer to Tables 13, 14, 15, and 16, p. 80-81. Each participant was given a coded title as in *P* for participant and *1, 2, 3*, for their individual comments. This was done to ensure anonymity to all members who wished to express their own thoughts. Many of the participants asked for copies of their sessions so that they might reflect upon what events and actions were shared among their peers. Participants were encouraged to review the responses to allow opportunity for depth and richness on key points under discussion.

The age range was fairly narrow with a majority of adjunct faculty participants in this study in their mid-thirties to mid-forties with an average age of 37 for the entire group. There were twelve (12) male participants and twenty-one (21) female participants. As reflected in the literature, women formed the majority of instructors teaching composition as adjunct faculty. (Table 11). The ethnic makeup of adjunct faculty were: twenty-two (22) Caucasian; ten (10) Asian; and one (1) African-American. These did not reflect current national trends but were typical of the unique population make-up of Hawaii.

unique population make-up of Hawaii. Minority groups such as African-Americans, Latinos, and Pacific Islanders were either under represented or not represented at all.

Table 11 indicates the adjunct English faculty participants by gender distribution.

**Table 11. Adjunct English Faculty Participants by Gender**

<b>Gender Distribution</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
	13	29	42

Table 12 indicates the adjunct English faculty participants by degree distribution.

**Table 12. Adjunct English Faculty Participants by Academic Degree**

<b>Degree Distribution</b>	<b>Number</b>
Ph.D.	4
Master's Degree	37

Table 13 indicates adjunct English faculty participants by ethnicity and gender distribution. Ethnicity is defined as the ethnic background they to which they most closely aligned themselves.

**Table 13. Adjunct English Faculty Participants by Ethnicity**

<b>Ethnicity Distribution</b>	<b>Asian</b>	<b>White</b>	<b>Black</b>
Female	10	18	1
Male	3	10	0

Table 14 indicates adjunct English faculty participants by age range.

**Table 14. Adjunct English Faculty Participants by Age Range**

<b>Age Range</b>	<b>30 – 35</b>	<b>36 – 40</b>	<b>41 – 45</b>	<b>46 +</b>
Female	12	10	4	3
Male	1	4	6	2

Table 15 indicates adjunct English faculty participants by duration at the Private University (primary research site).

**Table 15. Adjunct English Faculty Participants by Duration**

<b>Duration (semesters)</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Five</b>	<b>Six</b>
<b>Female</b>	19	4	2	2	1	1
<b>Male</b>	6	2	0	0	4	1

Table 16 indicates adjunct English faculty participants by degree and area of study.

**Table 16. Adjunct English Faculty Participants by Degree and Area of Study**

<b>Degree Earned and Field of Study</b>	<b>Master's</b>	<b>Doctorate</b>
<b>English</b>	27	4
<b>TESOL</b>	2	
<b>Education</b>	1	
<b>Communication</b>	1	
<b>Psychology</b>	1	
<b>Asian Studies</b>	1	
<b>International Studies</b>	1	
<b>Media Technology</b>	1	
<b>Computer Science</b>	1	
<b>History</b>	1	
<b>Sociology</b>	1	

The information for these tables was readily available. This data was offered as a way to show context specifically in the College of Liberal Arts in English composition and identify the academic backgrounds of adjuncts teaching composition.

These faculty members, in every case, were designated as “adjunct faculty” who were hired part-time to teach by semester one-two-or three courses without benefits (insurance, retirement) or any other professional obligations as specifically defined in the *Private University Faculty Handbook, 12<sup>th</sup> Edition* (2004).

Full-time faculty were *career* or *career track*. These faculty appointments were renewable and based upon a two; three; or five year contract period. As stated previously, there was no *tenure track* for faculty at the Private University.

### ***Interview Sites***

Most of the interviews were conducted in either the adjunct faculty office or in the office of the researcher. Times and locations were geared toward the adjunct faculty member’s schedule. Each interview followed a set protocol which allowed flexibility if the participant felt it necessary to focus upon one issue and give less to another. In the interviews, the statements were hand recorded and each participant was allowed to check over his or her statements and make corrections or additions should such be necessary.

### ***Focus Group Sites***

Due to the nature of focus groups and their respective population size, it was necessary to secure meeting rooms that were (a) large enough to accommodate 10 to 15 people, (b) secure enough to provide safety and privacy, (c) comfortable enough to be accessible to all participants, and (d) well-equipped to provide the tools necessary for entering information in group settings, recording that information, and making it accessible to a group (white boards and tables). The sites were common faculty meeting rooms which were set aside for these specific purposes.

The main decision regarding where to meet was determined by what location was the easiest and most convenient to access based upon the particular group and its ability to convene at a time and place, and in a setting that was comfortable and familiar.

One site utilized for the focus group was the adjunct faculty office for the English department. This space was located at the Honolulu campus in the main library. The room also was equipped with a chalk board and a white board and there was convenient access for all faculty and offered a quiet, clean, and private venue to conduct the modified focus group and interviews.

### ***Highest Level of Education and Field of Study***

In line with most colleges and universities, the Private University requires that all potential candidates for hire as “adjunct faculty” possess at least a Master’s Degree in the appropriate academic field for the position to which they are applying. While that degree does not specifically need to be in an exact field as represented for the open position (i.e. openings in composition prefer a Master’s in English or any other related field and/or experience teaching at the appropriate level), most, with the exception of a few, do have the requisite master’s degree and experience in teaching writing either at the secondary or post-secondary education level. However, the range of fields of study varied widely from the field of English (Table 16).

### ***Career Development and Placement***

For the specific purposes of defining the participants within this study, the Private University did not have “tenure-track” positions to any faculty, full-time or adjunct. All full-time positions were defined as “career track” meaning the offering of contracts on a one-two-three-and five year duration. Most new hires were employed with a one-year

contract which was followed by a review by the Faculty Promotion Review Board. All full-time faculty were “contingent” and not “tenure-track” and had no assurance of guaranteed employment.

A small group of faculty were allowed to keep their “tenure-status” when the Private University acquired the Windward campus. Relative to the Private University and elsewhere, tenure track appointments have steadily decreased while contingent and part-time appointments have been rapidly increasing. According to statistics compiled by the National Study of Postsecondary Faculty (March, 2002):

The majority (57 percent) of instructional faculty and staff were employed full time in fall 2003. Women made up a larger proportion of part-time than full-time instructional faculty and staff (47 percent vs. 38 percent). Full-time instructional faculty and staff, overall, reported working an average of 53 hours each week at all jobs both within and outside the institution, and part-time faculty averaged 40 hours per week at all jobs. The average basic salary from the institution for full-time instructional faculty and staff in all types of institutions was \$66,800, and the average basic salary for part-time instructional staff was \$11,000 by 2003 (<http://www.nces.ed.gov/pubsearch/search.>).

### **Survey**

A trial study survey was developed early in the study to determine the values and interests placed upon the issues and areas of concern appropriate to part-time faculty and derived from the research questions and current trends and conditions as reflected across the landscape of higher education. (Please see Appendix C: *Roles and Needs of Part-time Faculty in Higher Education*.)

**These questions centered around opportunities for full-time employment at the research site as well as elsewhere within higher education settings; degree of utilization and opportunity provided to adjunct faculty; reasons for teaching part-time; forms, types, and degrees of institutional support for professional advancement and currency; and issues of inclusion and professional development of adjunct faculty.**

### **Data Collection**

**In order to gather data that was reliable and reasonably objective, this case study research relied on developing safe and engaging relationships for the participants and offering ways to express their views and values through comfortable dialogues and narratives. These narratives were re-constructed from notes taken during the interviews and modified focus group sessions. The modified focus groups elicited five critical themes for each set of participants. The themes for adjunct faculty were (a) professional support; (b) changes in status; (c) personal investment; (d) career goals; and (e) reasons for career choice. The themes for full-time faculty participants were (a) opportunity and support; (b) utilization and value; (c) enhancement in service and effectiveness; (d) prospect for full-time employment; and (e) perception on reliance on adjunct instructors.**

**Of all the interactions with faculty and administrators, focus groups were the most engaging venue for conversation and deliberation for participants personally and among their peers. Denzin and Lincoln (1994, p.365) state that Merton, et al. coined the term "focus group" in 1956 to apply to a situation in which the interviewer asks group members very specific questions about a topic after considerable research has already been completed.**

The questions were categorized by the following themes: (a) professional support and opportunity; (b) labor parity, change, and inclusion; (c) banking and professional growth; (d) career plans and goals; and (e) reasons for career choice and options. These five categories were coded by using a color system which shaded each set of questions in red, orange, blue, yellow, and green. Adjunct faculty participants were provided with the segmented questionnaire and were asked to respond to each set of queries by writing brief comments on a Post-it™ sheet, lined (8 lines), 3” by 5”. This protocol was chosen to diminish any perceived fears all participants including adjunct and full-time faculty teaching English at the Private University might have had when expressing their opinions regarding institutional support for teaching and opportunity.

These colored sheets were then collected and the responses for each section were written out in a summarized format on a white board and utilized as starting points or talking points for a deeper, more detailed conversation. By this method, participants were able to see how their peers responded to the themes and reflect upon these in terms of their own views. This modified “work shop” or “in-service” format was based upon sessions often conducted in in-house employee evaluations regarding many of the same issues. It was based in part on the theory and practices related to methods used in total quality management which examines ways in which employees have opportunities to give voice to their status as a community of workers who share common needs and desires. Under this environment, the focus group responses by both the adjunct faculty and full-time faculty teaching English at the Private University provided a uniform and collective voice concerning the individual themes and reactions to them. Among the adjunct faculty participants, there was a feeling of unity and shared values with peers.

In going over adjunct faculty and full-time faculty views and perceptions regarding the focus group format, there was unanimity in the feeling that the reflections and opinions were more focused in nature, meaningful and responsive to the issues, and devoid as much as possible of rancor or ill-feeling. The term most often stated was “productive” in the hope that some changes regarding the issues might come to fruition because of the engaged, deliberate, and reflective nature of the collective sentiments. The impact upon this research had more gravitas because of the greater tendency toward objective and appropriate views and reasoning and less of a feeling of subjective response and moves toward abstractions. This modified approach allowed participants more personal control and ownership of their views and opinions.

Many researchers have adopted focus groups as a research tool in market research and policy evaluation (Bogdan and Biklen, 1998) and characterized as a “carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment” (Kreuger, 1988, p.18).

### ***Surveys: Adjunct Faculty***

Surveys were distributed to adjunct instructors within the English department via faculty mailboxes. This instrument sought to preserve anonymity and contained no questions that might evoke information with regard to identifying any specific person or other characterization (of a personal nature). (Appendix E) The purpose of these surveys hoped to establish key elements that reflected needs, perceptions, values, interests, and opinions based upon personal experience and shared interests.

### ***Focus Groups: Adjunct Faculty***

The modified focus group design and structure sought to bring forward mutually shared concerns, faculty kinships, and common professional and psychological needs. In this study, a modified focus group is defined as a means through which participants can voice their thoughts and ideas when they are provided with opportunities to engage, deliberate, and articulate their beliefs about issues and themes of shared significance. This modified structure was modeled upon current practices in the workplace which offer employees a venue in which they participate in the decision making process as these decisions may directly or indirectly affect their professional lives. A total of nineteen adjunct faculty teaching English at the research site participated and was conducted when the adjunct population was too large or unwieldy to accommodate the reasonable use of one-on-one interviews.

The focus groups provided a useful means to gather data derived from questions to elicit general group responses and to generate conversation among the group itself. The group members provided a response to a question and a discussion ensued. The focus group questions mirrored the set of questions contained in the adjunct faculty survey and interviews and were presented in clusters that reflected a similarity of theme. (Appendix F)

The adjunct participants teaching English and participating within the modified focus group in the study shared common traits, characteristics, and components related to their adjunct experiences in teaching environments and in individual and shared beliefs and values about career opportunities. The modified approach also served as a way to allow greater engagement on the part of the participants who were apprehensive about voicing their opinions and beliefs about their status and their needs and how these responses

might lead to reprisal. This in-service type of focus group approach offered participants a feeling of working as valued employees who could share their professional concerns.

The following queries represent the central research questions in this case study and were used in all interviews and focus group sessions with all the participants. They represent an expansion and clustering of the primary issues of concern in specific questions asked in the surveys conducted with adjunct faculty and full-time faculty teaching English at the Private University. These questions, although modified to better adapt to the particular views and knowledge related to adjunct issues of the deans, were also used in the one on one interviews.

#### ***Focus Group Questions for Adjunct Faculty***

In September of 2003, there was a marked increase in the number of adjunct faculty hired to teach composition courses and this necessitated that the research center on a modified focus group as a matter of convenience and enhanced interaction and response.

Since there was a time limitation on availability of a room that would comfortably accommodate twelve individuals along with the researcher and de-briefer, it was decided to d conduct a focus group as dictated by using specific key interview questions to elicit a general group response and then work toward single issues that were important to the group and focus on related details and circumstances. There are many definitions of a focus group but the common features reflect organized discussion (Kitzinger, 1994), group interaction (Powell et al, 1996), and socialization (Goss and Leinbach, 1996).

The focus group interviews centered on the following areas. (See Appendix F):

1. What are the needs (physical and psychological) expressed by adjunct faculty through their own voice? What kinds of professional support are important?

- a. What traits, characteristics, and cultural artifacts define part-time faculty in the research site as these are manifested *by* and *in* the work environment?
- b. What might adjuncts see as possible alternatives to their present roles (ways in which they might realistically explore other employment opportunities)?
2. What are the purpose, intention, and capacity of the institution (administration) with regard to the utilization of adjunct faculty? What changes should be made?
  - a. What venues address adjunct faculty issues at this site and other institutions where some form of working protocol is in place (contracts, professional opportunities)?
3. What investments are you willing to make? (Committee work, research)
4. What are your career goals and objectives?
5. Why do you continue to teach part-time?

The interview questions varied slightly in degree from the surveys and were seen as the most significant when examining issues considered important to the adjunct faculty participants in this research study. The participants shared their views by submitting brief written responses as part of the focus group process which were then put into statements on the white board and organized into clusters by question. Participants were asked to comment on the statements to allow greater engagement in the dialogue.

#### ***Surveys: Full-time Faculty***

Surveys and follow-up interviews with thirteen full-time English faculty examined their views about adjunct faculty as cohorts and how they believed administrators viewed and valued the labor of adjunct faculty. The department coordinator was responsible for following the directions from the Dean of Liberal Arts regarding hiring, and evaluation of adjunct faculty in the department. (Appendices G and H).

### ***Interviews: Key Administrators (College Deans)***

Interviews were conducted with four deans with questions designed to identify and respond to specific policies of institutional capacity, definitions and terms under which adjunct faculty are hired and utilized, and views about future trends in adjunct faculty utilization in terms of accountability, enfranchisement, and codification of employment practices. The rationale behind the decision to interview deans of different colleges was to discern how adjunct faculty are employed based upon the needs of the curriculum and how adjuncts are hired by virtue of professional status and *bona fides* both outside (the business community) as well as within the institution and academia. The administrative structure of responsibilities regarding hiring new faculty fell upon each dean; therefore, each department utilized, accounted for, and valued each instructor differently.

Individual letters and an abstract of the dissertation proposal were provided to each administrator prior to the interview. (Appendices J, K, and L) The interviews with the deans at the Private University focused on issues about growing reliance and utilization of adjunct faculty and institutional capacity for inclusion and development opportunities. The interview questions for the Staff Development Coordinator (CC ) examined how adjunct faculty were utilized in ways of support, inclusion, and opportunity, and how union affiliation in the university system of colleges in Hawaii affected their status.

### ***Data Analysis***

Surveys sought to determine attitudes and values adjunct faculty teaching composition courses at the Private University had regarding needs, and opportunity. Some questions overlapped to allow responses that might offer insight as to how adjunct faculty viewed opportunity and professional growth, and issues concerning their own accountability.

The survey served as a starting point for the questions that would eventually be raised within the interviews and later, within the focus group. As a result, responses and the various interactions among the participating adjunct faculty (especially within the focus group setting) provided greater and richer insight and perspective about their individual and collective feelings regarding their professional status, career opportunities, and the associated realistic issues in which they confront daily. The survey was derived out of a process that examined the most often expressed needs of adjunct faculty within higher education both from anecdotal narratives and within the literature.

The questions were arranged in a manner that would provide an emerging picture that grew from how adjuncts saw their own labor currency to what the rationale might be for adjunct labor, and finally to how they viewed their status and value to an institution and how they believed change toward equality and parity in pay and in professional terms might best be accomplished.

To this end, the survey attempted to serve as a formative tool which might inform both the participants and the researcher. The questions in Table 9 are underlined and the responses indicate how participants answered a particular query based upon their agreement, disagreement; the frequency or degree of institutional support; and their highest desire or preference in personal professional needs and means of attainment. Each area of response was arranged under themes with specific regard to adjunct faculty. In surveys, interviews, and focus groups, themes expressed by adjuncts were related to utilization, opportunity, professional support, and inclusion. Survey results, interviews, and modified focus group data analyzed predominant tendencies based upon a noticeable commonality of responses to clusters of questions. Consideration was given to how the

traits might lead to generalizable conclusions about the issues raised in the research questions. The themes revolved around opportunities and support, utilization, currency and effectiveness, reasons for growing reliance upon their services.

### ***Organizing Data***

This research relied upon transcript-based analysis using narrative hand-written and later typed data of interviews, journals, and field notes. There were debriefing sessions with participants and with the research assistant (writing coordinator), and a content analysis (published institutional documents). Transcripts were organized according to how the information formed into discrete groups.

Emerging out of these groups, the process moved toward generating and defining themes, patterns, and discrete categories. The protocol regarding focus groups was a modified service approach intended to stimulate free and open discussion among adjunct faculty who were apprehensive about the research and how their own thoughts and voices would or might be viewed.

### ***Coding***

The surveys used in this case study were open ended so the analysis, along with the interview data, was done by qualitative coding methods. The intent was to discern if common themes would emerge and provide focus upon discrete areas related to the research questions. A qualitative coding system was developed based on the data. This consisted of reviewing each file to find interesting items in the data and marking the line segments that contain those items of interest with a particular code word. A code word was used to identify a segment of text that was of interest and might be needed at a future time.

**Analysis of the collected data began by identifying predominant themes which evolved from that data (Strauss and Corbin, 1990; Miles and Huberman, 1994). The intention of coding (known as “open coding”) was to create descriptive categories that would help construct a general framework through which the emerging data could be analyzed and translated into meaningful terms.**

**Words, phrases, experiences, and events which shared similar characteristics were clustered into their own categories and these categories evolved or changed while the analysis moved forward. Within the parameters of this case study research, coding involved examining key words and phrases that respondent’s gave to questions. The emergent themes were clustered as employment opportunity, institutional support, pay and benefits, ladder progression and equity building, and prospects in teaching in higher education settings. These themes were derived from the most common indicators voiced by adjunct faculty and researchers across the college and university fields. They represent the most significant concerns that affect the professional lives of adjuncts and the direction of higher education in its increasing reliance upon their services.**

**All surveys, interviews, and focus group responses were hand coded applying the guidelines noted in the *User-Friendly Handbook for Mixed Method Evaluations*: Frechtling and Westat, (Eds.) which demonstrated by the following characteristics.**

- 1. What patterns and common themes emerge in responses dealing with specific items? How do these patterns (or lack thereof) help to illuminate the broader study question(s)?**
- 2. Are there any deviations from these patterns? If yes, are there any factors that might explain these atypical responses?**

3. What interesting stories emerge from the responses? How can these stories help to illuminate the broader study question(s)?
  4. Do any of these patterns or findings suggest that additional data may need to be collected? Do any of the study questions need to be revised?
  5. Do the patterns that emerge corroborate the findings of any corresponding qualitative analyses that have been conducted? If not, what might explain these discrepancies?
- ([http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/CHAP\\_4.HTM](http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/CHAP_4.HTM))

Coding the data from focus groups was organized by clustering questions used in the surveys given to adjunct faculty and the questions contained in the interview protocol. The individual questions were coded by color on Post-it™ cards and the participants wrote their responses below each question.

#### ***Document Review and Analysis***

The documents that were reviewed by the researcher were those pertaining to the specific situations and circumstances about hiring, teaching, advising, and other terms of employment for adjunct faculty and represented the published institutional statements about mission, governance, and vision as referenced in the *Private University Faculty Handbook, 2004, 12<sup>th</sup> Edition* (and as posted on the Campus Pipeline web site for the Private University), and elsewhere reflected within memos, letters, minutes, and email committees, task forces, and administrative notices directly related to these issues.

Themes or emerging issues pertaining to hiring, teaching, advising, and other terms of employment for part-time faculty responded to *published* institutional statements having to do with mission, governance, and vision. The data gathered addressed the following questions related to the status of adjunct service and their value to the institution.

1. **What are the purpose, intention, and capacity of the institution (administration) with regard to the utilization of adjunct faculty?**
2. **How do academic departments view and value adjunct and affiliate instructors and what determines inclusion, parity, support, and opportunity?**

**These themes question the “mission statement” meaning and intent of the Private University which reads, in part:**

**We offer all members of our community the opportunity to excel, including resources and rewards commensurate with individual contributions and potential. As a team we are committed to serving our local and global communities. (*Faculty Handbook, 12<sup>th</sup> Edition, 2004*).**

**While interviews and focus groups played a significant role in determining trends from responses, a portion of the research was taken up under the aegis of “naturalism” which is more reliant upon discovery through observation and description of the participants and in what ways institutional guidelines of responsibility and role limit or de-limit adjunct teaching and research work through observation of the subjects in their labor environments (office, classroom, research interests and involvement).**

**The probative value of documents was viewed as an essential part of an ethnographic study [where] “In many instances...ethnographers need to take account of documents as part of the social setting under investigation” (Hammersley and Atkinson, 1983, p. 128). The social context of this study relied upon examination of documentary evidence which identified, framed, and delineated the roles and responsibilities regarding the overall governance of the Private University.**

Each area shared a common thread that connected teaching, service, scholarship, and research to the mission of the university to the terms of retention and promotion of full-time faculty.

### ***Limitations of this Study***

The interviews and focus groups were not tape-recorded. While Strauss and Corbin (1990) have said audio-taped data is not always needed in grounded theory analysis, hand written narrative notes are less complete than transcriptions. Sensitivity to the needs of the participants guided how sessions were conducted so they would feel safe in the research environment along with the intention to make them feel more comfortable in how and what they expressed in interviews and in focus group settings.

All adjunct participants in this case study research were instructors in the English department at the Private University from the years 2002 through 2006. The proceedings were hand recorded by an assistant familiar with the participants and the issues of this case study. This assistant was a faculty member in English who was both knowledgeable about adjunct issues and empathetic to their role within the English department. A transcription of the proceedings, if tape-recorded, would have been useful to check the accuracy of the record and might have yielded much more detailed data. Given these circumstances, a great deal of time and effort went into making sure that all comments and other aspects of reflection and beliefs regarding the issues, including non-verbal gestures and asides, were included to offer deeper insight and richer context.

Other limitations involved the narrow focus of this research in that the adjunct faculty participants represented a small number when considering the larger part-time teaching community, the various categories into which they fell for reasons to teach part-time,

differences among institutions, terms of hire, and the small sampling of both full-time faculty respondents and the small number of administrators. While this research was conducted over a period of more than four years and the researcher had first-hand knowledge about many of the participants and their experiences, the results gained from this study were limited to the ways and scope in which findings might be generalizable to other venues in higher education.

Other significant limitations were affected by difficulties in offering a generalizability of the findings due to social, economic, political, and philosophical influences specific to this environment under research. While this study touched upon many of these important issues, the research done at the Private University provided a look into the patterns and ways of how this institution utilized adjunct faculty and to what end their utilization in terms of service, teaching, and other scholarly endeavors were a part of the mission and support of the academic programs and services provided to both the student population and the community at large.

## **CHAPTER 4**

### **RESEARCH FINDINGS**

#### ***Participants in the Research Case Study***

This research examined the lives and careers of adjunct faculty in higher education with regard to needs and characteristics of part-time faculty, ways in which they were utilized, how they were viewed and valued by full-time faculty and key administrators, and to what extent institutional policies related to their role. The findings arrived at through this study responded to the research questions guiding this research and indicated how the participants perceived issues of labor, professionalism, opportunity, self-worth, currency, and shifts in higher education to changing market needs and demands and competition among different educational institutions.

The participants in this research study included adjunct faculty teaching in composition and writing courses at the primary research site the Private University. A second group of included full-time faculty within the same English department who were asked to provide their views about the contributions of adjunct faculty. The third group of participants included administrative personnel who hold positions which allow them to speak to institutional needs and direction and offer personal knowledge about issues that affect the university both fiscally and philosophically. This group was comprised of the deans of the colleges of communication and business, and the academic vice-president who governs the “deans’ council” in all academic affairs. This research examined issues regarding ways in which the primary site institution puts into practice the policies and values that govern the utilization of adjunct faculty teaching composition. The questions and issues had their genesis from the emerging and most prevalent shared themes regarding adjunct utilization and growing reliance upon their services. This chapter provides a discussion of these findings derived from the research based upon the following questions.

1. **What are the needs of adjunct faculty? What kinds of professional support are important?**
2. **What traits, characteristics, and cultural artifacts define part-time faculty in the research site as these are manifested by and in the work environment?**
  - a. **What are the long term expectations of adjuncts regarding continued service as an adjunct? How does working as an adjunct fit into the life context of the adjunct? Do adjuncts have dual or multiple means of employment? What are the satisfactions and dissatisfactions of adjuncts? What do adjuncts see as the benefits and liabilities or “downside” of being in an adjunct position?**
3. **How do full-time faculty view/value adjunct faculty with regard to roles, responsibilities, and their impact upon academic programs?**
4. **What are the purpose, intention, and perspectives of the administration regarding institutional capacity with regard to the utilization of adjunct faculty?**

Some studies (notably Eberhardt and Shani, 1984; and Leslie, 1978) have noted that not all part-time faculty were dissatisfied with their occupational situation. Nevertheless, there is an increasing amount of literature, personal narrative, and movement within the labor unions that belie much of the previous research.

This research study looked first into the lives and values of the participants in the study who are adjunct faculty at the Private University who teach composition courses. Second, this research examined the motivation of adjuncts seeking employment to include satisfaction, adaptation, and reflection. Third, the study examined issues pertaining to participation in activities such as research, collaboration, development, governance, and opportunity for greater service, self-governance, and professional opportunity and growth.

### Adjunct Faculty Survey Responses

Table 17 indicates responses to the survey questions by adjunct faculty participants teaching English at the Private University and are clustered in to their relationship of themes issues.

**Table 17. Survey Responses for Selected Items from English Composition Adjunct Faculty**

	<u>Agree</u>	<u>Disagree</u>	<u>Total Percent</u>
Opportunity for full-time status at TPU	0	42-100%	100%
Opportunity for full-time status elsewhere	31-76%	11-24%	76% 24%
Professional utilization and value/currency	23-55%	19-45%	55% 45%
Inexpensive labor and contribution to teaching	43-100%	0	100%
<u>Opportunity for inclusion, development at TPU</u>	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Professional support, training, and inclusion	3	37	2
Labor rights and equal representation	Unionize: 1	Leave: 41	99%
Departmental support and concern at TPU	0	0	42 100%
Profession inclusion at TPU	0	0	42 100%
Support for innovation and change at TPU	7	35	16% 84%
Personal professional investment at TPU	0	0	42 100%

Among the most significant indicators regarding full-time employment, inclusion and support, and willingness to invest into the institution, all of the adjunct faculty respondents felt there was little or no hope of ever realizing full-time teaching opportunity at the primary research site (the Private University: TPU). However, 76% felt that full-time opportunity elsewhere, most notably in the community college system, was definitely more possible.

All participants (100% of adjunct composition faculty) cited a lack in both institutional expectation from their (adjunct) service beyond teaching and a related lack of institutional support in professional growth and development venues and in monetary support for research, travel, and other areas from the Private University. The majority agreed that institutional support was the key element in providing a meaningful experience in teaching and such support systems might realistically lead to long-term contractual commitment to them by the institution. In order of importance to adjunct participants were greater institutional support, provision of a system that included term contracts, and an opportunity to develop and invest in a “banking system” that would allow more recognition, reward, and inclusion.

The data gathered in this research from surveys, and later in interviews and focus groups that derived their protocol from these surveys, from the adjunct participants teaching composition focused upon the following concerns: a. self-perception; b. perception by others; c. utilization of and respect for contributions; d. stability; and e. accountability.

### ***Self-Perception***

Adjuncts’ responses to questions 3 and 4as to how they felt adjunct faculty were treated and regarded were nearly unanimous in the belief that the contributions of adjunct faculty are seen as “adding nothing to the department’s intellectual community; and, adjunct faculty are regarded as either “temporary help” (40/42) or “viewed as outsiders” (42/42). These numbers clearly reflected a negative perception in the ways that adjunct faculty saw themselves within the context and environment of the Private University in particular and based upon responses given to questions about institutional support, inclusion, and opportunity. Many respondents believed that since their role was limited, there were no opportunities to develop their credentials or work toward building up meaningful equity through their contributions.

Specifically, these areas referred to those duties and opportunities germane to terms of hire and promotion such as institutional funding for research, travel, and training; inclusion in areas of governance and participation in committees; and issues about collegiality, recognition, and inclusion (belongingness). These needs were most typically viewed as important in being met (psychologically) as much as the basic needs (physical) including pay parity, office space, a ladder process for full employment, and other forms of professional support.

### ***Perception by Others***

Participants responded in the negative to the questions regarding inclusion and support for funding in travel and research (question six); training and academic presentations (question seven); and the needs of adjuncts as a concern of the (English) department (question nine) with 42 out of 42 stating they were never included nor were their concerns ever discussed. This perception, while a reality at the time to adjunct faculty at the Private University, may not have reflected current attitudes due to the creation, albeit relatively recently, of a *Teacher Learning Center* which provides venues for support specifically for both new and adjunct faculty. However, the effectiveness of the Center has not yet been evaluated and is outside the scope of this research study. Part of the problem may be that adjuncts are often a transient group, and therefore, have little time to invest in researching opportunities within the college. The other issue may lie with the idea that communication lines are not very clear or that information is often inaccessible to the adjunct community. This factor was very much in evidence when all the participants (adjunct faculty) pointed to the institutional differences in support between the Private University and other colleges in the state. Adjuncts compared the environment to the Community College (University of Hawaii system) where most expressed that the teaching experience was more rewarding and the environment was more inviting and inclusive.

These statements were based on the feeling that institutional support was more transparent and that established procedures were in place and accessible to all faculty who expressed an interest in participation. They also noted the openness of the institution regarding lines of communication between staff and faculty.

### ***Utilization of Contributions***

Once again, the respondents were consistently unanimous in their belief that any contribution whether pedagogical or research oriented would be fruitless because of a lack of institutional support and rewards system. While the surveys indicated an overall desire for more support, adjunct faculty were resigned to what they perceived as the status quo reality of their terms of hire under contract at Hawai'i Pacific. In questions fourteen through sixteen, all answered in the negative citing having received no support from either colleagues or from administration. All respondents stated strong interest in issues of inclusion and employment. In these particular queries, participants (adjuncts) were asked whether they would be willing to actively participate in university activities and services such as committee work, self-governance, and faculty meetings. Their sentiments echoed the idea that since no provisions were in place for support and banking equity, such service would not be worth the effort. For the most part, respondents felt there was no support either by full-time faculty or by the institution and that gate-keeping prevented access to institutional opportunities.

In the last question that examined opportunities deemed most worthwhile, the issues of institutional support and inclusion in hiring in long-term contracts garnered the greatest support. These responses became much more complete and specific when placed in the focus group settings to include thoughtful sentiments about adjunct faculty desires and willingness to contribute more when institutional support in merit and valuation were a reality.

The most significant response to adjunct concerns about *utilization and contribution* was included in question eighteen which offered “developing a banking system that promotes and rewards professional achievement.” Respondents were unanimous in their agreement with this statement and added personal narrative stating their willingness to devote more time to focusing on duties in teaching and research at the host institution which offered a rewards system.

### ***Stability***

Overall, in the survey and generally across the landscape, job stability was seen as the most prominent factor in consideration of working in higher education or moving on. The respondents were unanimous in their belief that opportunity to gain full-time employment (in teaching in higher education) was either impossible or very difficult to attain. The two factors most often cited were that “it is easier and cheaper to hire part-time faculty rather than investing in long term hires” and that “some colleges and universities are paring down their faculty in order to invest in long-term money generating programs such as research.”

These sentiments are an accurate reflection since trends pointed to a greater reliance upon part-time faculty and, that at the host institution, this was particularly true due to a shift away from hiring full-time faculty in composition courses (and throughout the general education, lower division course core), an increased move to offering more (about 55%) *on-line* or Web CT™ courses, down-sizing of classroom, office, and library space in buildings rented by the Private University, and a greater emphasis being placed upon money generating programs such as nursing, marine biology, and professional studies all which related directly to existing markets and niches within the local community and at the same time supported and were themselves supported by these business enterprises. These programs had the greatest number of part-time faculty “affiliates” who taught part-time but held full-time positions outside of education.

Another area of concern for adjunct faculty and notions of job stability had as much to do with actual costs in two distinct ways. One centered on earned income and included the problems associated with cost of living, health and insurance benefits, and retirement. These were not considered attributes provided to contingent labor. A second and equally compelling concern had to do with psychological or spiritual stability, namely following up on the so-called “American dream” as viewed through the values embedded in the notions of the belief that a good education and strong personal work ethics combine to provide greater opportunity for individual success. This was certainly true in the field of higher education as the participants to a person agreed that part of their “dream” was to work at something they loved (teaching) and in an environment which provided them with “prestige” or a place of self-respect. Teaching as an adjunct offered little hope of ever attaining any of these attributes and economic stability.

One final and significant response to issues of hire and job stability rose from the comments section provided at the end of the survey. Many stated that they believed that union affiliation might be a reasonable step toward ensuring the types of benefits enjoyed elsewhere within labor markets and agreed that working as a group rather than independently might be a possible way to increase their voice and their possible impact upon the teaching landscape. Most often cited were the labor movements covered in *The Chronicle of Higher Education* and elsewhere.

While these responses appeared to have been for the most part negative, the participants held out hope for better working conditions, changes in their labor status, and a chance at greater opportunity for inclusion and support at other teaching institutions with more reliance upon community support (public institutions).

The sentiments, beliefs, perceptions, and desires expressed by the adjunct composition faculty participants within the survey responses served as good starting points in providing greater voice and authenticity to the issues. These were expanded upon in the focus group settings.

The following section is a summary of responses by adjunct faculty participants teaching English at the Private University to interview questions. These are clustered by their relationships of themes and issues.

### **Interview Responses from English Composition Adjunct Faculty**

The responses toward personal professional goals and opportunity for attainment were for the most part realistic in the belief that while it was difficult to enter full-time employment in higher education, most agreed that there was hope either at the community college level or in another area or capacity (administrative) or level (K-12) of education.

Adjunct participants believed that utilization of adjunct faculty and opportunities for inclusion as well as a change in status and terms of employment had to occur for institutional integrity and viability of academic programs. More support and opportunities needed to be provided by the institution for greater commitment and stability on the part of adjunct faculty.

There was a realistic understanding of the issues and most participants agreed that the only changes in the ways in which adjunct faculty might see significant improvement was through institutions which supported and valued their labor where they saw meaningful representation by a labor union affiliation where unions already existed. Accountability was viewed both in terms of instructional value as an educator and as a competent and professional role as a researcher. The sentiments were that these were seen as significant contributions in terms of “professional currency” and of important value and authority as showing expertise both in the academic field and in teaching in the classroom.

## **Adjunct Composition Faculty Interview Narratives**

Throughout the interviews and focus groups, the majority of respondents wanted full-time employment in higher education settings. While there was no clear cut distinction between choosing to teach at any particular institution, most stated they would be satisfied with long-term contracts that had similar opportunities to those available at community colleges and at the site for this research. The term “tenure” was almost always never a part of the on-going dialogue possibly since most participants had worked in an environment that had experienced more change in labor forces in ways such as out-sourcing, job changing, shifts in places to live, and the increased reliance upon part-time labor almost everywhere in today’s market reality.

The interviews and focus groups provided the most salient reflections while surveys produced more limited responses. When the question arose about hopes for full-time employment and how to attain it, the responses varied with the individual but each was always uniquely tempered with a hope for something better and the realization of the situation as noted. One adjunct said:

After years doing this, I have met a lot of people mostly part-timers, but some full-time faculty. They (full-time faculty) try to do what they can with a letter of recommendation but nothing seems to be available. I know that in one college, they advertised a full-time position for writing faculty and I submitted my application and c.v. (curriculum vitae) but I was never called for an interview. That was disappointing. I really try to get some professional writing in but it’s so slow going because my main focus is on teaching as much as I can to earn enough to get by. That’s why they have these names for adjuncts (freeway flyers) because we are constantly running from campus to campus. (Interview, September 10, 2002)

There are many kinds of emotional and situational tendencies that weighed upon part-time faculty. Among these are the idea that so much has been invested in time, money, and effort into an education, the dream of which was to obtain full-time employment in teaching. That “dream” is often dashed by the realization that the number of full-time and tenure-track positions are decreasing and that there have not been very many openings due to low full-time faculty attrition and turnover rates.

They also noted an increased reliance on part-time faculty to fill the needs (increased enrollments) or the positions (on-line courses). This was seen as especially be true in the field of English. One participant described her situation from two perspectives.

I've been doing this (part-time teaching) for about two years and I know I am as qualified as anyone who applies when a vacancy comes up but I don't get hired. It makes me mad because I have worked hard to be where I am. I have written books, had research papers published...it doesn't seem right. (shakes her head). I have done my best to make alliances, you know, friends in the university community, but it doesn't seem to do any good. Even when an opening comes up, I never get selected for an interview. It's just not right.

I think about the investments that I have made in my life in education, in research, in time spent in different professional associations and I wonder what column to put all that in. These are some great qualities that people (who do the hiring) don't take into much account and it really gets to me. Since I've been here (Private University), I've done as much if not more than any regular (full-time faculty) teacher. I've learned the culture, developed presentations for faculty scholarship programs, sat in on committees, when I was permitted, and who knows how many letters I've written for our students. Now all that should count for something but I don't see it happening – not in my case anyway! (Interview, September 12, 2002)

While many shared the same views, some participants took a more open-ended and somewhat more optimistic approach. For those who wanted to see teaching as their primary source of employment, options presented themselves outside of the patience of waiting for something to open up. Another participant regarded her present situation with this view.

I am hoping to find a full-time position in college teaching; but, I am also realistic. If nothing opens up, I can always consider teaching middle or secondary school – I don't have a problem with that. I have even considered maybe working as an administrator but that would be for later. I like teaching too much to do anything else. (Interview, September, 2002)

The interview protocol mirrored the questions contained in the survey given to adjunct participants. The purpose was to seek amplification and detail about utilization, compensation, inclusion, and realistic views of their own lives and professional futures. Within the first set of queries, respondents were fairly even in expressing a uniform concern about what they saw (at the Private University) as a lack of support and opportunity.

The sentiments almost always reflected the thought that as professionals they deserved to be treated much more significantly in terms of expected contribution and concomitant institutional support. These beliefs are noted in the following an interview early in this research.

That's probably the biggest part of the problem because teaching is easy for me and I really like doing what I do in the classroom. But, yeah, it would be nice if we got more support from the department and the administration so that there would be ways to build up some credibility and make friendships. It bothers me to go on line (campus pipeline) and see how money (funding) is available for faculty development for research projects and conferences. I have a lot of projects I would like to work on but my time is pretty much taken up by having to teach so many classes to get by. It doesn't seem fair...and actually, I think that the university is short-changing itself when it doesn't provide incentives to all faculty since we are expected to be so cutting edge and informed. I guess I just feel like I'm in a pretty narrow space and I want to do more...do you understand? (Interview, September 10, 2002)

Others viewed their past and present contributions as being seen as non-applicable to the institutional since they were not directly connected to or supported by the university. Most adjunct faculty who were interviewed stated they were willing to participate or invest in ways that would enhance their own careers as well as provide the institution with enhanced quality in teaching and other areas in return. However, all equally shared the belief that as long as the present (Private University) institutional contract offered no means of reciprocity in benefits and support, then they would not be willing to explore opportunities of professional enhancement. This resignation also carried with it (for most) a muted outlook and attitude regarding their status in the labor force. In an interview with a female instructor in her early forties, this attitude of acceptance and resignation was brought forward by these sentiments.

In the following, (P) stands for participant and (R) stands for researcher.

P. When I started out, I was very concerned about getting full-time work. But I realized that I was not in the best position because of the fact I am female, white, and do not possess the same credentials as others. I thought that if I worked hard at research and developing courses, I might be more competitive but I found out this just was not the case. I was disappointed more in myself than anything.

Professionally, it didn't seem to make a difference because I had lots of company. Sitting in the adjunct office, we'd mostly talk about the impossibility of our situations as part-timers. We'd trade stories and laugh just to take away some of the tension. But personally, it has been hard. I'm lucky to be married...I mean my husband's work is important and his company provides for our family.

R: What changes in the status or utilization of adjunct faculty do you think are important? How would these change your perspectives?

P: Pay of course! That's always a concern...but I hear a lot of my friends (adjuncts) talk about things like getting more ground in their professional work. I know of many who serve on committees at (community college) and have actually worked on research projects with other (full-time) faculty. I think that if there were more opportunities, that those who are teaching part-time might stand a better chance at being competitive for full-time positions when they open up. It's also important to feel that you are a part of something, that your presence and service are important. Faculty Support at (community college) does a great job of making part-timers feel welcome and necessary.

R: Do you see that same attention or value placed upon adjunct faculty at the Private University? Are there differences in how you are employed or what expectations are either placed upon you or opportunities offered to you?

P: Definitely...but I don't want to sound like I'm complaining. It's a different world here because they (administration/college) have no expectations other than what it says on the contract: "...teach assigned classes...and hold office hours." It probably says the same thing in the handbook (*Faculty Handbook*). It's common knowledge that the Private University has two kinds of part-timers...adjuncts who just teach and others who have prestigious jobs in the community...you can tell just by looking at the ads they put out. There's one that features an attorney and students talking about how they are getting a "real world" education (laughs). I think they use that term just a little too much to show how having all these people who are not teacher trained are doing a better job at teaching. That makes me a little frustrated...but I try not to let it get to me. Realistically...most people (adjuncts) I know don't make a habit of teaching here the Private University) on a regular basis because there's no future so it's not worth the time and investment. Anyone who is serious about teaching is really looking for employment in the university (University of Hawaii) system since there is more opportunity and it's a lot more fair. (Interview, September 24, 2002)

Comparisons such as this were fairly common among the adjunct faculty interviewed and the outlooks and comments provided within the focus groups tended to examine the issues of pay, benefits, inclusion, support, and opportunity from the perspective of how an institution regarded, valued, and utilized its faculty.

One respondent provided comments that were both unique and somewhat common among adjunct faculty with notions regarding personal investment, professional responsibility, and affiliation. An interview with a white, male participant elicited these remarks.

P: There is not a lot of open-ness in the relationships among faculty...especially if you look at the way full-timers interact with adjuncts...it just isn't happening. We don't attend faculty (department) meetings or work on any committees...even our office is segregated totally from the rest of the faculty. This is something that really bothers a lot of us. I suspect that's the reason the four want to be together when they are interviewed.

R: Are you saying that the only sense of unity you associate with working here is that formed among yourselves...or in your groups?

P: Sure...how many other full-time faculty do you think take the time to say hello...other than (department chair – name omitted) who drops in to say hi or do a peer evaluation? You're the only one around here who really has talked to any of us...and even at that some of the teachers (adjuncts) were a little suspicious (laughs). I'll give you an example of just how unimportant we seem to be around here. Last summer, there were three of us teaching and it was about a week before the beginning of the Fall semester (Fall, 2002). I was meeting with a student and the others (other two adjunct faculty) were working at their desks when about eight or ten English faculty walked in unannounced...they were going to have a department meeting and needed the room! The (chair) said she had forgotten we were here but that we needed to move out for about two hours so she could run her meeting. You were still next door in your office so you missed it. We (adjunct faculty) felt totally invisible...talk about lack of respect. (Shrugs) It's just like we don't exist...or if we do...our existence is barely there because we don't count!

R: I keep hearing that word "invisible" as a reference to adjunct faculty...what does that mean to you? How could that invisibility be erased or at least changed in some way?

P: I've thought about this a lot. When I teach at (community college), everything seems different...from how staff and faculty treat me, how students see me, even how the inter-office mail (invitations to get-togethers, committee participation, research opportunities, community service openings) can have an impact on my career. I feel included in just about everything that goes on there, but I don't feel my job is on the line if I chose not to join in. It's just that there is the feeling...an environment...of inclusion. Believe me, it makes a big difference, too. I think here (Private University) there's no comfort. For one thing, I feel like I belong and that the teaching and other work I do at (community college) adds up to something worthwhile for me and for the students and the college. I feel like I'm able to make a serious investment into my future and that I am seen more like a colleague rather than as a part-time teacher. That "part-time" label really gets to you after a while. Pretty soon, everything is "part-time" and you just get to thinking that it's not worth it if it doesn't count toward anything.

**R: You've shared other personal insights about your work here (Private University) and the way it's different from teaching elsewhere (community college).**

**P: Honestly, and you probably know this already...I don't put much effort into the work I do here because it's not worth it. What incentives do I have to break a sweat? I come in and just basically teach the class. When I first started, I used to assign between four and six papers for the semester...and that was on top of the research paper (Writing 1200). Now, I have them write one paper, put together one group project and spend three-fourths of the semester working on the research paper. (Interview, October 8, 2002)**

**In a later series of interviews, indications led the research format and instrumentation away from individual interview sessions to soliciting information from focus groups as evidenced by these comments which address not just issues about responsibilities and expectations (by the institution), but as significant the connectedness and collegial status or inclusion that some in the adjunct faculty sense. The participants were three white females in their mid-thirties.**

**P1: If I had a chance to look ahead to a relatively fixed two semester schedule even as a part-timer, I could devote a lot more effort toward planning the kinds of teaching strategies and lessons that make learning more exciting. Right now, we're handed a model syllabus, a committee approved text, a set of learning outcomes, and told to go in and teach and little else more. Sometimes I feel like I'm working in a factory!**

**P3: That's the frustrating part of all this. Sure more pay, more opportunity...all that would be great. But the worst part is that I see myself less as a professional and more as a common laborer. You know, if you look at the requirements (of the adjunct faculty contract) there isn't much expected other than just teaching. I always wanted the chance to do other things like research, committee work, collaboration...but with the ways things are set up, there doesn't seem to be the right amount of time to actually do anything productive.**

**P1: How are we expected to show any accomplishments in our profession if we can't even get around do things that are normally expected of teacher in the profession? Oh...and let's not forget that we don't get a chance at any college money to support our work either.**

**P2: At (community colleges) you can work toward gaining some equity or seniority in having your investment in time serve to help you gain better...or at least...more comfortable schedules and opportunities for research and support.**

**P1: I think also, because we talk about this a lot, is the idea that there needs to be a community...a place where we feel comfortable coming to and staying. Here, you often feel isolated like you're just waiting until the class begins and then off you go. I would rather have it (the campus/department) be a place that makes me want to be here so I can visit and – especially – so I can sit down and do some productive work.**

P3: You know, this is probably the strongest reason why the three of us wanted to do this as a group...we have the impression that we are somewhat segregated from the rest of you (full-time faculty) and that since we're here only part-time that we...our contribution...is less important. I'm not saying that's the situation but it is the impression we have. The only interaction we have is during peer reviews. I don't understand why there isn't more development along these lines.

P2: At (the community colleges) they have a lot of different opportunities available to work together and meet with full-time faculty. It just makes for a more welcoming environment.

P1: We understand how issues of pay and health insurance fall under a different set of circumstances such as budgets and so on...but what cost is there to developing constructive and interactive...supportive...relationships? At (the community college) you are pretty much forced to work with all the other faculty in the department because everything is very much controlled...that's not the word I'm looking for...developed or put together where you (the adjunct) have to work with full-time faculty on teaching techniques, sharing ideas, committee work and so on.

P3: It's more of a cooperative faculty event...you know...sharing and coming together so no one is left in the dark about anything.

R: Is there any specific way this "cooperative" work is handled...like some protocol?

P2: You can be assigned a mentor if that's what you want...to help you with getting started with your classes and giving advice about the school culture, where to get supplies and that sort of thing.

P3: It's a good way to meet the rest of the faculty and find out what's out there...what types of other activities are available to the new teacher.

P1: This is one of the ways...at least if you're interested...in building some kind of seniority or investment. If you take advantage of these types of opportunities, people notice. And if you do well...that's even better if you are looking toward longer term employment or a full-time position. (Interview, October 22, 2002)

An examination of the final query about personal choices and questions concerning a future in teaching in higher education specifically, or in the field of education in general, responses were varying to some degree and based upon personal outlooks linked with "realistic" views of the state of higher education for the future as well as past experiences and disappointments felt by many of the participants. The following is a typical example of these feelings and views brought forward in an interview with an Asian female adjunct faculty participant.

**R: It looks we're at a good starting place for launching into the heart of the questions about making changes, issues regarding part-time teachers, and the like! Is this new ground for you or were you aware of these conditions before?**

**P: The only understanding I had prior to coming here was that t.a.'s (teaching assistants) were at the bottom rung and that full-time teaching positions were practically non-existent. In fact, that's one of the reasons I majored in Communication...since I felt it was more practical and that I would have a lot more flexibility in where I wanted to work. This is a totally new experience to me! Just sitting in the (adjunct) office before class, I can really hear what's going on with these people. I guess they've been teaching here awhile so they seem to have quite a history!**

**P: I didn't realize there would be such a difference between part and full-time teachers because I thought since they taught the same courses, there would not be that much change in status. I at least knew about the pay but what surprised me were the things I just assumed would be there for everyone on the faculty...but I guess I was just naïve.**

**R: How so...what have you learned?**

**P: The big thing is that there is a definite feeling of being isolated from the rest of the faculty in a lot of important ways like going to meetings and just sitting around between classes and sharing stories. When I was in graduate school, it was common for students and faculty to visit on a regular basis...I didn't really know who was full-time or part-time because they all seemed to be treating each others as equals! It's interesting but I never thought that the adjuncts (in the English department) are all in one office...sharing desks and one small computer that looks like it's been there for ages. In fact, the only person I really know I can turn to is the chair and I haven't seen or heard from her since the semester began. So, I have this impression that the adjuncts hang out together and then leave when classes are done. This is the most uncomfortable part because it takes away any feeling I might have of just belonging somewhere at the University.**

**R: So...that takes us into asking about the kinds of change that might be made to enhance the environment or create a place where you and others feel comfortable and welcome...or...compensated and included if those are the kinds of opportunities that you might find important.**

**P: I think that is what everyone wants...to be a part of what's going on and – of course – getting credit for it. I think of teaching and faculty like I do when I think of the company team or of a family...I think family is a better term. Everyone here shares a responsibility to the students and so I think it's important that everyone share their ideas and their strategies and plans in teaching. I don't take the isolation thing personally, but I can easily see how others might feel left out of the significant events that are a part of the university. As for myself right now, I'm sort of being more self-reliant in trying to make things happen that are positive and affect me directly. I haven't reached the point of utter frustration...yet.**

**R: Personal choices! Can you provide some examples of what you are doing?**

P: For one thing, I made an appointment to visit with the Dean of the School of Communication. We had a great talk and she was enthusiastic about how the program was growing because of what she called the “vitality” of the faculty. So, next semester Fall, 2003), I will be teaching three sections in Communication and some in summer!

R: What about personal investment and commitment toward reaching your future goals?

P: I have every confidence that what I make of my teaching career...if I choose that path...is pretty much up to me. Especially, after my visit with the Dean, I really feel confident that I can have a good chance at a full-time position in the best interests of me. The difference here (between teaching composition and communication) is especially in how the person managing the program views their teacher-there so much more personal connection Communication than I have seen in English. I was also told that the department provides mentors to help with any questions. I really feel there is a huge difference in the different areas.

P: Well...it's this difference as I've said. I really believe I have a good chance at a more rewarding time in communication...not just because that is my field...but that I can have the chance to be in two communities...teaching and business. The point is that I think I can teach part-time and work full-time (outside of teaching) in the field. Yet, I still think there is a good chance of also having the opportunity to just devote a full-time career to teaching if that is available and I can do that. The feeling I have is I think I have more confidence in myself and in the department as far as making the most of my own life. I think the others (adjunct faculty in composition) feel like they're trapped and treated like second-class citizens. One of them showed me a web site where adjuncts from around the world share experiences. I couldn't believe some of the lives these people lead running from job to job with absolutely no security let alone a feeling of permanence. I'm sorry, that's just not for me!

P: I am going to concentrate on being in the “here and now”...you know...realistic about what's out there. I've seen how bad things can be and I really hate thinking about waking up some day and discovering that I've done all this work and that I have absolutely nothing to show for it...no way...not for me! I am considering some of the ways my friends have told me about doing other things and getting to know what I'm capable of and especially...getting out this rut! (Interview, February 25, 2003)

Throughout the interviews, the key concerns were as focused on pay and parity as they were on opportunity and the core issues of equality and civil rights in areas of accessibility, opportunity, and shared governance. These notions grew in significance when they were brought out in the modified focus groups and where adjunct faculty could see their peers, hear and share their collective voices, and find a sense of common ground to share with their professional brethren who, for the most part, were heretofore isolated from one another.

### **Focus Group Responses from English Composition Adjunct Faculty**

A majority of participants saw favorable traits of part-time teaching being directly related to opportunity. The predominant belief was that institutions and departments needed to offer support that included mentoring, partnering, better communication, professional development programs, and ladder systems for more secure scheduling and longer terms of hire.

The respondents agreed that the types of changes to provide greater inclusion and incentives for adjunct faculty necessitated that institutions offer more participation and reward professional types of work done in the classroom (teaching), in academic work (research), and recognition and support in community service activities. They needed to provide funding or monetary support for professional activities and affiliations and equal representation among all faculty.

Not all adjunct participants were in agreement concerning representation by a union but were mindful that such affiliation provided a means of inclusion with full-time faculty. This affiliation was viewed as opportunity but not as any form of guarantee (full-time position). The participants believed that the effectiveness of their utilization on academic programs should be directly linked to being given greater responsibility and being treated as enfranchised members of the teaching community. These conditions should be rewarded by a system that allows gaining equity toward promotion, so they can be recognized in their services as more productive and supportive of the institution and its academic programs and services to the students.

In their response to what professional choices were most important to adjunct faculty, nearly all felt that the teaching environment needed to allow greater opportunity for professional growth, greater inclusion and support in developing as a professional, open access to collegial support and ways to accumulate professional currency and apply that currency toward improved status, terms of contract, and economic stability.

Much of the conversation to come out of focus groups examined the issues of accountability and how many adjunct faculty do not perform to their best abilities since neither incentives nor meaningful ways of measuring performance exist. The data and information derived from this particular issue was anecdotal and could not be accurately verified or qualified. The second issue considered of high importance to the participants in the adjunct faculty focus groups had to do with institutional support in inclusion, opportunity, and banking.

The questions for the focus groups looked at various factors of utilization, inclusion, and professional prospects. These examined areas of personal professional needs; the teaching environment; professional opportunity; and view about institutional perception to their status and contributions and institutional support.

On September 16, 2003, twelve adjunct faculty met to work in a focus group. A second focus group met on February, 23, 2004 with seven adjunct faculty. The rationale behind working under the focus group method was to alleviate the amount of time and effort that would otherwise be spent on interviews since so many new hires had been introduced. The writing coordinator also suggested that this might also be a good opportunity to visit with new adjunct faculty in order to discern their thoughts and beliefs regarding this research project (utilization and accountability of adjunct faculty in higher education). Approximately one hour was set aside to work in a focus group since this particular group had schedules which did not allow much in the way of free time for one-on-one interviews. The de-briefer (also the writing coordinator) felt that if this faculty were interviewed in a focus group setting, they might feel more open while discussing their concerns regarding problems associated with their status as part-time faculty, their limited access to venues of communication and support, and the uncertain aspects of their professional lives in teaching at present and in their future career aspirations.

To ensure a condition of relative anonymity and personal privacy, demographic information was gathered beforehand while omitting names and specific ages. Participants were given a copy of the focus group questions one week prior to meeting. Many noted that since the setting would be that of a focus group, it would be preferred to direct attention to the specific questions related to the following areas which are also listed below. The responses are the combined sentiments of the adjunct faculty participants within the two focus group sessions. The protocol defined and described below was the same for each modified focus group which utilized an “in service” style that allowed participants greater ease and latitude when voicing their opinions without fear of reprisal or creating an environment that might be perceived as hostile reactions to the focus group questions and the answers they elicited. The rationale of the modified focus group was intended to shed light on the issues within a specific context that was dependent upon the commonality of views, values, and desires of the participants.

1. What characteristics of part-time teaching are considered favorable with regard to opportunity and promotion? What kinds of professional support are most important?
2. What kinds of changes would be beneficial in the professional lives and careers of part-time faculty? How might they be implemented?
3. What would you be willing to participate in as service to the university? Under what terms would participation be valued and rewarded?
4. What effect does the use of part-time faculty have upon academic programs and students? How is their instructional service valued?
5. What are the most commonly held beliefs about why part-time faculty are used (in composition classes). What choices are most important to part-time faculty as these relate to career decisions and plans for the future?

Each participant was given five colored and lined Post-it™ sheets (red, orange, blue, yellow, and green) which corresponded to categorized and grouped questions that were part of the interview and survey protocol. There was no connection or significance to colors other than to distinguish each group from one another. Adjunct faculty participants were then asked to write at least one statement or reflection to each query group. Each color coded Post-it™ had a typed question to which the participants were asked to respond.

The de-briefer then collected the notes and wrote the clusters of responses under the heading of each question on a white board in the front of the classroom. The responses were then written on the board in their respective groups as defined by each question content area and participants could visit these statements. From this process, the participants were encouraged to build upon these statements by providing personal glimpses and examples that illustrated their own views. The responses were based upon personal experience.

1. What kinds of professional support are important? (Red)
2. What significant changes would you like to see? (Orange)
3. What investments would you be willing to make? (Blue)
4. Do you plan to stay in education? (Yellow)
5. What compels you to continue teaching part-time? (Green)

The responses were as follows:

*Question One:* Favorable conditions include fair pay and benefits, good working conditions (equipment, access to support), and fair and respectful treatment by colleagues; and unfavorable conditions which included lack of orientation, little preparation time, poor scheduling, no provision of assistance from staff or other faculty, no opportunity to grow within the system.

The data of responses for question one indicated the following sentiments:

**Question One Response Statement: Fair pay and benefits, good working conditions (equipment, access to support), and fair and respectful treatment by colleagues. 100%**

***Question Two: Changes most frequently cited included pay and benefits, long-term hiring track, greater opportunity for professional support (grant money, collaboration), partial voting rights or representation in faculty governance, allowing attendance to and active participation in faculty (department) meetings and at faculty assemblies.***

**Question Two Response Statements: Fair treatment as a professional. More opportunities to belong or participate in activities. 63%**

**There needs to be open communication and access to university services and support. 36%**

***Question Three: The most commonly reported “effect” had to do with the amount of time adjunct faculty had for students. Most often cited was most in the group had other teaching assignments and that since they shared an office, meeting privately with students was compromised.***

**Question Three Response Statements: *How can I be expected to do any other work if all my time is spent going from job to job. 42%***

***I will make investments when I know for sure what will count toward getting a full-time position or a longer contract. 58%***

**Some “observed” that it was common practice for some adjunct faculty to provide limited services based upon their limited responsibilities although none in the group took personal ownership of this notion. There was commentary about real change in how adjunct labor was viewed and that change might only come about either through institutional adaptation to fair labor practices (noted by the University of Hawaii system) or through union affiliation. Many felt that unions might be a viable way toward inclusion.**

**Question Four:** Of all the responses, the predominant theme evolved around issues reflecting “casual laborers” and “migrant workers” as images perceived by the adjuncts themselves. All participants felt that the sole reason and justification behind the increasing reliance on adjunct faculty stemmed from two separate yet related issues: pay or economic exigencies and labor.

This question (and its responses) elicited a great deal of talk among the participants who openly shared their views as to what they saw as an economic “factory” response by colleges to save on labor costs and free up full-time faculty to draw in research money and headlines. Many argued that the courses most often taught by adjunct faculty were composition classes which they felt were labor-intensive due to the heavy load of writing assignments and increased student advising that was involved. Some noted that they had read (*The Chronicle of Higher Education, Academe, Adjunct Advocate*) that many mainland colleges and universities used adjuncts and t.a.’s (teaching assistants) for the sole purpose of teaching general education classes which were considered below the “dignity” of full-time faculty. Many participants said they would like to have a fair chance at doing research work or being given the opportunity to teach upper division and graduate courses that would also enhance their intellectual and professional currency. This term with accountability and support were commonly raised and generated the greatest interest in terms of meaningful change in utilization of adjunct faculty and betterment of their status.

One participant, using the migrant labor metaphor, noted that if all one is allowed to do is pick lettuce, then what chance do you have at doing anything more important? This discussion led to questions regarding the institution’s mission, student perceptions, and concerns about academic integrity. Some participants stated with a little irony that their employment might actually be at the heart of student retention issues even though their teaching and professional integrity were “unquestionable and above board” (participant’s words).

These sentiments bridged over to the belief held by many in the group that by proving their value to academic programs – especially composition courses – there was a good possibility that they might gain access toward full-time employment. This notion was followed by a lively discussion about possibilities about greater enfranchisement within departments which placed heavy reliance upon adjunct faculty to teach general education (core) courses and do it well.

Question Four Response Statements: *I am keeping my options open but I am still hopeful I might be able to get a full-time job. 21%*

*Seek out new opportunities. 26%*

*I will stay in education either as a teacher or administrator. 53%*

*Question Five:* this was by far the most difficult question to which to respond since (by this time) all the participants had begun to formulate different scenarios for personal professional change. About half the participants felt the lot of adjunct faculty was, for the most part, hopelessly entrenched by the status imposed upon them by administrations which held to budgetary constraints. Still, others held out hope that labor conditions, wages, benefits, and employment opportunities would inevitably have to change due to the significant consequences of these very issues and their effect upon academic integrity, institutional viability, and student perceptions (retention). Some in the group talked about colleges which promoted inclusion and systems which allowed “banking” (their word) and building professional collateral. One participant talked briefly about unionization but commented that that did not present itself as a particularly suitable approach in resolving these issues.

Question Five Response Statements: *I like teaching, especially at the college level. I enjoy being with the students and I really feel like the position is somewhat prestigious. 74%*

*I look at teaching part-time as a way to develop my skills toward another career. 26%*

The focus groups concluded with the researcher soliciting some final thoughts regarding personal choices in relationship to their own lives and hopes of working in education (in general) and teaching in higher education (specifically). The participants wrote their comments on 5” by 8” cards (white) which were collected by the de-briefer who then re-wrote the responses in groups where they fell into a particular cluster of shared feelings or opinions. The researcher then divided the responses into three distinct categories that reflected preferences with regard to institutional change and support for adjunct faculty terms of institutional support; term contracts; and a banking system for enhanced employment.

### ***Accountability***

One of the most important aspects of this research arose from concerns about accountability and specifically, how adjunct faculty viewed their work in terms of value as evaluated and examined by themselves, their students, and their colleagues. While the majority of responses specifically about accountability evolved more from focus groups than surveys, the results and feelings were directly tied to the degree of institutional (and to some extent departmental) demands, expectations, and rewards.

The only duties expected of adjunct faculty were that they meet the teaching requirements, maintain decorum, hold office hours, and give evaluations (course grades) at the end of the contracted term of hire. They did not serve on committees, attend faculty meetings, or have voting rights. These conditions along with no protocol for establishment of a career-oriented or long-term hire track offered little in the way of either incentive or professional investment on the part of the adjunct faculty member. The instruments of accountability were: 1) peer evaluations; and 2) student course and instructor evaluations each using a Likert scale and providing some space for narrative. Student course evaluations were required and were submitted.

Yet, by Fall, 2006, peer evaluations had not been conducted for all adjunct faculty (in English) since no full-time faculty was interested in taking this on or they expressed they could not afford the time. The peer evaluations were not conducted for the adjunct faculty in English and this became a concern by Spring, 2007.

In the words and sentiments of many adjuncts who participated in focus groups, they never felt as though there was much of a peer evaluation process and they instead relied more upon the evaluations provided by their students. Most respondents confided that they invested more into the happiness of the class and student success (read grade inflation) rather than the sentiments of their colleagues. Surprisingly, the majority of adjunct participants stated they tended to be very generous with grading assignments and giving passing grades to their students.

Nearly all of the adjunct participants felt that student evaluations were the only reliable and safe instrument that counted as far as ensuring their continued employment at the Private University. At other colleges, they agreed that partnered and pro-active involvement in academic areas such as curriculum development and committee work was essential to help establish a viable profile in the eyes of the institution and authenticity in the eyes of the students.

The overall sentiment expressed by adjunct faculty participating in the two focus group settings was the necessity of a firm and meaningful connection between the terms of hire and professional opportunity and the willingness to offer service to the institution in venues of research, academic development and shared governance. Participants felt there was a direct connection between how they were utilized and included and how these affected the ways in which they were valued in terms of professional currency. All adjunct participants agreed that if professional accountability were a factor in their employment, currency could then be accrued, established, and rewarded.

A look at the findings yielded from focus groups provided a clear understanding of the adjunct's sense of self and place, a deeper and more insightful perspective where adjuncts individually and collectively found their common voice and expressed in greater detail and feeling their aspirations and their experiences. Out of this, two critical areas of concern were expressed by adjunct faculty. These factors underscored what adjuncts viewed as the primary, genuine elements of the teaching profession: professional currency and institutional support.

### ***Professional Currency***

This term as applied in this research carried both a denotative and connotative meaning. Denotatively, *currency* literally meant value or worth placed upon something such as a service rendered. It translated directly to money as in "currency" or it was seen as a metaphor to bring about the idea of what one's skills provided to a society of learners. The second application, as important, was the connotative value derived from what was considered "current" or informed.

Currency in this sense was to be skilled and up to date in one's area of expertise, as in the field of higher education and teaching. Seen in these twin views, the term professional currency could be viewed as applying to the monetary value and the intellectual value. Professional currency was appropriate in describing the kinds of traits and characteristics one would be expected to accumulate throughout his or her professional life.

The adjunct participants overwhelmingly favored institutional support for a ladder system for either full-time employment or stable working conditions and growth in compensation and benefits. The participants stated that they: (a) would to continue in education either as a teacher or administrator; (b) would continue teaching in higher education until change came; and (c) would most likely seek another career or possibly return to college in seeking to change their professional direction and expertise.

The adjunct participants expressing their willingness to return to college were themselves new to part-time teaching and had just recently completed their graduate studies. A majority of the adjunct participants saw their time spent working as an adjunct faculty member as valuable because of the experience gained by teaching diverse student populations. They also felt that the experiences related to self-sufficiency in the classroom along with an understanding of the practical knowledge about labor issues related to adjunct faculty provided an opportunity to build one's credentials within this particular work history.

There are many factors surrounding the status of adjunct faculty in higher education which include *reasons for teaching* and *advantages in teaching part-time*; but these, while important, were a minor part in this research. The general response to these queries was most often "for the love of teaching" followed closely by "fulfillment of the dream of teaching in a college setting".

Most of the participants in this research felt there was hope in attaining a full-time teaching assignment. Others took a more stoic attitude and felt that while they enjoyed teaching part-time, they looked forward to one of two future paths: working at teaching in an entrepreneurial spirit; and, finding meaningful employment outside of teaching.

Many long-time adjunct faculty said they enjoyed the *flexibility* that teaching part-time offered and noted that teaching assignments were more interesting since different locations and student populations made the experience much richer for them. Along with the freedom (flexibility), many pointed to the idea that because there were no hard and fast institutional obligations, they could act as independent agents in control of their professional lives and destinies to pursue whatever paths or assignments they chose. The most prevalent sentiments were "the love of teaching" and a desire to work in an environment of intellectual stimulation.

## **Adjunct Composition Faculty Focus Group Narratives**

Of the ten questions listed in the interview protocol and used to direct the discussion in the focus group sessions held in September, 2003 and in February, 2004, those which generated the greatest interest were the following.

1. In your present position, what significant changes would you like to see enacted? What efforts or investments would you be willing to make to be a part of any programs, affiliations, or responsibilities that might be made available to you?

### ***Group Responses***

It would be helpful to have an information session that tells part-time faculty what's available for them rather than a general session at the beginning of the semester. Needs to be more specifically tailored to part-time faculty needs and questions by department.

Need to create a handbook that provides pertinent information to part-time faculty and offers details regarding duties, responsibilities, and opportunities within the university.

Creating an adjunct committee which looks into part-time faculty's concerns, and an advocate or representative for part-time faculty within each academic area. Forming a support group for part-timers (could include full-time faculty).

Creating or conducting events for part-time faculty that would promote greater sharing of experiences and professional information. A way in which part-time faculty have for making connections or networking and getting to know each other better.

2. Outside of economic concerns, what components of your position would you like to see put into place? Why and how are these important to you? How do you feel they would improve academic conditions for students and the university?

### ***Group Responses***

Generating peer visits for faculty who invite part- or full-timers to drop in on their classes for a friendly review of teaching methods. Developing ways that enhance the teaching experience for part-time (new) faculty and ways to improve or to seek promotion.

Create opportunities to write grants or partner with full-time faculty for an institutional or outside grant. Promote an enrollment plan for professional development information at orientation for part-time faculty.

Provide customized technology training (with tech assistance). Conduct specific task-oriented workshops on teaching. Establish discussion groups where part-time faculty can discuss teaching strategies (would include full-time faculty). Having a liaison or representative in each academic discipline. Conducting informal discussions about events and activities which occur in the classroom. Responding to computer needs, and teaching issues. Creating an online discussion forum and listserv for part-time faculty and active development of information and literature of emerging issues arising from part-time faculty concerns regarding working conditions and professional opportunities.

3. What do you feel is necessary to change the present labor and hiring practices and trends in higher education? What might colleges or universities offer to adjunct faculty to provide a means for inclusion and opportunity? What kinds of professional support do you feel are important to adjunct faculty?

### ***Group Responses***

The greatest need is that full-time faculty *and* administrators recognize part-time faculty are just as educated, committed, and experienced and that we are *not* significantly different. We are tired of being under-valued, under-used, and under represented.

Establish guidelines that make retention and promotion a real possibility for part-time faculty. Earning points for participating in professional development workshops. Develop a merit pay system for excellence in teaching. Having institutional support for attending (summer) professional development workshops, opportunities for research, and opportunities for publication of professional works.

4. What are the personal choices you make or are preparing to make regarding your professional career? Do you plan to stay in education? If your status as an adjunct has had an affect on your life personally, how and in what ways? What changes or adjustments have you made in your personal and professional life? What compels you to continue teaching as a part-time?

***Group Responses:*** There was a particular problem in grouping responses to this question since each individual had his or her own unique set of circumstances in career, family, and expectations in the workplace. To structure the issues in a way that best indicated group sentiments, the responses have been placed in categories reflected in their own voices.

***Time Management:*** The most difficult aspect of teaching part-time is the fact that I have to put a number of teaching assignments together which requires a lot of travel time and a lot of shifting of priorities. Teaching at various colleges and different classrooms, courses, and cultures takes more time than anyone can imagine. What contributes to this difficulty is the fact that (usually) teaching assignments are never closely sequenced – they are spread out throughout the day on every day of the week. It's a real balancing act and there is never any time left over for personal interests let alone doing any work on professional opportunities such as reading, research, or writing.

***Developing Professional Relationships:*** Part-time teachers are not treated the same as full-time faculty we are not seen as scholars who devote careers to teaching and research but that is not necessarily true in every case. One thing preventing developing any kind of relationships with full-time faculty has to do with obligations and teaching elsewhere. Another is that most colleges don't have programs where relationships can be developed such as research or mentoring. Also, at the Private University in particular, part-time faculty are not allowed to participate on committees, or attend faculty (department meetings) or allowed to sit in at the faculty assembly as a voting member. There are simply no connections that are made available to begin to establish partnerships or other forms of collegial relationships.

***Understanding Duties and Responsibilities:*** This is a big issue especially at the Private University because so little is expected of part-time faculty. This makes the work *here* very limiting and doesn't allow or promote individual initiative because there is no reward system, no track for retention or long-term contracts, no institutional support for research or affiliation. This limited definition of part-time faculty probably is the reason full-time faculty consider our work and contribution as less meaningful. There is also the belief of some students that we may not be as qualified or dedicated to their needs as full-time professors.

***Learning the Culture:*** There is definitely a lack of any kind of relationship between full-time faculty and part-timers. Essentially, there is a rudimentary initiation or introduction and some handouts that address issues of teaching, advising, and location of buildings but there is little else. One important contribution that everyone would appreciate and learn from would be to create a forum for faculty discussion where all faculty have an opportunity to meet and share ideas about teaching and research and other institutional matters and concerns. It would be very helpful and supportive if there were a mentoring system in place by academic department so a new hire or part-time faculty member could have somewhere to go and someone to talk to about any concerns and questions arising from the teaching experience. The most surprising element is that there seems to be not concern on the part of full-time faculty and administration about who they are hiring or caring that all faculty are familiar and comfortable with their students and with the courses they (part-time faculty) are teaching.

***Departmental and Institutional Support:*** The community colleges have done an excellent job at providing services and support to part-time faculty and have good means of networking information that helps in teaching and in learning about new opportunities. There is an institutional office for support and there are also opportunities to access mentors. The institution also provides opportunity for part-time faculty to become engaged in active service (committee work, program participation, monetary support for research) and in orientation.

They also have a process by which part-time faculty are recognize for their contributions and ways to seek greater job satisfaction and security in terms of long-term hire and access to benefits. Also, community colleges are more supportive and open in terms of providing the necessary equipment and other forms of administrative and collegial support in promoting good teaching environments. This support is most significant because it also serves as a legitimate way to feel included, respected, and valued within the teaching community.

***Professional Issues, Course Preparation, and Stress:*** Since most of us teach at three or four campuses in any given semester, it is difficult to establish professional ties and connections to any particular community. Time constraints play a huge role in what we can and cannot do as teachers and researchers. Since we all teach composition courses, the work load is essentially a big part of the job in initiating meaningful assignments, reading student work, revising and advising, and administering grades. This is very time consuming and labor intensive. There is also the added pressure (burden) of the fact that composition courses are the cornerstone of all academic study that will inevitably follow. Faculty are saddled with the additional burden to ensure that all students are properly trained, evaluated, and passed along with good writing competency skills. The big issue is that many part-time faculty are hired at the last minute which leaves little time for preparation and initiation into the culture.

***Summary: Focus Groups with Adjunct Faculty***

Other concerns emerged from the focus groups which included realities of fiscal needs about supporting families, health care, professional stagnation, and issues regarding gender issues. The primary concern related to this last (gender issues) had to do with attitudes that male students, as perceived by female adjunct faculty in this case study research, had toward female teachers and how these perceptions were seen as sometimes problematic.

The female respondents felt that they had encountered problems with male students whom they saw as “stepping all over them because (they/teacher) were women” and that “there was less regard for them because students knew they (part-time teachers) were not as authoritative as (full-time) regular faculty.” The words *regular faculty* implied that any consequences derived out of the teaching and learning experience were mitigated one way or another because of a perceived lessening of authority and the lack of institutional support toward the welfare of the adjunct faculty member who was not fully vested by the university.

All of the part-time faculty within this focus group also admitted, somewhat reservedly, that they at some time or another engaged in what they termed “creative” or “performance” teaching which they variously described as fun learning exercises, innovative and leading edge pedagogy, and a desire to elevate student work (grades) beyond reasonable evaluation standards. They unanimously agreed that no “good standards” were breeched, only that they had given students more than enough support and opportunity to turn in drafts and revisions of their work until it would pass muster. There was some discussion about “grade inflation” but the group as a whole dismissed this notion as being both unprofessional and unjust to students and teachers alike. The most significant stressors had to do with the following.

1. Having invested time, money, and energy into an education and not attaining the goal of full-time teaching or reaching of self-actualization in other professional venues.
2. The growing difficulties associated with a lack of professional currency and credibility in terms of banking toward a meaningful future as a viable candidate for a full-time position;
3. The increasing hardship in maintaining minimal living standards, opportunity to grow personally and professionally, and general feelings of malaise, stagnation, and rejection.

Most of the respondents were generally satisfied with their work and looked forward to seeing change as inevitable. They expressed their current involvement in other areas and pursuits and did not see part-time teaching as an impediment to their professional or personal lives. Overall, most were hopeful and saw themselves as sojourners building up their own unique forms of equity they felt would lead to something meaningful in their own futures. The predominant philosophical view had to do in maintaining a positive aspect over one’s situation.

### Perceptions of Full-time English Faculty

As seen in Table 18, the areas most often viewed as important to full-time English faculty showed consensus that while all of the issues were of consequence, most responses fell into the “sometimes” category reflecting a feeling that while the full-time faculty recognized there was room for improvement and reconciliation, no one felt strongly one way or another to implement any suggestion for change. This was also reflected in the narratives evolved from the interviews and later in the focus group. Part of this sentiment lay in the fact that many felt that only top level administrative officers could effect change and implementation collaboratively with all faculty and with the complete support of the governing board of the institution.

**Table 18. Survey Responses from English Composition Full-time Faculty**

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Adjunct contributions:	Significant: 2 13%	Somewhat: 11 74%	None: 2 13%
Labor status of adjuncts:	Valued: 7 47%	Temporary: 8 53%	None: 0
	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Organize as a group:	Should: 4 27%	Perhaps: 10 67%	Should Not: 1 6%
Venue for redress:	Unionize: 3 13%	Inst. Support: 12 80%	Go elsewhere: 1 7%
	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Institutional support of adjuncts	1 7%	12 80%	2 13%
Opportunities for inclusion	5 33%	6 40%	4 27%
Adjunct needs met	None	15 100%	None
Recognize prof. investment	2 13%	10 67%	3 30%
How valued and skilled	6 40%	9 60%	None
Benefits parity met	7 47%	None	8 53%

**Questions Thirteen and Fourteen**

Teaching skills/effort	2 13%	13 77%	None
Effectiveness/adequacy	None	14 93%	1 7%

**Questions Twelve and Fifteen**

<b><u>Fulfill adjunct needs/concerns</u></b>	9 60%	6 40%	None
	<b><u>No full-time positions</u></b>	<b><u>Enjoy teaching</u></b>	<b><u>Lack ability</u></b>
Reasons for part-time	15 100%	None	None

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The responses to questions in the survey tended to be arbitrary in the way full-time faculty viewed the services of adjunct faculty. While the responses to how adjuncts were valued and supported in their contributions indicated a favorable response, most felt that their skills and efforts were only adequate. There was a general belief by all that adjuncts were included and supported by the Private University, but there was also a clearly stated view that pay and compensation were not satisfactorily met. There was unanimous agreement on the issue of opportunity for full-time employment and why competition for an opening was so limited.

Finally, a majority (80%) believed that there should be more institutional support to better enfranchise the adjunct faculty. In this last category, it was interesting to note that there was considerable uncertainty since full-time faculty respondents at one point stated that there was adequate institutional support (always/sometimes 73%) but there needed to be more stable forms for support and inclusion (80%) offered by the institution. Part of the reason for this mixed view may be due to the fact that some academic departments are supported by the Private University while others are left to fend for themselves.

### **Full-time English Faculty Interview Narratives**

Interviews of full-time English faculty were conducted during the Fall semester, 2005 at the Honolulu campus of the Private University. Since schedules, space, and availability were factors of concern, two interviews of 30 and 40 minutes duration and one focus group interview were conducted. The narrative from the interviews reflected the concerns raised in the full-time faculty surveys in that the major issues centered on accountability and contribution as well as maintaining a stable and reliable pool of teachers within the English faculty. Most, if not all, expressed an empathy with the status of adjunct labor and a related feeling of personal helplessness to bring about any remedy for change.

The following selections indicated the statements and beliefs of full-time English faculty and how their views reflected the utilization and accountability of adjunct faculty teaching at the primary research site, the Private University. In the following, (P) stands for participant and (R) stands for researcher.

P: I've been teaching full-time for as long as I can remember so I have had a little trouble identifying with part-time teachers but I think I understand the issues. I can tell you that one significant issue centers around money...no matter what college you're looking at. And if you think about it...we've talked a lot about this...we don't have any tenure positions and we are just beginning to look into sabbaticals. That pretty much says it all...it boils down to money. What I think about all the adjuncts...we have about 15 or so? I think it speaks to the fact that the administration doesn't want to commit to full-time faculty in English because it will cost them. I also think there are some problems although I can't specifically identify any other than what I see when I've done the peer evaluations. But I do hear from time to time that some of the work that goes on in classes that are taught by adjuncts aren't the most rigorous. I see a lot of students passing these composition classes who still can't put a sentence together...I'm amazed frankly.

P: I don't want to paint all of them (adjuncts) with one broad stroke, but from what I've seen, I think that they're too busy moving from class to class to invest much time into their classes...or their students for that matter. I know that a lot of them teach at the windward campus and then move off to the military bases as well...so there's not a lot of extra time to devote to other activities! I don't know how they do...or why.

P: No...I've conducted peer evaluations over the past six years or more, one each semester and I've seen a lot of fumbling and confusion. I try my best to let the teacher (adjunct) know what their weaknesses are and make arrangements (in really rough cases) to come back and do another peer evaluation, but it's almost always the same thing. If they do return for a second semester, their teaching is only marginally better because most of what they have learned has been from making big mistakes...what do they call that? On the job training...yeah...and that's not right. Some adjuncts teach at other colleges and I get the feeling that they are this group of migrant labor working season after season teaching and grading until they get it right...but how many students have suffered in the meantime? Why do they stay? I don't think even they know! (Interview, September 19, 2005)

In another interview with participants who had themselves worked as adjunct instructors teaching English composition at the research site, the Private University, some unique perspectives came forward concerning the themes of inclusion and opportunity as well as those related to professional currency. In their own words, the participants stated the following.

P2: No...not too much...and I'll tell you why. I've thought about this for a long time even when I was part-time because I wasn't even sure whether or not I wanted to do this as a career. I remember thinking about how I didn't have the degree (terminal degree) or the experience and saying I can't compete...or it's just not worth the effort. But the more I stayed and taught...especially getting to know the students and the other faculty...I actually started to become addicted...that sounds crazy...but that's exactly what it was like for me. The more I taught, the more I wanted...to teach...to stay. I wanted desperately to be a part of this. So, I know first-hand what the other teachers (adjuncts) must feel. I've talked with a lot of them too and so I've heard their concerns which are just the same ones I had. But I think now...and I look back...and I wonder if things haven't really changed. When I started, I was doing what I was interested in and qualified to do...but I look at who we are bringing into the composition classes and I just have to wonder if the people who teach these (composition) classes care about what they're doing? It just doesn't seem like when I started out.

P1: On the one hand this is very disturbing...and that magazine showed (*Adjunct Advocate*) is just too depressing. But the reality...and I take blame for this...is that we (English faculty) have been guilty of benign neglect. We're under so much pressure to teach these writing classes and interview and hire adjuncts always at the last minute that the whole process of education starts to look like a business. And...on top of that the number of applicants for positions gets smaller each semester. I really am beginning to see I have absolutely nothing in common with some of the people we're hiring and that disturbs me. I really feel bad for (writing courses coordinator) because she has to take whatever (the dean for liberal arts) sends her...whether they have any experience or not. It's gotten to the point of simply putting bodies into the classes and not so much worrying over whether they can teach writing or not...just make sure the class goes!

**P2: You know...you ask if the part-timers would be willing to participate or offer extra efforts to university service and I think the answer would be yes if there were some kind of program or understanding in place that offered a reciprocal benefit...not just money...that's important. I think that if there were a way to build up a recognition of their efforts...like the service and support we have to provide to justify contract renewal...I really believe that some of them (adjunct faculty) would be happy to participate in any way they can...and this is how they could feel like they are a part of the university experience. (Interview, September 3, 2005)**

### **Full-time English Faculty Focus Group Responses**

**On April 8, 2005 a modified focus group was conducted with full-time English faculty at the Private University. It was agreed at an earlier date that the best time to meet would be after the mid-semester English faculty meeting since the majority of faculty would be present and a room had already been reserved. While the actual focus group was comprised of eight individuals, three other faculty members, not included but who participated in the focus group conversation, agreed to stay for the purposes of helping in the process (recording, collecting notes, writing thoughts on the whiteboard). This focus group followed the same protocol used in the modified focus group approach conducted with adjunct faculty teaching English at the Private University. All participants were provided with both the dissertation abstract and interview questions beforehand. Additionally, all full-time English faculty participants who agreed to be interviewed had already acknowledged their completion of a survey regarding “perspectives on adjunct faculty.”**

**To summarize the collective responses of the participants, the areas of greatest concern used the same set of questions as those in the surveys, interviews, and focus groups involving adjunct faculty. These conversations dealt with (a) enacting changes or implementation in the utilization of adjunct faculty, (b) promoting affiliation and greater institutional support, and (c) issues regarding long-term employment venues.**

Much like the process of using the surveys initially to seek insight and significance of the issues facing faculties, institutions, and academic programs regarding the increasing reliance upon adjunct faculty, the questions (in the surveys) directed to full-time faculty in the English Department hoped to open ways of investigating perspectives and relationships full-time instructors had about their part-time colleagues. While some of the questions contained the same types of conditions about issues of employment, status, utilization, and support, others sought to investigate attitudes and feelings about how full-time faculty viewed the contributions and the level of quality in teaching service (of adjunct faculty).

The same color coded protocol was followed in the modified focus group settings as was conducted with the adjunct faculty participants. Post-it™ 3” by 5” notes were provided with each note containing a specific question regarding the primary issues derived from surveys and interviews taken by the full-time English faculty participants. They were asked to write a response that best reflected their feelings to each question and then the de-briefer collected the color coded notes and entered responses on the white board so that further commentary could ensue. The collective responses yielded results that were fairly uniform to the extent that each response to each question was unanimous in opinion. The individual questions and response are as follows:

1. What opportunities and support are available to adjuncts? (Green)
2. To what extent are adjuncts utilized and valued? (Yellow)
3. How might adjunct service and effectiveness be enhanced? (Blue)
4. What are adjuncts’ prospects for full-time employment? (Orange)
5. What is the perception about reliance upon adjuncts? (Red)

The responses to these questions were as follows:

**Question One Response Statements:** *They are not expected to provide any services other than teaching so there is no incentive do more than what is required. There are no opportunities in English that I know of since the university has not made any changes in their status. 100%*

**Question Two Response Statements:** *What is happening with the adjuncts is that they might feel it's not worth the time to grade as many assignments since the pay is low and there's no long-term chance of teaching full-time. I had the impression that these courses weren't being taught with the kind of rigor I had expected but by then it just seemed like too much time had passed. So now I'm stuck. Part of me says it's my fault but the other half says that we need to have some kinds of opportunities for assistance or voice or maybe other kinds of ways for these people (adjuncts) to invest themselves in the program. 100%*

**Question Three Response Statements:** *They need opportunities to grow professionally and pursue their interests with university support for research and travel. Frankly, I see no change unless the administration sets up a program. 100%*

**Question Four Response Statements:** *I don't see any investment into adjunct faculty for now and the hiring plan calls for only one or two new English faculty within the next few years and these would come from outside the university and not adjuncts. I don't believe that there will be much opening up as an adjunct to full-time. They need to focus elsewhere. 100%*

**Question Five Response Statements:** *Adjuncts are mostly viewed as part-timers going from job to job. As their numbers increase, so does their visibility as migrant workers. They are seen as cheap labor and unless they are a part of a unified community college system and working as represented by a union, then the image is that of a substitute teacher. For the most part, adjuncts serve a useful role in teaching but I believe they should be accounted for much more carefully and make certain they are treated fairly in ways of benefits and community involvement. 100%*

All respondents felt that part-time employment in higher education was a growing fiscal reality and that adjunct instructors were not considered as an integral part of the university community in that they had no share in issues such as governance, research and collaboration, pay parity and other benefits, no institutional support or ways for inclusion and enfranchisement, and little to no hope at all of ever gaining a full-time teaching position at the site in this research. While there was an overall feeling of empathy, this was tempered with the belief that only the institution allied with significant contributions and input made by full-time faculty across the curriculum was the most realistic way of making significant changes. These beliefs also came with the understanding that changes would be incremental and based upon shifts in academic needs, fiscal responsibilities, and institutional shifts based upon exigent circumstances.

The narratives from interviews and focus groups pointed to some key issues regarding the status of adjunct faculty and how full-time faculty viewed them. All saw part-time teaching as a dead end situation which held little or no hope for significant career opportunity while current reliance upon adjunct faculty was a fact of the market reality of higher education. A few stated that hiring part-time faculty provided greater institutional flexibility and increased savings that would open funding in other money generating programs. What might be most telling about the feelings and attitudes expressed by full-time English faculty was the realization that they were themselves caught up in day to day activities which demanded a great deal of their time since adjuncts did not serve on committees or contribute in other institutional services.

The issues of greatest concern among the full-time English faculty centered on three key areas in implementing change. Those themes focused on the adjunct participants in how they saw their own labor and how they believed their peers viewed them.

These themes included *utilization* as viewed in level of responsibilities; *accountability* seen in terms of meaningful contribution in teaching and advising; and professional *currency* which looked at ways in which adjunct faculty could find support for research, skills and knowledge-based growth and acquisition. The following shows the responses to the focus group questions by participants teaching full-time in English at the Private University.

### **English Full-time Faculty Focus Group Summary**

The majority stated that the effectiveness in utilizing adjunct faculty on academic programs, specifically in English, was directly related to how they were valued. They felt the institution needed to create programs that encouraged greater participation in areas such as curriculum development, faculty participation, and research and writing. They believed that pay issues were critical and that maintaining a steady and qualified pool of adjunct faculty in English had to be tied to a ladder system that rewarded participation and contributions by adjunct faculty to the institutional programs. Recognition of contributions included greater voice and increased opportunity to participate in governance and research opportunities.

The faculty felt evaluation tied to professional currency and accountability was a significant benchmark for any type of growth of a faculty member. Adjunct faculty would be better utilized in terms of access to opportunities that offered strategic and meaningful incentives to participate in both academic and social programs. Yet, while most believed that adjunct pay and benefits were significant to the problems of stability, quality, and currency, many felt compensation should not come at the expense of full-time faculty. The prevailing mood pointed to the institution's role in order to make effective change and that adjuncts needed to be encouraged to develop a portfolio of their accomplishments to be considered as a significant component of their recognition and reward by the institution.

The overall perception regarding adjunct faculty services and terms of hire reflected the stated beliefs that the institution would have to make significant contributions for any change in terms of filling full-time teaching positions, equitable compensation for adjunct faculty and stability in contracts, and support in programs that allowed and encouraged greater inter-active professional and social relationships between adjuncts and full-time faculty.

### **Full-time English Faculty Focus Group Narratives**

The following responses drawn from the modified focus group of full-time English faculty at the Private University expressed the collective views these faculty had about their concerns for the adjunct faculty with whom they worked as well as issues associated with the integrity of the academic programs. The issues concerning adjunct faculty were of particular interest to these faculty members since many of them began their careers at the Private University as adjunct faculty. Their views and hopes reflected a personal set of values which they held when they were seeking full-time employment in higher education.

#### ***Utilization of Adjunct Faculty and the Need for Change***

P I've been teaching full-time for as long as I can remember so I have had a little trouble identifying with part-time teachers. I can tell you that one issue is money...no matter what college you're looking at. It boils down to money. What I think about all the adjuncts...we have about 15 or so? I think it speaks to the fact that the administration doesn't want to commit to full-time faculty in English because it will cost them and there are some problems although I can't specifically identify any other than what I see when I've done the peer evaluations. But I do hear from time to time that some of the work that goes on in classes that are taught by adjuncts isn't the most rigorous.

P As I understand things, adjuncts don't attend faculty meetings and I don't believe they're eligible for any funding for travel or technological support...does that sound about right? So I don't think it's unreasonable to expect any more out of them if there's nothing being offered as an inducement...

P Right now, I would be willing to work as a peer review. I think I could work as a mentor if that's what you're suggesting...and I personally don't have a problem with adjuncts being on a committee or sitting in on faculty meetings. I'm not so sure about how things would work out if they had voting privileges in the faculty senate but I suppose that could be worked out.

Would I be in favor of more pay and benefits? Sure...as long as it didn't come out of my own raises and benefits...I think they're entitled to something better

P I think if there are going to be any significant changes made in English or somewhere else, there's going to have to be some kind of change in thinking and planning or...we do feel overwhelmed just from the things we need to do as teachers, let alone being involved with other activities that deal with our part-time faculty. (Interview, September 19, 2005)

### ***Opportunity and Support for Adjunct Faculty***

P (In the community college) the situations were different since the college actually has an office that provides support. There are a lot of different programs available and I remember how much our new adjuncts appreciated the chance to work in other areas. They felt more of being a part of the whole faculty and of the college. I don't really see that here. I wouldn't even recognize part-time faculty at the leeward campus because I don't think I ever see them.

P I think the best approach is a gradual one of building up a relationship where you can kind of monitor but still be around to give some help if it's needed.

P Does anyone here remember our ever having any kind of faculty meeting where we spent any time talking about our own adjunct faculty? The only times...recently in the past two years...is when the topic comes up in the liberal arts faculty assembly meetings. I know that these have been coming up more recently in the dean's council because of the WASC visit and changes in the gen ed (general education) curriculum.

P I don't know that we can turn these concerns around over night but I really think one thing we can do whether admin supports this or not is working in our own backyard to take care of things. I think that the initiatives they have already at (community college) and what some of you have suggested are good ways to change direction and maybe start ensuring good teaching. Especially from what I've seen in the nursing faculty...they look more like family and friends than anything. They share a lot in and out of the class and I know they advertise a lot of events which I believe are both professional and collegial.

### ***Long-term Employment Venues for Adjunct Faculty***

P Two things: better and more qualified teachers and better pay. Also, PU will have to invest in faculty for the long haul, open full-time positions. That's what it'll take...otherwise, it'll be business as usual. Who would put in any effort into their work if there's no support or incentive...something valuable to work toward in the future like a career opportunity.

P It's very obvious that what we really need is to create more full-time positions so we can have some continuity and commitment in our faculty. The adjuncts have outnumbered full-time faculty for the past...what is it...four or so years...that doesn't seem to make any sense. I think it all comes down to money...and I'm not saying I understand how the money is divided...but it seems that it makes more sense to consider the teaching faculty first since that is what generates tuition in the first place! (Interview, September 19, 2005)

## **Additional Concerns of Full-time English Faculty**

### ***Evaluation and Effectiveness***

Throughout the interviews and focus group with full-time English faculty at the Private University, the responses to issues of pay, inclusion, support, and opportunity were unanimous and all shared a deep concern for the welfare of adjunct faculty while expressing equally serious concerns for the welfare of the academic programs.

The hiring and vetting of potential candidates had been conducted by the dean. This practice was considered inadequate due to factors such as no protocol for judging competency, work history, and performing a background check. Teaching faculty were not allowed to interview and select candidates best suited to the enhancement of the specific academic programs. However, a number of incidents across the curriculum involving part-time faculty issues and events in classroom management and completion of contractual responsibilities necessitated the genesis for change and improvement in hiring practices. In Spring, 2007, department coordinators and full-time faculty were given greater autonomy over hiring and retention of adjunct faculty.

The full-time English faculty also felt that there was a growing concern related to the qualifications and experience of new-hires as well as changing attitudes of adjunct faculty and the rigor and energy they devoted to teaching because fair labor issues were still largely unaddressed. Part of the perception stemmed from the fact that evaluations by peer faculty of adjuncts were not done on a regular basis, that there was little if any professional interaction or dialogue between adjunct faculty and full-time faculty. Many full-time faculty believed that adjuncts should be allowed to participate more in programs and earn recognition from such activities either in terms of compensation or at minimum scholarly recognition.

## ***Conclusion***

Some of the collective comments which arose out of these conversations from the interviews and focus groups reflected concern in two areas: utilization and accountability of adjunct faculty. These were seen as a direct contribution to what many felt was an erosion of the academic program (English) and that the perceived lack of attention to these forces was a significant contributing factor leading to the view that teaching, research, and scholarship among the English faculty (full- and part-time) were not as highly valued by the institution as were other programs that provided support for part-time faculty as in nursing and business.

The documentary evidence clearly defined some of the issues regarding terms of hire, vetting, as well as protocols of retention, promotion, and evaluation; however, the conversations in this case study research belief was based more upon perception and somewhat less upon reliable statistical data or specific knowledge of circumstance.

The questions raised by all full- and part-time teaching participants in this research centered on what was needed to ensure greater stability and effectiveness in the teaching faculty. The consensus of opinion pointed to some frustration that the systems of hiring, evaluation, and follow-up were not codified in the case of the research site and that each academic department was left to its own device to work out these individual concerns as best as possible.

### **Interview of Administrators**

As a part of this research, it was essential to interview administrators responsible for the hiring and retaining adjunct faculty at the Private University and providing the information regarding the issues of pay, compensation, recruitment, and evaluation. In order to gather a clear perspective of the ways in which adjunct faculty were utilized, it was necessary to examine their employment across the academic landscape rather than looking at just one area.

To discern the differences in how adjunct faculty were both viewed and valued, the interviews engaged deans from other schools to include business and communication along with an overview of the institutional requirements, needs, and direction provided by the academic vice-president.

The following interviews were conducted with approval from the *Institutional Review Board*. These interviews were held at the offices of the Deans of Business, the Dean of Communication, and the Dean and Academic Vice-President.

For the purpose of providing meaningful context and needed outside perspective (as a means of understanding comparisons made by participants in this research of institutions outside of the host site), the first interview was conducted at the Community College with the Staff Development Coordinator: Innovation Center for Teaching and Learning whose primary responsibility is the support and coordination of adjunct faculty.

This site was chosen for two reasons: 1) of all the colleges and universities on Oahu, this community college most closely fit the profile of the types of classes taught by adjunct faculty at the Private University; and 2) nearly all of the adjunct faculty interviewed for this research had extensive teaching experience at this community college noting the differences in support and opportunity between the two institutions. This interview was conducted on the campus of the Community College on May 30, 2003. in the office of the Staff Development Coordinator. To provide clearer context behind the choice of this participant, the following statement is entered as the stated purpose as an integral part of the research.

R: What I really want to know is that when I've been conducting interviews with some of our adjunct faculty, they seem to share a common experience of teaching here that is apparently a lot different than what they see in other campuses. Why this campus is different?

To discern differences regarding the status and condition of hire and utilization of adjunct faculty at the Community College, the interview questions focused upon the following areas: (a) utilization, responsibilities, opportunities, and protocol for inclusion and long-term employment for adjunct faculty; (b) forms and types of institutional support; and (c) institutional vision and commitment to needs both from the standpoint of the institution as well as any union voice (NEA and UHPA) to and for the adjunct faculty. The following responses evolved from this interview: P = Participant; R= Researcher.

Throughout the course of the interview, pamphlets, instruction booklets, and fliers were provided as evidence of on-going efforts to establish ways in which adjunct faculty at the Community College were provided opportunity for personal and professional growth and inclusion. The issues of utilization, opportunity, and inclusion have been summarized in the table that follows as viewed and met within the direction and discretion of the institution for its adjunct faculty and how they serve and support the academic programs. The interview questions are found in Appendix M.

The following narrative indicates the responses to the interview questions posed to the Staff Development Coordinator representing the Community College. These responses were clustered based upon their relationships in similarity of themes and issues.

#### **Staff Development Coordinator Interview Responses**

Measuring utilization of adjunct faculty and their services in teaching and other institutional venues, it was noted that the Community College provided a "Guidebook" and a newsletter that offered opportunities to serve in institutional professional growth areas. A centralized office of administrative support provided means for rewards for teaching and staff development and

equitable dissemination of information and free and equal access to the institution. Programs allowed adjunct faculty a choice on investment into their own professional lives and careers.

The traits most favored by the Community College regarding their adjunct faculty related to opportunity, access, and reward. To these ends the institution and departments provided forms of support campus-wide which included an “outstanding lecturer” award, a chance to invest in their professional career in many ways and other incentive programs that embraced a banking system which offered means to greater opportunity, equity, and tracking toward long-term employment.

The types of institutional support to provide greater inclusion and incentives were based upon communication, cultural guides in teaching, and guides to student and administrative services. The institution supported adjunct programs that included, inculcated, and provided an inviting cultural environment to do more than teach. Tied to issues of currency, evaluation, and development for adjunct faculty, the institution supported on-going programs that engaged adjunct faculty involvement, career development opportunities in working with cohorts, shared professional venues, and greater voice. The institution supported adjunct involvement and career enhancement to develop steady, stable, and competent faculty; greater voice in self-governance; and clear and active communication among faculty, students, and the administrative staff.

***Narrative Summary of the Interview with the Staff Development Coordinator (CC)***

This interview included information that both informed the ways in which adjunct faculty were utilized, supported, and accounted for by the Community College. The deep narrative aspects of the interview covered a wide range of topics and these areas were enhanced by the supporting materials that further amplified the issues directly related to adjunct faculty and their roles and responsibilities along with institutional involvement in its support and inclusion..

### ***Utilization, Opportunity, and Inclusion***

P: I think each (community college) campus has their own way depending on the programs and the deans. I also got a sense from your questions that what the people you interviewed talked a lot about our “guidebook” and the *map* (support services) that we provide for the faculty *For Your Information: a Guidebook for Faculty & Staff – Community College*. This binder (included) contains basic information about governance, teaching services, student services, and administrative services and handouts and forms which relate to faculty orientation, grant applications, “lecturer news” (newsletter), and announcements covering other institution-based and supported professional growth opportunities.) We are a voice for the ideas some teachers raise about those issues. The hiring...and firing...are the responsibility of administration. Our office is primarily a support area...but we still offer many ways that all faculty can enhance their own careers.

What’s more important ...is that you get this feeling that you are being more a part of the teaching community when you work on these committees and projects that will directly or eventually change the role of lecture to make the position more interesting and certainly, a greater involvement can lead to better chances for permanent hire. People come to realize that it is probably in their best interest to get into the community if they want to be a part of it.

### ***Institutional Support***

It was fairly clear from the interview and by the thorough scope and variety of newsletters and communication types that institutional support was of key importance in ensuring that all adjunct faculty as well as new hires had an opportunity to learn about the campus environment and culture, and as important, understand ways in which opportunity and involvement in academic and student activities were seen as valued cultural assets. The key term used throughout the literature and in the interview was *opportunity*. There was no requirement on the part of the administration to compel adjunct faculty to become any more involved than they (adjuncts) saw as in their own best interests.

One means of institutional support was that provided through the “lecturers group” which served as a voice and means of communication between the faculty (all) and the administration. The purpose was two-fold: to inform and to invite. The operative terms used most frequently were that every opportunity was voluntary rather than expected or required.

P: The main group is the "Lecturers Group" which is the way we advocate any needs or changes that come up. For example, one great benefit has been that lecturers have been asked to serve on other campus committees...so that tells us that we are being more recognized...respected...for the contributions that we make. Let's take a look at a couple of the items that have recently come up. (Opens booklet to the pocket which contains newsletters, applications, and other campus information.) This is a good start (pointing to the "Welcome Lecturer News" which highlights information about enrollment, and message from the provost and questions concerned with union activities (strike activities and lecturer status/involvement). This is the kind of information we want our people to have so that we can not just stay in touch but...I think this is very important...that when we are all informed, then we are all in the loop and we look and act more professionally. One of the major themes is our students' needs absolutely come first so...to make that happen...we need to be able to work as a collective unit. You need to understand that we don't do this just on our own...but that it comes out of the administrative leadership and...as much...what our lecturers and faculty members are willing to contribute. And...as you can probably tell...there is still a ways to go until things are reasonably smooth...so we just keep at it.

### ***Institutional Commitment and Union Involvement***

Much has been written about adjunct faculty members attempting to either fold into already existing unions that represent full-time faculty or those adjuncts who have attempted to join a separate union. The primary difficulties faced in both areas have been that full-time faculty and the unions which represented them were usually not willing to invest the same amount of energy, time, and commitment to part-time faculty primarily because of their (adjunct faculty) mitigated labor status. Full-time faculty, while supportive of the issues faced by their part-time colleagues, often were not willing to take up the fight since they were already occupied with their own professional concerns. Additionally, it has proven difficult to formalize union representation on a group that is disparate in both their professional currency and their investments in teaching opportunity as possible stakeholders when there seems little or no hope of ever gaining full-time employment in higher education.

Another factor was the *quid pro quo* from union affiliation for adjunct faculty in that many felt they could not afford the dues and that compensation in salary and benefits parity might not be forthcoming. Change in terms of adjunct faculty needs, as noted in the literature and in the

sentiments of full-time faculty participants within this case study, was the institution itself. This question of union membership was a consideration for the community college and differed from the Private University which disallowed unions. (R: researcher; P: participant)

R: Why should unions represent part-time faculty when they already represent full-time faculty...the idea being that the union might be serving at cross purposes? The other side asks: why should adjuncts join a union that cannot ensure their (adjuncts) needs will be served or that their issues will ever be resolved?

P: That's not an unusual question at all and I agree that there is some confusion about this. Do you remember in one of our first conversations you said that one of the main reasons you wanted to interview our office was so that you could understand why so many of your adjuncts had talked so much about working here and what support was available? I think that's what separates the two colleges...not just union affiliation but the chance to join in on a lot of other areas to work. Just look at the support and the community of lecturers here.

And, I think our lecturers will get involved because they see the advantages to their own career and they see this as a way to become more valuable...for long-term employment. As far as union affiliation goes...that's just a matter of those who teach more than eight semesters are eligible...are a part of the union. And this is a real union that relates to concerns throughout the university system...it's not a detached business that has no clue who it represents. You might also notice that our office goes out of its way to make sure that everyone is included when it comes to getting out the information. (As of Spring, 2005, there were approximately 168 full-time faculty and approximately 44 part-time faculty listed in the college directory.)

As far as the college and the UHPA are involved, I can honestly say that some great changes have occurred over the years that I've been here. You know that we just recently received the news about the new contract and increased benefits for our lecturers. I think this is a big step in both recognition and support of the contribution our teachers make and this gives a lot of motivation for all of us to continue working toward the goals that we want to accomplish as far as meeting the needs of our teachers...and...certainly, meeting the needs of our students, too. But I think it's equally important to recognize that we do a lot more than what you see in this office. We have worked and gained in areas of professional growth to support research efforts...we've worked hard to include all our faculty in helping out with committees and new initiatives...the best part is that I think we have a very dedicated faculty here because of these and the other issues that make up a good teaching community.

General comments of collective reflection by adjunct faculty expressing more pleasure in teaching at the community college focused upon ancillary issues such as convenient (free) parking, more inclusive communal atmosphere; greater accessibility to support systems

(supplies, office help), and the overriding belief that opportunities for full-time or long-term employment were real and attainable possibilities. The information provided by the Staff Development Coordinator at the Community College reflected the types of practices at other college campuses and praised in literature about the utilization of adjunct faculty.

### **Interview of Deans at the Private University**

These interviews were held in the office of each dean and all participants were provided with a set of interview questions, an outline of the historical perspectives on adjunct utilization at the university, and an abstract of the research. Each was provided with the following prior to the interview: Appendix J: *Letter to Deans and Key Administrative Personnel*; Appendix K: *Interview: Administrative Personnel – Historical Perspectives on Adjunct Utilization*; and Appendix L: *Interview Questions – Administrative Personnel*. All transcription was done in handwritten notes by the researcher and later typed. After providing the aforementioned documents, access was open and ample time was made available to the researcher for each interview. These key areas examined the following:

1. Reliance, accommodation, inclusion, support, and professional opportunity;
2. Coordination and centralization of authority in development of protocols in programs with regard to hiring, evaluation, promotion, and enfranchisement of adjunct faculty;
3. Inclusion in governance, committee work, participation in research and community service;
4. Concerns regarding the quality and integrity of service of adjunct faculty to all stakeholders.

The interview questions sought to provide means through which each administrator could respond in ways that best reflected real events, activities, and desired outcomes related to the lives and careers of adjuncts and specifically how these adjuncts best served the needs of each academic department and its contribution to support the university mission and vision.

The issues regarding adjunct faculty in the schools of business and communication centered the level of expertise and experience, commitment to teaching relevant and real world values, and extent to which individual adjuncts could provide venues and opportunities for students to transition into the workforce through internship programs and cooperative education.

Many adjuncts teaching in business and communication were provided with the title of “affiliate” which held them in greater esteem because of the experience they brought with them into the classroom. This status, unlike the position of “adjunct” also provided a higher salary on a per course basis, adequate office space and support, and greater stability in terms of contract renewal, number of courses taught, and scheduling best suited to the needs of the “affiliate”. In some cases, it was noted that “affiliates” often negotiated the terms of either their salary or their title or both. They were not required by contract to perform any duties such as committee work, faculty scholarship, or attendance at faculty assemblies or department meetings. The responses from business and communication reflected the differences in the adjunct faculty employed in these academic areas as opposed to those teaching in the liberal arts courses.

The following narrative indicates the responses to the interview questions by the participating dean in the College of Communication at the Private University. These responses are clustered based upon their relationships in similarity of themes and issues.

***Dean, College of Communication: Interview Narrative***

Examining the effect of utilization of adjunct faculty on academic programs in the College of Communication, the policy reflected hiring part-time instructors, who held full-time positions outside of academe, who possessed special real world skills and had a recognized body of achievement with their field of expertise. Salaries were negotiated upon what the adjunct (titled “affiliate”) brought to the academic area and what types of professional contacts in the business

world would enhance student internships and cooperative education opportunities. There was greater institutional support based upon long-standing relationships among key administrators and business leaders and the commercial interests within the local and broader national systems

The most favorable traits of part-time teaching related to what professional skills and connections they brought into the classroom. Values associated with part-time faculty in this academic setting saw a chance to invest in professional careers by teaching and giving to the community; and by providing a greater involvement toward investment into future employees from student sources as these related to coursework and access to career opportunities.

Institutional support for adjuncts included enhanced learning environments (real world business partners and skilled professionals) and providing recognition for students through professional affiliations and socialization, and national and local contests (campaigns) while building bridges toward future employment opportunities for graduates. Affiliates were given the opportunity to work with colleagues inside and outside the teaching environment and share information and develop new concepts in the classroom in experimental design for possible implementation in the business environment. There was stronger institutional support in professional investment and involvement that led to ways of enhancing both the lives of students and the currency of the academic programs in which these professionals taught.

The first interview was conducted on the campus of the Private University in the office of the Dean: College of Communication. Communication as an academic degree granting discipline was recently separated from the Liberal Arts and made an individual school. What follows is an overview of the responses to the questions about reliance, support, inclusion, and evaluation.

R: How does each college or department use the part-time faculty. And...this would include...from what I gather from the (PU institutional) documents and the faculty handbook how they are hired and the conditions or expectations of them.

**P:** Well...to begin with, each school is different by what kinds of courses are offered and the nature of them. In a way, communication is an area...and I'm comparing...maybe contrasting is a better way...to your English department where we rely more on adjuncts because they bring in real world experience to the classes they teach. So we expect them to be able to blend that experience from the field in with the current issues...usually from the texts...but other places as well...into the classes. Another difference is affiliations...professional affiliations and also access to internships for our communication students. So you can probably see that there are a lot of different connections and conditions to the people we bring on board to teach classes than you might see in other disciplines.

**R:** Within your school adjuncts bring with them a variety of credentials and ties that make them unique as far as other disciplines are concerned?

**P:** Exactly...plus, they have full-time jobs in their field already so a lot of the concerns that adjunct faculty face aren't really issues here. But that doesn't mean that the concerns generally in the field for part-timers aren't important...they are. It's just that our particular adjunct faculty don't really fit the typical part-time hires.

There are two really important considerations...especially for me as the Dean...but for our regular full-time faculty, too. One, no one has to really be worrying about taking these people (adjuncts) under their wing...although we do offer mentoring. Two, and this is also really important...we are relatively consistent in our part-time faculty group. What I mean is that we have hired the same people to teach undergraduate and graduate courses over the two years we've been in existence! Much easier, believe me.

**R:** Can I ask what their conditions of hire are...what are the expectations outside of what is stated under the definition in the faculty handbook. The program is seeing very steady growth and you talk about consistency...so what is expected of them (adjuncts) besides teaching?

**P:** Oh...that's probably part of the success of the program. If all they did was show up to teach, I don't think I'd want them around! No...they are expected to attend faculty meetings when they can and of course... they contribute in so many other ways like faculty roundtables or serving on committees in the school...and of course anything they can provide as far as connecting our students to access to employment.

The access idea has probably contributed more to our success than anything especially in television and print media. Oh...and they also help sponsor our student clubs and serve as advisors. Most of the adjuncts...understand they've been with us awhile...are hired as affiliates which allows the school to pay them a little better than other part-time instructors. Also because we generate some of our support from the community, we have good office space, faculty support (students aides), and state of the art equipment; how do you run a legitimate communication curriculum unless you have the appropriate equipment and qualified practitioners for students to learn and be productive?

***Interview with the Dean: College of Communication: Narrative Summary***

In summary, the dean viewed most issues about adjunct faculty as not applicable to the part-time “affiliate” faculty employed within the school of communication since the faculty working under these conditions were members outside of the higher education profession and already had established full-time careers elsewhere. Their professional currency to their professional lives and their service to the university were a matter of fact that separated their affiliate status from the general concerns involving most adjuncts whose professional ambition was to teach.

The difference lay in the notion that these affiliates saw teaching as a way to both enhance their professional careers while finding ways to share their talents and discover new candidates for future employment. Since they were already fully vested and supported in their own career activities, they were not as dependent upon the institution in terms of benefits, inclusion, or support to the extent as were adjunct instructors whose primary intent was to teach. In this case, the environment both socially and professionally was essentially what the “affiliate” brought into the classroom. Issues of pay, parity, involvement, and support were not of any consequence.

Another interesting aspect to this particular group was the idea that they had professional connections to their businesses (opportunity for student internships and cooperative education venues) as well as the desire and the ability to commit to long-term employment with the host institution. These individuals, for the most part, were working in offices in downtown Honolulu and avoided the stigma and derogatory terms of being called roads scholars and freeway flyers and thus were free to enjoy traversing between the business world and that of academe.

The second interview was conducted on the campus of the Private University with the Dean: College of Business. The “key” areas of concern were the same as those conducted with the

Dean for the College of Communication and the same protocol was in place. A narrative summary follows the “interview results”.

***Dean, College of Business: Interview Narrative***

A look into the utilization of adjunct faculty on academic programs in the College of Business indicated that these faculty were made up of professionals whose primary careers were outside of higher education. Filling positions with affiliate faculty has increased and the college has relied heavily upon recruiting from the business community to fill many of the teaching ranks. Most of the adjunct instructors had a long-term commitment to the institution in part due to favorable professional opportunity for the individual and in part due to the need for the institution to maintain a viable connection as a means of future employment opportunities for graduates.

The most favorable traits of part-time teaching related to opportunity where affiliate faculty were afforded greater access to amenities and support directly from the dean and indirectly from the institution in terms of salary, scheduling, and office space. The credentials and ethos or *gravitas* within the business community was considered the major reason for these particular individuals to be valued in both their credentials and in terms of salary. Institutional support for affiliates teaching in business was viewed as an investment that would ensure the best hiring among the long-term faculty professionals with current knowledge and would comprise a stable base within the teaching community at the Private University.

This support was also valued in terms of building stronger and long-lasting relationships that were seen as profitable to both the institution as well as the business community. Business instructors brought with them an opportunity for students and other full-time faculty to work and associate with them in order to experience a greater and more informed awareness of the business world outside of academe. These affiliate faculty gained reward by being able to share

their expertise with students and teaching colleagues and accumulate valuable knowledge about sources of future employees (graduates) and familiarize them with their own business culture.

***Interview with the Dean: College of Business: Narrative Summary***

The common strands regarding the issues of utilization, currency, and accountability of adjunct faculty in business depended upon professional credentials and historical experience they brought with them into the classroom. Another factor was that reputation and brand name (either the actual corporation or the individual) carried an additional cachet valued by the institution.

R: You are getting ready to move from Dean to The Director of the Center for Business and the Community. Would you comment on the issues in your new responsibilities as Director?

P: The dean's are responsible to filling in the positions as necessary and that this is based on needs and budgets as well as projections over three and five year periods. In the past few years (1993 to 2002), our student numbers have climbed, then international student counts dipped after that especially students from Asia so that reduced the number of sections in management, accounting, finance, and MBA courses. Now, we're fairly lucky in that the adjuncts we do hire are a relatively steady group because they teach the bulk of upper division and graduate classes and they've been with us awhile. They have life-long careers in banking and other careers and teach for many reasons. They are teaching because they enjoy the work and they have an opportunity to represent their corporation and enhance their own experience.

R: How is it you have this relatively steady population of adjuncts each semester?

P: We try to form relationships between the university and the downtown business community through internship programs...and actually, these companies often end up hiring our students to work for them after they graduate so we look at this as a two-way investment.

R: Does your school have any extra requirements to which adjunct faculty are expected to contribute or participate?

P: There are certain tacit considerations of employment that include things like sitting in on faculty meetings, conducting or sharing research, or contributing to the university experience in other ways-some service is required from time to time. Bear in mind, these are professional people who have been at it for a long time and are familiar with our campus culture...so no one needs to make an issue of offering services outside of classroom teaching.

To bring things into perspective, I can tell you that there are many considerations that go into designing and putting together the long and short-term plans for the university and they include a lot of different things outside the classroom. It all boils down to one thing...what is that program doing to help support itself without the help...meaning money...from the

university? That is what we call an economic fact – self-sustainability...you've got to have it or promote it through other channels outside the school. You have to show some profit that translates to what happens to our students after they graduate.

R: Does the administration envision ways to better enfranchise all its faculty by providing greater support and inclusion...or...is it that the reliance on adjunct faculty responds more to economic exigencies like savings on pay, benefits, and commitment more than anything else?

P: That has a lot to do with the present state of your part-time labor force in higher education and believe me...I've read more than enough about the problems colleges and universities are facing on those fronts. But the thing to remember is that is first necessary to be economically healthy, then move toward attending to the other issues.

In the Fall of 2004, we will be starting up an Executive in Residence Program. This program is hoping to bring international business executives to the university to create better interaction between students and business leaders in the global community. Added to this feature, there is an even stronger connection to our local business community which will also derive benefits from these associations...bottom line...greater connections, stronger bonds...higher visibility. I think that the academic areas under the liberal arts program can benefit when we institute the teacher education program which is slated for sometime in 2005. It's basically the same idea, create ways to connect what we do here at the university to what is actually going on out there...find a need and fill.

The responses elicited from the interview with the Business Dean were very closely aligned to those provided in the session with the Dean of the College of Communication. Some similarities which went toward making the usual adjunct labor concerns over status, pay, and other forms and areas of compensation were perceived as moot when one considered that these part-time faculty in business were fully employed and vested in another professional career.

Additionally, these individuals also enjoyed a relatively enhanced status in teaching since they brought with them into the classroom not only the "real world experience" but, just as important, a cachet of power and authority in their primary roles and responsibilities as managers of business operations. A belief that surfaced both from the voices of the participants in this case study and within much of the literature about adjunct faculty issues was that adjuncts teaching mainly in the liberal arts areas such as English, history, mathematics, the humanities, and psychology (statistically the largest populations of part-time, adjunct faculty at the primary

research site) did not possess the same highly valued “real world” experiences and credentials as those who worked day to day in the commercial enterprise environment.

At one point in the interview, the dean rhetorically asked “what other values or experience do they (adjuncts teaching English) bring into the classroom and are they expected to share their work or research with others (colleagues)? This specifically related to how individual schools or departments were viewed and valued by the ways in which they utilized and weighed the professional currency in relation to terms of licensure and the *bona fides* of these affiliate practitioners/teachers in the areas of nursing, marine biology, and professional studies to include business and communication. The question basically asked how much input in terms of tangible real world experience did adjuncts have in the English department.

Of equal valence was the fact that the majority of these professionals taught courses which were related to certification programs (auditing, accounting) and that they also taught courses specifically within the graduate school (MBA) program. Their teaching and professional contributions were viewed as both a service-oriented duty as well as a way for them to invest in both the university and its students and a means of early recruitment of potential exceptional candidates.

In order to ascertain a better understanding of these shifting patterns in higher education and within and among the different colleges at the research site, it was necessary to interview the current Dean of the College of Business. The third interview was conducted on the campus of the Private University Honolulu, Hawaii in the office of the Interim Dean: College of Business. The same concerns were examined as previously in the other interviews with key administrators (utilization, compensation, and support). The “key” areas were the same as those conducted with

the Dean for the College of Communication and the Dean of Business (utilization, compensation, and support). A narrative summary follows the “interview results”.

The following indicates the responses to the interview questions by the participating dean in the College of Business (interim) at the Private University. These responses are clustered based upon their relationships in similarity of themes and issues. While many of the responses were generally similar to previous views of the deans, some points regarding the perceived quality of teaching provided specifically by adjuncts teaching in the liberal arts lower division courses were brought forward in this interview. Comparing adjuncts teaching in the liberal arts to those who taught in the business fields of economics accounting intended to examine the issues in light of how faculty were valued and supported as well as how professionals either in business or in teaching saw themselves and their place in the real world community that valued certain kinds of credentials over others. These considerations by the interim dean reflected his belief that some adjunct faculty (particularly those teaching in the liberal arts) seemed less able to build upon or employ their value as purveyors of a set of valued commodities (teaching and knowledge skills) and that this circumstance was a contributing factor to their part-time and mitigated labor status limbo. This evaluation or belief was also shared by other participants in this case study research.

***Dean, College of Business: Interim: Interview Narrative***

Issues of the utilization of adjunct faculty in the College of Business were identical to those identified previously by the outgoing dean. Hiring and retaining qualified adjunct faculty in the College of Business was seen as a relatively easy task since many of the professionals had long-term employment histories with the Private University. Another factor contributing to what was perceived as their providing quality teaching experiences was directly related to the idea that these faculty were sensitive to the cultural aspects of both the university community and the

business world. This related directly to the mention previously of the creation of the “Executive in Residence Program” designed to draw in business leaders from a global perspective.

The overriding sentiment in hiring professionals in business to teach courses centered on the professional expertise and practical currency they brought with them into the classroom. There was a significant emphasis placed upon the value of this real world experience especially when viewed in light of how there was a belief in the differences between the temporal and spiritual planes. What is taught in one course is viable while what may be taught in another (literature, humanities) is speculative or less tangible in monetary terms. This belief echoes the comparative value that this participant saw as segregating the adjuncts who taught in liberal arts as opposed to affiliates in the college of business and in professional studies.

The degree of institutional support was based on what an instructor brought on to the campus. Inclusion and access between the affiliate instructor and the school were related to what that business could provide, as *quid pro quo*, in terms of support (teaching and hiring) to students and what opportunities and other possibilities could be made available and provided by the Private University and its own affiliations and alliances. The most valued assets for affiliates teaching courses in this college had to do with their keeping current with changing teaching methods and technologies, and maintaining a viable knowledge base about their professions through emerging literature and economic shifts. The dean recounted an interesting fact that many of the affiliates stated that keeping up on the reading was made more possible in the academic environment since it was relatively free of the necessary and day to day distractions of business.

***Interview with the Dean: College of Business: Interim: Narrative Summary***

During the Spring and Fall Semesters of 2003, there was a transition in the growth and development of new programs. These included an increase of the capacity and institutional

support given to the nursing program, the addition to the of the marine biology program (the Oceanic Institute), and the creation and implementation of new graduate programs.

In each case, the profiles of the adjunct faculty needed to fulfill the teaching ranks were consistently filled by individuals who were already embedded in their full-time professional occupations outside of teaching in higher education. (P=Participant; R=Researcher)

P: I have really never given much thought to adjunct faculty since we have a much different type of faculty in the College of Business. You probably know already that a lot of our teachers are either retired military or people who are business executives with regular careers. There is also...at least for the professionals...a different contract agreement that provides more money in return for more of their own involvement with the school helping with internships and so on. I really have to say that that's the easiest part of my position so far...because these people (affiliate faculty) are a relatively stable group of teachers who fill the same courses every semester.

R: What do you see as the major concerns about our adjunct faculty population...and do you have any thoughts about how they will be utilized in the future?

P: A part of what will drive the issues...the money...is that it's getting harder to find qualified teachers in some areas and that's a situation that does need to be answered. Also, the WASC is going to have something to say about how a lot of (the university's) faculty are part-time. I don't think I have to worry as much in business and management programs since we're pretty safe with our teachers and their qualifications. Our programs and teaching requirements are pretty much in line with other colleges and...with the business world. I think the critical area is in English and maybe math or history. I've heard there are concerns in those areas...but we're doing okay. The other thing that's important is to think about doing more for part-time faculty is that any changes like salary, or benefits, and other areas like office space or whatever...those all cost money and that money will most likely come from the source that feeds the full-time faculty as well. So...how willing are they (full-time faculty) going to be to share? I would be the first to agree that more pay and better opportunities do make a huge difference to these teachers because that is exactly why we (College of Business) draw almost all our faculty from the professional sector than off the street. Sorry...that was not what I meant it to sound like!

R: But if there's meaning behind that...what are you thinking?

P: Don't take this the wrong way...not everyone can teach management systems, or macro-economics, or graduate business (MBA) courses. It either takes someone who has had genuine educational background or sound business experience to work and teach in these particular areas. Our business faculty...the affiliates...or adjuncts...have this...in most cases both the academic and experiential. My question would be that it seems anyone can teach composition or history and that's what I hear.

**R: Is that your impression why there are so many adjuncts teaching composition courses?**

**P: There's more to it than that I think because people who have an academic background in business tend to go into business careers. I think that most people believe...or least have the perception...that the degree is somehow directly connected to what kind of work you go into. I understand too that people who have degrees in the liberal arts are very capable of doing many kinds of occupations other than teaching, but it seems that there is this growing population of people...a lot with Ph.D.'s who want to go into teaching full-time at the college level. And you know there are two distinct realities at work here. One has to do with the fact that this particular job doesn't see a lot of turnover...like in other areas of traditional labor...and this translates into the fact that there are not a lot of new openings. This makes the labor market much more competitive. The other has to do with money and with commitment...as translates to institutional investment in teachers...and that's the whole argument...at least a big part of it...against tenure.**

**R: Does this perception mean that hiring more adjuncts is an economic necessity?**

**P: If you want to look at this whole set of issues (surrounding adjunct faculty) as the conditions of labor and cost versus institutional income since this university is solely tuition driven. My only concern, not for my department but across the curriculum is more about with how good the rest of the faculty is at what they do.**

**I do concern myself with how well our students learn writing and research or math or history because these are all connected with the courses which make up our business curriculum. There is a serious concern about not just whether our students coming into the upper division or graduate courses are adequately prepared but, I think the situation's getting worse because our numbers are shrinking. There's some concern that this has some connection to the whole issue surrounding student retention.**

**The responses in this interview with the interim dean of business were basically the same as those brought forward in the previous interview sessions with the deans. One notable difference, however, was a proposition that by the nature of their professional currency (credentials and experience) measurable by economic standards, adjunct faculty teaching among the liberal arts tended to be viewed as less valued in the skills they imparted to their students. This in turn was a reason their employment status was lowly compensated, why there was less institutional support and reliance, and why they did not enjoy greater inclusion into the academic community. While this opinion was unsolicited and by its nature very candid, it did point to a connection as to why many full-time faculty, administrators, and adjuncts themselves see their situation.**

The fourth interview was held with the Dean and Vice-President of Academic Administration who chairs the Dean's Council and is second to the university president. The following are the responses to the interview conducted with the Vice-President of Academic Administration.

***Dean and Vice-President of Academic Administration: Interview Narrative***

While the same interview protocol and questions were used evenly throughout the process, the Dean for this interview was offered an opportunity to choose what issues were more significant as these related to adjunct faculty as well as issues concerning fiscal needs, shifting trends in teaching and transmission, and other areas where the participant had a special or unique understanding and perspective of the subject of this research. The basic areas followed the main issues of utilization, accountability, and support for adjunct faculty across the curriculum.

In terms of how the institution viewed the utilization of adjunct faculty in academic programs, the Dean noted that each college was autonomous yet tied together by a university protocol that essentially required that teaching candidates be professionally qualified. Each dean had direct responsibility for hiring part-time faculty to respond to course needs and as prescribed in the faculty handbook. There was latitude in the terms and conditions of issuing a contract based upon the specific qualifications of a candidate and the terms of service to the university. The academic vice-president on occasion and when and where necessary provided assistance or recommendations in special circumstances; otherwise, hiring of adjunct, affiliate, or part-time faculty was the sole purview of the deans of each college.

The most desirable traits for candidacy were also prescribed in the handbook; yet, again the discretionary judgment was the responsibility of each dean. Most often, deans worked closely with full-time faculty in their department regarding selecting the best candidate; however, there was no system that dictated a uniform protocol in hiring adjuncts. Adjunct employment was not

restricted by hiring schedules, as with full-time faculty, but fell into an area of needs based only upon last minute course additions or scheduling changes. A schedule for increasing support for adjunct faculty in academics and research was being developed by the university.

Types of institutional support to provide greater inclusion and incentives for adjunct faculty were divided along the primary descriptors of adjunct faculty and affiliate faculty as these terms and responsibilities were defined by the *University Faculty Handbook, 12<sup>th</sup> Edition (2004)*. As with the other conditions of hire, deans of each school made determinations for institutional forms of support in accordance with the handbook guidelines and based upon each candidate's value to the university and its academic programs. The academic vice-president was available for help in certain circumstances when asked or when needed.

The primary consideration stated by the dean and academic vice-president had to do with the qualifications and effectiveness of the adjunct candidate and their willingness to be flexible to the university's needs and expectations. Noted elsewhere in this case study, flexibility included scheduling, campus location, availability of supplies and office space, and limitations under term (one semester) contracts. Additionally, the university was working to develop a long-range plan to provide enhanced opportunities for all adjunct faculty across the curriculum.

***Interview Dean-Vice-President of Academic Administration: Narrative Summary***

This interview looked for a future-oriented set of statements and responses and based upon what were considered institutional changes and goals. The responses were also governed and tempered by a special knowledge and understanding of the fiscal discretion of the university and other future plans not disclosed or available to either the general public or to the faculty at large. As chair of the Dean's Council and having a close association to the University President, this interview hoped to be of particular interest to this case study. (P=Participant; R=Researcher)

**P:** There are some questions that are connected directly to me but more they fall under the aegis of the deans in the areas of hiring, pay, and so on. Each dean looks at the needs of the school and asks for input from informed faculty...they act more as an advisory group, then the hiring is done. The only input I have which is limited in a way has to do with the overall university "hiring plan" which receives input from the board and the president as well as other people who have responsibility for institutional needs and capacities. But...realistically, the deans are responsible for hiring and any other of the concerns about their faculty.

**P1:** Well...your timing is good in that the dean's council has talked about the status and use of adjunct faculty and that this issue has come up during the WASC visit. I can tell you that our biggest concern is with how we employ them (adjuncts) throughout the different disciplines. We have been looking into these issues...and the first...because we need to take care of the problems we're having of simply hiring from a pool of applicants is the pay. And you are probably aware that an increase has just been approved...so their (adjunct's) per course salary will be more closely aligned with what the other colleges are paying. As far as the other concerns...retention issues have not really given a clear picture about how students view adjuncts...so that's not conclusive. I think that's the trade off and what we are doing....working on...is trimming these processes down...which will occur as each area of...issue...is resolved in time. Again, we're working very hard to make these changes but, of course, they can't happen overnight...nor should they.

**R:** Is it understood where the greatest number of adjuncts are...in what academic areas?

**P:** Yes...of course...and I think you're going to see more long-term hires in your field (English) since there are so many sections of writing each semester. That's been brought up over the years and we're moving toward resolving some of the problems...so you'll see probably next semester more affiliate positions opening up. On a positive note concerning all we've discussed, I can share with you the fact that the Dean's Council has forwarded a proposal to the president that creates a three year plan...a tiered system for employing either long-term or full-time...the adjunct faculty who are already established here. The purpose is to address some of the questions you've put forward here already...but it's important we stay current...that we catch up with the other schools.

**R:** Do you have any timetable established for implementing this new process?

**P:** We have begun on this, and we really haven't put anything to paper. I know that a couple of folks are looking into what other colleges have as far as step...I prefer *tier* system and what else is involved. Again, it's important to think in terms of priorities and this is important but there are other considerations ahead of it. I think of this proposal as something that will evolve over time and most likely involve the faculty's input more than just the deans working on it. There are other considerations about labor so I see this beginning as a task force that includes people from the various departments to give their informed input to make this work.

**R:** How much will the hiring process be delegated to the appropriate department faculty in decision-making and interviewing, and other issues of benefits and so on. Will departments have more say in the vetting and hiring of new faculty?

**P: That's a reasonable question...so I'll give you a reasonable answer. One...I don't know because we haven't put anything to paper. Realistically though, the hiring issues will always...at least while I'm here...be handled or defined, that's more accurate...by the college needs at the time of hire. We can't realistically pin down any specific details because of the fact that there are other areas that need to be addressed. I can tell you that the deans will still have the overall say so but their choices will always be informed by the faculty. The lines will be drawn more because of budgets than anything else.**

**R: In closing can you explain with some specific detail how the university plans to put the many proposals...maybe needs for adjuncts is a better way to put it, into play?**

**P: First, I'm going to say something you might not want to hear but this is important to me. I strongly believe and I decide as much as possible who among the faculty is going to be involved in issues on committees regarding educational direction...educational effectiveness. If you remember back in our convocation last Spring 2004 I talked about some new initiatives. That's the model for the clearinghouse in dealing with all the developing concerns we face. I talked about how we decide among competing valid needs and program review requests when we deal with limited resources and do not have as yet an institution-wide determination process. We established the Academic Support Council and they will be responsible for coordinating the requests coming forward from colleges and programs. With input from the faculty and the deans, we are making progress in planning is the Faculty Hiring Plan established by each college and now we are developing the overall university faculty hiring plan. We are starting to organize priorities for faculty hire among competing needs.**

**Our immediate answer or new step taken is the establishment of the Academic Support Council, which was started up this year. The point here: the academic program review based in the colleges and programs is a basic building block for working on the strategic priorities, a faculty hiring plan, a definition of learning resource needs, and a definition of flagship programs.**

**I really believe that if individual faculty or the faculty in an academic area want to do anything to support their adjuncts, then they should feel free to do so. The only problems that might be encountered always will have to do with resources...money specifically. But what you have in mind here...with your research work...has some merit and I think that if you were to propose some of these ideas that there's a good chance that you would see some change. I would like to see the proposal you submitted to the Faculty Concerns Committee...you're a member? I'd like to see that proposal if you want to run it by me.**

**The overall result of this particular interview responded favorably toward bringing attention to while working for constructive resolution upon the issues surrounding adjunct faculty with respect to *reliance, centralization, inclusion, and evaluation.***

Based upon the responses from the deans throughout the four interviews conducted at the Private University, some relevant and interconnected themes emerged to show a pattern of acknowledgement of the issues related to adjunct concerns, reliance upon their teaching services, and the need for accountability in hiring, retention, support, inclusion, and compensation.

### ***Reliance on Adjunct Faculty***

The dean reiterated the university's need to continue to employ and utilize adjunct faculty because of the kinds of service they bring to a changing and complex system of student needs, emerging technologies, flexibility, and professional expertise outside of education. There were other considerations regarding fiscal planning and outlay for emerging projects of greater priority and continuing responses to other university needs and programs. He also noted that there was already established a system to assess the needs of departments and the university as a whole.

### ***Centralization of Hiring Policies and Acquisition of Adjunct Faculty***

The dean also acknowledged the implementation of a program that placed the initial procedures for hiring and vetting within the area of responsibility of individual academic departments with the final approvals under the purview of the deans. Another change was the creation of the Academic Support Council who would act on behalf of the various colleges and academic programs in responding to and forwarding individual needs and requests.

### ***Inclusion of Adjunct Faculty***

The issue of inclusion of adjunct faculty examined a range of values comprised of parity, support, opportunity, and terms of hire. The dean referred to change in this particular set of circumstances as implementing a *tiered* process (similar to a ladder progression or step-pay process).

The driving force was termed “educational effectiveness” which essentially asks each academic area of study to conduct a self-evaluation program which assesses current practices, capacities, and learning outcomes which are in line with both the university vision and academic mission and are, at the same time, in line with current good practices across the higher education landscape. These reports also are expected to outline not only current concerns, but as important, forward looking ideas that respond to possible future needs in academe.

### ***Evaluation of Adjunct Faculty***

The message coming from this conversation looked at how each academic area regarded its faculty. Full-time faculty and the coordinators were responsible for the kinds of opportunity and training they could provide to both new hires and adjunct faculty and that the primary tool for evaluation grew out of peer reviews and counseling. Students would also continue to fill out a “course/instructor” evaluation each semester, but the results of these would go directly to the deans as printouts. Academic coordinators then would be advised about the performance of an adjunct instructor. This process has proved to be at times somewhat problematic and will be examined in the “recommendation” chapter of this research. Two significant ideas emerged from this interview.

The first had to do with capacity and ability. If each department were responsible for hiring, vetting, evaluating, and supporting adjunct faculty, then this task would be made difficult since there was no institutional support (protocol, course release for administrative time, consistency across the university, support for mentoring, and other ethical and legal issues). The lack of support in terms of time and availability of willing and qualified full-time faculty to serve on committees has made situations of faculty self-governance, participation in community service, and professional studies and research efforts already increasingly difficult to accomplish.

The second concern had to do with authority in hiring. Throughout the interview, money and institutional priorities (outside of hiring new full-time faculty) took a first seat at the table. Since each college had its own system, the process of hiring, evaluating, and retaining a stable and qualified pool of candidates, particularly in English, was problematic.

In the case of the English department, the coordinator had very little authority over hiring, mentoring, or supporting adjunct faculty since all the decisions in these areas were made by the dean of the college of liberal arts who stated that any changes involving adjunct affairs would directly affect the salaries of full-time liberal arts faculty. However, there was no such cause and effect relationship in other colleges and their support for adjunct faculty concerns.

### **Summary**

The views throughout the interviews with the four key administrators focused in on some notable issues most having first to deal with the adjunct faculty who fill the requisite needs and responsibilities of each individual college and second, the perception in the nature of higher education and its institutions both traditional and emerging shifts. The former view was characterized by the understanding that those affiliates (this term came up most frequently when referring to adjuncts who teach courses in business, communication, and nursing) did not fall under the same set of circumstances as adjunct faculty who teach in other academic areas since they (the former) were not as reliant upon their contributions in higher education as were their counterparts (teaching composition, history, and math) seemed to be.

One salient argument regarding the support provided to affiliate faculty by the institution was directly related to technology, economics, and social law. These professionals had the licenses, credentials, contacts, and immediate real world and real time affiliations and avenues that would better ensure students with the kinds of expertise they would need for their chosen careers.

Another consideration had to do with the self-awareness of individuals who chose to enter a profession in the corporate world and those who chose a position in higher education. While at one time there may have been a belief that each held out great opportunity for employment and compensation, the reality has been more about changing real world paradigms in factors which included more people being educated (a glut of Ph.D.'s) creating greater competition, fewer tenure-track or career-track teaching positions, and a very low attrition rate. While there were certainly teaching opportunities within the general education (K through 12) frame of work in education, most adjuncts expressed views that teaching in the elementary and secondary levels was not what they had in mind for a career. The problem created by higher education systems, as well as by the adjunct faculty themselves, had to do with the fact that fiscal expediencies tied in with economic and labor initiated realities displaced the hoped-for opportunities in teaching at the university or college level for these part-timers.

A third and distinct concern involved the terms and responsibilities of self-governance. The literature echoed the sentiments of many full-time faculty who bemoaned the fact that as their ranks became less populated, the notion of self-governance became both time consuming and physically overwhelming. While faculty populations increased with the greater reliance upon adjunct faculty, the self-governance needs as well as attention to research, conference participation, community service, and other scholarly activities which were a part of the world of higher education became diminished due to lack of time and availability. In the interviews with administrators and full-time faculty, active participation by all faculty, full- and part-time, was considered a substantial cornerstone to integrity of the university community but could not be satisfactorily realized when the pool of full-time faculty was shrinking. Nor, by the same token, could those responsibilities be taken up by the adjuncts without some form of compensation.

Through the surveys, interviews, and modified working focus groups, the key issues having to do with the increasing reliance upon adjunct faculty especially as those described as teaching part-time in the English department at the primary research site, were universally acknowledged.

In each case of query from among the three groups of participants (adjunct and full-time English faculty and key administrative personnel), the issues and responses began to develop into a clear picture based upon the perspectives and values of each group. There was general agreement that there existed a difference between adjunct and affiliate faculty, differences in compensation, opportunity, inclusion, and support, and differences in how the basic professional needs of part-time faculty were being met. Of greatest concern, however, was the intention of the institution in its stated view within the “mission statement” and how key administrative personnel at the primary research site did not reflect or embrace the same set of values statements concerning “the opportunity to excel, including resources and rewards commensurate with individual contributions and potential.”

The key administrative personnel (deans) interviewed in this research at the Private University were unanimous in how they viewed adjunct faculty instructional services as opposed to those employed as “affiliates”. In seeking to discover ways in which the institution might be looking for substantial changes in utilization, inclusion, and opportunity there were no reliable processes put forward. One explanation for their collective reticence to comment more acutely on the so-called “plight” of adjunct faculty may be attributed in large part to the belief that the majority of adjunct faculty employed as instructors were already comfortably established in their careers outside of higher education and that there was a very limited pool of qualified applicants in Hawai’i to teach math, science, and composition courses.

Another important consideration was that other institutional priorities had precedence over labor issues. Deans also responded in kind that providing better utilization and accountability of the adjunct teachers was up to the individual academic departments to implement protocols and activities that would offer enhanced working conditions and ensure greater stability and integrity. These activities would not, however, be established by or with institutional support. In response to this latter statement, the institution looked at how it valued its programs and employees in terms of what viable economic growth or development might be forthcoming. If a department showed significant contribution in terms of income or some other form of measurable accountability, then institutional support would be available.

There were several factors which comprised the problematic situation surrounding the issues of part-time faculty, in implementing new programs and protocol, and advancing institutional support. These included institutional vision, financial capability, addressing changing needs of student populations, and acclimation to and institutional investment into both the global economy and global citizenship.

Throughout the literature and experiences of all participants in this case study and faculty within higher education settings, there was a harsh realization that the face and tenor of what was once viewed and revered both inside and without the university campus irrevocably changed and the forces that compelled that change demonstrated not just the particular issues of labor and parity, of utilization and accountability, but more important, issues of control of direction, of purpose, of mission, of destiny. The move toward providing meaningful change as seen in the literature, as heard through the voices of the participants, and viewed in the activities and environments developed and implemented at other colleges and universities, pointed to what directions were necessary in the emerging shifts in higher education.

## **CHAPTER 5**

### **DISCUSSION AND RECOMMENDATIONS**

#### **Purpose and Context of the Research**

The purpose of this research centered upon engaging and analyzing the concerns regarding the increasing reliance upon adjunct faculty. Issues examined included their utilization and accountability, and what effects if any these factors have on the mission, integrity of academic programs, and shifts in the transmission of knowledge and learning in higher education environments. The research focused upon the physical and philosophical needs and experiences of adjunct faculty, the types of institutional policies and support provided to them, and the forces inside and outside the university which drive both the increased reliance on adjunct faculty and how the adjuncts' professional efforts are viewed in light of changing trends in higher education. This research was conducted at one primary site as a case study and the findings were contextualized in the field of labor issues at the Private University as well as how these concerns were related within a community college setting shared by some of the participants (the Community College) in this study and as reflected in the current literature.

#### **Overview of the Findings**

This research focused on three questions involving the current and on-going issues revolving around adjunct faculty in higher education. While Tuckman, Caldwell, and Vogler (1978) identified seven categories of adjunct faculty and the nature of their reason for working in this part-time circumstance, this research discovered that a taxonomy, even if such accurately reflected the issues surrounding this topic, obscured rather than clarified the condition of hire, utilization, inclusion, and opportunity.

The participants in this research were generally unanimous in their opinions regarding the state of their hire, conditions of pay, inclusion, and support, and realistic opportunities for gaining full-time status. They believed that when institutional policy narrowly defined their roles and responsibilities in teaching and further provided little or no opportunity for banking their professional efforts, then very little chance for long-term employment could be expected. Another issue emerging from sentiments about a lack of inclusion and strict limitations in their terms of employment had to do with concerns about a sense of place and belonging. Again, all the adjunct participants felt discouraged at the thought of there being little to no support either from the institution or from other full-time English faculty with relation to office space, technical support, and mentoring opportunities. In every case related to the issues in question one, all the adjunct participants expressed dismay over the chances for any form of parity whether in pay or in professional regard and institutional support.

The traits and characteristics displayed by adjunct faculty teaching composition courses at the Private University were the types of attitudes and markers more closely related to itinerant labor or gypsy workers. The characteristic behavior most often seen was that of limited involvement in institutional programs other than meeting minimal teaching needs. In most cases, office hours were not held and adjunct faculty instead would have students maintain contact via emails. The reason most often cited by adjunct faculty for this recourse was the lack of office space and privacy issues. Additionally, some adjunct faculty also admitted that exigent circumstances of having to travel to other teaching assignments made it difficult if not impossible to attend to the needs of all their students.

When asked about expectations for full-time employment in higher education, all adjunct participants (100%) responded they were realistic in the belief that full-time employment was not at all possible in the primary site, the Private University. On the other hand, 74% believed that more inclusive opportunities of long-term contracts, greater participation and enfranchisement within the institutional programs (advising, research, committee work), and a viable banking system which encouraged professional development were available at a local community college. Adjuncts stated that unless the institution provided some form of support and gateway to opportunity, then there was no motivation in delivering strong professional commitment to the classroom experience. All adjunct participants believed that if there were no chance of opportunity, then economic realities would compel their primary decision in career choice other than teaching in higher education. Most (85%) agreed that they would be willing to teach in some capacity in the public education sector (K through 12) rather than working in a business environment that did not encourage the types of activities to which they felt suited and to which they were trained and attracted to do. There was unanimous agreement that adjunct participants saw themselves as inexpensive labor (100%) and that their services were viewed as of little value (55%) or of no value (45%).

The demographic distribution of all the adjunct participants in this case study included thirty females and thirteen males. Of these, four had earned Ph.D.'s; one had a J.D.; one was ABD; and thirty-seven held a Master's Degree. The ethnic distribution among the group of adjunct participants included thirteen Asians and twenty-nine Caucasians. One adjunct faculty member declined to participate in the interview and focus group.

One significant indicator among this group was their transient nature. Only four (4) adjunct faculty had spent seven or more semesters teaching composition at the Private University. The rest indicated they preferred to teach elsewhere. A tendency toward the transient nature of the composition faculty was unique since transience was not typical in other academic areas such as business and professional studies where the teaching population was relatively stable. Another consideration born out of this transient nature was the growing need for more qualified adjuncts and an ever shrinking pool from which to draw. The unanimous sentiment voiced by the adjunct participants reflected preference for inclusion, parity, and opportunity over the limiting conditions of fill-in teacher (a phrase along with *substitute* used commonly among the group) who saw little or no chance for institutional change at the Private University.

While the primary site for this research was conducted at the Private University, it became necessary to examine these issues not just in light of colleges and universities across the landscape but to look at current practices and cultural differences connected to the professional lives and conditions of adjunct faculty employed in the community college environment which all participants in this research shared expressed favorable attitudes about pay, inclusion, support, and professional opportunity.

### **Institutional Policies and Practices**

The notion of ever seeing any institutional shift in allotting greater enfranchisement and professional benefits to an ever-growing adjunct population was viewed as a part of the foreseeable horizon based upon comments and findings derived from the interviews conducted with the various deans at the Private University.

The general belief was that there existed two distinct types of adjunct faculty and that each was characterized by what currency they brought into the teaching experience. As noted earlier, the affiliate who had a professional cachet and expertise in the business world was more prized.

This individual was seen as a working professional whose primary career was outside education but connected to the real world. This real-world connection was not limited to the day to day commercial experiences, but as much, the connections corporations could provide to qualified graduates to make the transition from college to the corporate world. These affiliates also derived a reward in part-time teaching from the satisfaction of giving to the learning community while, at the same time, invigorating their own professional skills, promoting their own place of business, enhancing their own vitae, and enjoying the prestige they felt teaching in higher education as an honorable approval of their own achievements.

The other type of adjunct, and the focus of this research, was the skilled educator whose expertise was viewed as narrow by most of the key administrators. The belief, a perception on the part of many outside this category, was that anyone could teach English since there seemed no particular practical or tangible commodity that carried any special distinction or cachet with this teaching experience into the classroom. This perception of value in teaching may especially be a problem in the composition classroom.

Administrators, along with most in higher education, have understood the issues tied to low attrition and turnover, diminishing demand for full-time faculty, erosion of tenure track positions, greater use of technology for distance learning, economic market realities, and increasing competition from virtual colleges with low operating costs.

These compelling and driving forces were the bane of most adjuncts who found themselves in the marginalized areas of the labor force. What exacerbated their plight was the fact, as expressed in the surveys, interviews, and focus groups, and in their the anecdotal stories, that they viewed teaching as a labor of love and as a calling even as part-timers. These adjuncts, most often teaching courses in history, composition, and the humanities, did not receive the same esteem and rewards or benefits as their counterparts in part because they were willing participants in a labor market which mitigated their service thus affecting the qualities and values they most esteemed: utilization, accountability, and currency.

Many in academe, both as students and as teachers, entered into their particular field of study with some common beliefs, values, and intentions based upon their particular views and cultural assets as well as their own perception of how they saw their labor. Often teaching in English and literature has been cited as “the noble profession” (Gilbert Hight, 1983). The adjunct participants in this research referred to their pursuit of full-time employment as based upon their respect for teaching, the prestige, and the notion of working at something they “loved” (100%). Yet, in spite of the fact that turnover rates in higher education are very low, that full-time and tenure-track positions are shrinking, and that more and more teaching is being conducted in distance and on-line venues, would-be adjuncts still held out hope of finding a full-time teaching position.

To better understand the lives and the views of the adjunct participants in this case study, it was necessary to look toward some contexts that point directly to the problems surrounding the prevalent issues and concerns that face both adjunct faculty as well as their full-time colleagues. From the real world perspective, three aspects emerge.

One, many student candidates majoring in English view their studies from a narrow window of their academic accomplishments leading toward the teaching profession. In fact, many outside academia have the impression that those who specialize in English studies will most likely become (relegated) to teaching. These beliefs were echoed in the sentiments elicited in interviews with the deans at the Private University.

Two, few advisors seem willing or able to articulate the fact that there are many and various career opportunities which are suitable to the academic studies of those who major in English. Golde, Walker, et al, 2006 in "Envisioning the Future of Doctoral Education" noted:

The field of English studies sees itself solely in relation to academia. The often-used term *the profession* refers to the academic profession, obscuring the significant contributions of English doctorate holders to the publishing industry, writing and editing professions, government and nonprofit agencies, and secondary teaching. (<http://www.josseybass.com>)

Three, in what may be the case and condition of adjunct faculty who teach English and specifically in Hawaii, many candidates lack the access to multiple institutions as noted on the mainland and are limited to one state university system. When the options for full-time employment are minimized, opportunity for full-time teaching comes into direct conflict with the competing interests of few openings and more applicants.

Additional problems that emerged from this case study research revealed that many adjunct faculty were unable to move from Hawaii due to other obligations such as a spouse who maintains a full-time job and factors such as desirability of living in this particular environment, long-term kinships, and other ties that directly affect mobility.

Another factor in this “effect” that paints the world of the adjunct and in particular those participants in this research is the fact that many if not all who have a doctorate in English have spent much of the academic life in the classroom as students and then later as teachers or teaching assistants. This life, as expressed by many in this research, was viewed as comfortable and rewarding. However, with the reality of little to no hope of gaining full-time teaching status in higher education coupled with the other reality of having to meet expenses incurred in earning that diploma and surviving in an inflated economy, adjunct issues and concerns are even more critical.

Much of the literature including the anecdotal stories which comprise a great deal of the content in publications such as *Adjunct Advocate* and *Adjunct Nation* comment upon these very issues. These views reflect part of the problems associated with the adjunct populace and their circumstance in terms of labor, utilization, value, and currency.

Because of the lack of visibility of nonacademic careers and resistance from some in the discipline to actively promoting these careers, there remains a group of Ph.D. holders trained to perform and teach literary research and criticism and unable to find positions to pursue those interests in the way they had imagined; they are unwilling to think about the profession more broadly (Golde, Walker, et al, 2006, p. 353).

Some of these notions were reflected through responses noted in both the surveys and modified focus groups among adjunct participants and include the following beliefs.

In responding to the chance for full-time employment at the primary research site, all (100%) held out no hope for employment; yet, at other institutions whose profile offered inclusion, opportunity, and reward, the response was significantly more hopeful. A majority (76%) believed that full-time employment status was a real possibility while

only a third (24%) disagreed. In this same vein, adjuncts in this research saw their labor as mitigated and responded unanimously that they were viewed as inexpensive labor. Finally, all adjunct participants in this case study stated that there was no institutional support, no department support, and no means for inclusion and opportunity.

These results tied to the views noted in Golde, Walker, et al (2006) and elsewhere across the landscape of higher education lie at the heart of the concerns associated with the welfare and future of how adjunct faculty are utilized, evaluated, and rewarded. They also point to the discovery out of this research that there is a difference as to how part-time teaching is viewed and valued by the host institution. To this end, the interviews with the deans at the Private University revealed that “affiliates” teaching part-time in business and professional studies were treated more equitably and better assimilated into the academic culture than those adjunct faculty who taught courses primarily in the liberal arts.

### **Emerging Issues**

The institutional policies at the Private University placed each dean as the sole steward for his or her college. The most telling aspect of this policy and how each dean operated came from some insight gained from a number of events which came about from the college of liberal arts which employed the highest number of adjunct faculty.

In Fall, 2006, the need to hire full-time faculty became so great that the dean left the terms of hire up to the Writing Coordinator. The situation was dire since no prospective candidate had come forward in response to advertisements for part-time adjunct faculty to teach writing courses. The result was that three former adjunct faculty were promised one-year contracts with benefits and with the possibility but no guarantee of renewal.

There were no additional specific responsibilities with regard to having voting rights, committee membership, or participation in other areas of academic duty connected to these term contracts. This term contract did not provide any opportunity for inclusion, voice, professional opportunity, or banking for longer-term employment.

If adjunct faculty were not available to teach composition courses (often twenty or more sections), then that would be left to the full-time faculty who, already serving on university committees, performing community service, and involved in research activities, could not be reasonably expected to meet such a labor intensive task.

One concern that was reflected in the literature at many institutions that rely on adjunct faculty noted that full-time faculty were expected to meet the standard professional obligations of teaching, research, self-governance, and community service while their ranks were shrinking (AAUP, 1998, 2003; Fraser, 2001). The increased reliance upon adjunct faculty in the English department at the Private University has led to issues of these obligations either not being met adequately for lack of time, or not being vigorously attended to due to a bifurcated faculty. The primary concerns have to do with the evaluation of adjunct faculty and the processes of curriculum development and implementation of courses that would enhance and enrich the English programs.

One final issue was one related to future hires of full-time faculty in English. As noted from the Private University website, the College of Liberal Arts published a “Three Year Hiring Plan” initiated in February 14, 2005 and projected through the year 2008. This was an example of the complex issues of employment in terms of institutional policy versus institutional practice. The document “An Executive Summary” specifically stated that in 2005, the following additions would be made to the English faculty:

**One Assistant Professor in English (replacement position) specializing in composition.**

**One new Assistant Professor in English specializing in composition/rhetoric. .**

**One new full-time Fellow in Writing to reduce heavy emphasis on adjuncts for general education writing courses. (private university website)**

**In reality, only one new full-time instructor was hired (in 2005) in fulfilling the first category. To date, the only other “full-time” hires for English were the three part-time faculty noted earlier serving one-year term contracts with no provision for renewal. The consequence of these events and as reflected in the data gained from this case study has pointed to a conclusion that the Private University does not appear to be looking at ways to enhance its liberal arts faculty, specifically those teaching English. This has been viewed by full-time English faculty participants as the primary problem they face in how the academic program is valued and supported and how their (full-time English faculty) view their own efforts and professional investments as being stretched beyond reasonable limits. The comments derived from the modified focus groups with full-time English faculty reflected many statements related to difficulties in providing greater support and inclusion, opportunity, and evaluation to adjunct faculty. There was a desire to utilize adjuncts to a better degree to ensure quality and stability to the English studies program.**

**The Private University needed to create programs that encouraged curriculum development, faculty participation, and research and writing opportunities for adjunct faculty. There needed to be a stepped progression (ladder system) that would reward participation and contributions by adjunct faculty and recognition in providing greater voice and inclusion.**

The institution needed to develop venues that offered strategic and meaningful incentives for adjunct faculty to participate in both academic and social programs. There needed to be a protocol for evaluation of adjunct faculty that measured accountability and professional currency and contribution.

The policies and practices that directly affected full-time English faculty at the Private University made them solely responsible for working on committees rather than having these obligations shared among all the English faculty to include adjuncts. The difficulty encountered by full-time faculty was that self-governance and other academic issues such as curriculum development and program review and evaluation consumed so much time that these burdens had an adverse affect on teaching quality and student advising needs as well as effort otherwise devoted to research and professional growth.

#### **Institutional Adaptation**

The findings of this research pointed to a number of factors surrounding the concerns about adjunct faculty utilization and accountability. Most often heard were the effects related to their mitigated roles as reflected by low status, pay and benefits issues, lack of institutional support and inclusion, and relegation to transient labor tier with little or no hope of gaining increased professional currency and opportunity. Other factors included how marginalized populations had a rippling effect upon the duties and responsibilities of full-time faculty and how a disenfranchised labor force might have a negative effect upon student learning outcomes in particular and on academic programs in general.

These views and beliefs were reflected in the conversations with the adjunct faculty teaching composition courses at the Private University through the interviews, surveys, and modified focus groups, and in the narratives and anecdotal accounts within the body

of literature. These views and beliefs pointed to the notion that when there was a sufficient lack of parity or *quid pro quo* along with opportunities for inclusion and development, that these led to the impression that adjunct faculty were viewed as either migrant laborers or ghosts in the classroom.

These issues and concerns noted in chapter four include time management, developing professional relationships (among their peers), duties and responsibilities, learning the culture, institutional and departmental support, and development and banking of personal professional issues. The responses in the modified focus group for adjunct participants teaching English at the Private University noted the need for the institution to offer support in mentoring, partnering, and access to communication. There was a communal desire for greater participation, reward, and recognition. Adjunct faculty participants expressed a need to be given greater responsibility and enfranchisement. The most vital and significant thought among their shared needs was a desire to be recognized for their contributions and compensated for their professional currency.

Some adjunct participants voiced concerns that they had observed their peers (other adjuncts) did not put forward anything but a minimum of effort in their teaching services and that some even pared down their actual in class teaching commitments by conducting courses via emails. The research indicated that low pay, non-inclusion, and little support led to such circumstances among adjuncts who may have been responding to their value as mitigated and their being seen as cheap labor. The value laden formula reflected in many accounts pointed to the *quid pro quo* as well as dissatisfaction among the adjunct faculty who felt no need to invest beyond what was expected of them.

When and where needs such as institutional support, inclusion, opportunity, voice, and pay parity were a part of the process, adjuncts felt very strongly about their professional investment back to university. As noted again in the modified focus groups, institutions which allowed and promoted currency as well as rewarded these as steps toward greater enfranchisement, stood to gain the best professional utilization of the adjunct faculty.

Additionally, interviews with key administrative personnel also provided a fairly clear insight into how adjunct faculty labor was viewed. These perspectives and values also gave rise to full-time faculty calling for change and reform as these issues concerned the primary research site the Private University. The interviews with the deans of the colleges of business and communication made it clear that there was a distinct difference in how adjunct faculty or affiliates were valued and utilized within the program and how these differences compared to how adjunct faculty within other academic disciplines, mainly composition, history, and math were seen. The only hope for change between these two groups of adjuncts was a proposal made by the Academic Vice-President who offered the future creation and implementation for a tiered process that would enable adjunct faculty in these other academic areas to seek more opportunity, inclusion, and equity from their services toward long-term contracts.

This research looked into the current practices and employment conditions of adjunct faculty teaching at a public community college that was part of the state university system, since this institution was unanimously (100% of the adjunct English faculty participants) mentioned as a favorable place to teach when compared to other colleges and universities most specifically the Private University.

**An extensive interview was conducted with the Staff Development Coordinator for the Innovation Center for Teaching and Learning at the public community college. During this visit, the coordinator shared many thoughts about opportunities open to all adjunct faculty and provided documentary evidence such as the newsletter “Lecturers Group” that informed adjunct faculty about college programs such as advising in student clubs and activities, attending and participating in faculty meetings, and connecting all faculty about on-going and upcoming events in which they might wish to participate.**

**Conversely, there was also opportunity for voice and representation of adjunct faculty in labor issues related to statutory union dues paid to the University of Hawaii Professional Assembly and the representative union which sought to work toward further enfranchising adjunct faculty. Based on the sentiments of the Staff Development Coordinator, that reflections provided by adjunct faculty participants in this research who experienced the working environment at the community college, and through the documentary evidence provided by the center, it was clear that the programs and institutional support went a long way to reward adjunct faculty in their teaching and professional experiences, offered ways that ensured free access and opportunity, and provided better communication and inclusion within the teaching community.**

**It was also significant that these endeavors were not only supported by all the faculty at the public community college but were mainly driven by the administrative leadership. Such vibrant attitudes and venues for opportunity were mentioned often in the literature concerning the mutual needs of the institution and the teachers it hired. These practices were noted in “Making Adjuncts Part of the Family”(September, 2000) which highlighted the types of support needed (Frakt and Castagrera, 2004).**

**We need to advise adjuncts about the benefits and procedures related to advancing adjunct status...the key to achieving a steady flow of qualified adjuncts is evaluation; we need a system for allocating course assignments...we need to maintain a tiered system (with) an administrative office (that) keeps track of adjunct teaching records and their evaluations to monitor status...and it is in the interest of colleges and universities to devise ways of encouraging adjuncts to offer the best classroom instruction. (AAHE *Bulletin*, September, 2000)**

**These sentiments along with practices that included mentoring programs, support for research and enhanced professional opportunity, and greater commitment by the institution and its full-faculty and staff, led to an enhanced and informed teaching community and more reliable consistency in staffing needs and academic integrity in the classroom and in other programs of research and student led college activities according to the development coordinator at the state community college.**

**As a contrast to the practices at many college campuses, research findings in this case study were compared in terms of status and conditions of adjunct faculty who taught composition courses at the Private University, and causal relationship to professional opportunity and currency and how these affect teaching quality and commitment.**

**One noticeable difficulty in the lives of adjuncts encountered in this research at the Private University had to do with the limitations connected with a real part of the culture of the adjuncts, how the full-time English faculty viewed and valued them, and how the key administrative personnel who were the sole stewards of university policy and implementation responded to what they saw as filling the teaching ranks with part-time faculty.**

The primary factor limiting the depth and range of implications of the data had to do with lack of accessibility for adjuncts within the department and the university. Limited access to opportunity necessarily limited any type of professional movement and vested interest in both parties: the adjunct instructor and the university. This condition painted a fairly narrow view given the range of possibilities that qualified adjuncts could lend themselves to with regard to issues such as research, curriculum development, and advising student organizations or serving in other university related social opportunities.

By their nature, adjunct faculty are transient in their work and therefore access to them was difficult and eliciting their thoughts over a period of time was problematic. There was also the issue of a non-stable group of adjunct instructors in English and this contributed to some difficulties in establishing a pattern of consistency in the attitudes and values of adjunct faculty participants at the Private University. The greatest factor depressing morale appeared to be the absence of any clear university-wide policy that covered the issues concerning adjunct faculty in terms of utilization, accountability, and development of professional currency. Since there were no visible and codified procedural protocols regarding hiring practices, committee evaluations for vetting and position availability, position announcement and salary, and very few requirements placed upon adjunct faculty (in composition), then there was less chance for both adjuncts and their full-time colleagues to reflect clearly or deeply on the status of the part-time faculty at the primary site. The Private University had little to offer adjunct faculty concerning their professional welfare, compensation, opportunity, or inclusion. There were few requirements with regard to professional currency such as academic credentials, research and publication, and teaching experience in higher education.

The on-going needs and terms of hire were so fluid, that other than the requisite credential (a Master's Degree) and the expectation that they teach and hold office hours, there was little else to move forward on with respect to the array and range of issues raised in this research. While full-time English faculty in this research stated their empathy, they also felt there was little they could do to change things.

The only visible and fairly recent arrival in meeting some of these adjunct needs professionally came out of the Teaching and Learning Center which offered monthly teaching guides, recommended new literature, provided forums for faculty research presentations, and generated visits by guest speakers who discussed emerging issues and trends in education. Involvement was voluntary and there was no provision for active participation by adjunct faculty to use these for professional currency and equity banking in terms of greater enfranchisement and enhanced opportunity toward long-term hire. However, full-time faculty could use these events as credit for university service to be included in their curriculum vitae to enhance re-appointments for career and promotion periods. The comparison to the Community College was a way to measure the desirable traits as expressed by the participants in this research as opposed to the non-existent conditions of teaching and reward experienced at the Private University.

Some full-time English faculty participants expressed complete confidence in the abilities and contributions made by adjunct faculty (40%) and stated that more needed to be done to provide them with ways connecting them to both the full-time faculty and to the university. Yet among the full-time English faculty, most (60%) felt that adjunct faculty level of service was "sometimes" met.

Specifically under the categories of teaching skills and effort, most full-time faculty (77%) believed adjuncts were “sometimes” adequate; and that in the categories of effectiveness and adequacy, a clear majority (93%) agreed that these components were sometimes met. One condition for these responses was directly linked more to what limitations by the institution were placed upon the adjunct faculty participants rather than by their own professional capabilities and desire to be valued contributors to the university community and its programs.

Full-time English faculty and the key administrative participants at the Private University in this case study stated that if any changes were to be brought forward and put into action, any new initiatives specifically related to adjunct faculty affairs could only happen with full administrative and institutional support. This impression was one of two important concerns expressed by the full-time English faculty. The survey results of full-time English faculty indicated that the majority stated that greater fulfillment of needs of adjunct faculty had to be met (100%) and that improved conditions regarding opportunity, stability, and inclusion were considered equally significant (93%) to effect improvement in terms of utilization and support of academic programs.

Any decisions with regard to policies governing all faculty in terms of hire, utilization, evaluation, and opportunity were the ultimate discretionary purview and control of the senior administrators (deans and the president). These issues included not only creating programs that provided support, guidance, and inclusion (mentoring, collaborative research, professional opportunity) but concerns that were reliant upon institutional support for office space, equipment, pay and benefits, and long-term commitment in employment.

Through modified focus groups and interviews, full-time faculty and administrators noted that any change in the lives and welfare of adjunct faculty that specifically included a monetary obligation would directly impact full-time salaries, support for research endeavors, and hiring new full-time instructors. These considerations were a significant part of an on-going conversation within the Liberal Arts Faculty Assembly addressing issues of adjunct faculty, and pay parity for the liberal arts full-time faculty. The Faculty Council has on its agenda the issue of benefits for full-time faculty and alignment of salaries to other colleges and universities in Hawaii.

This last, viewed by all participants as an important step toward inclusion and support toward better teaching and developing more viable connection of adjuncts to the rest of the faculty required that full-time faculty who wanted to implement such programs would have to do so on their own and without compensation. Without institutional support, this also begged two additional considerations which were related to issues of academic program consistency and integrity (fairness, appropriateness, good practices) and legal issues. Without the much needed institutional support, there was little hope in ever seeing events such as full utilization, evaluation, and compensation come into practice.

A second substantial issue noted by the full-time faculty participants in general conversation and outside the boundaries of this research had to do with some practical considerations. The belief was that if adjunct faculty were included in voting rights, attending faculty meetings, and serving on university committees, then how would their voice affect full-time faculty issues which were necessarily different than those of the adjunct faculty? How and in what ways, if any, would they (adjunct faculty) be compensated?

The anxiety from full-time faculty and as explicitly expressed in meetings of the liberal arts faculty assembly (Spring/Fall, 2006) was that any changes to enhance and enrich the professional lives of adjunct faculty at the Private University would be drawn from the professional benefits allotted to full-time faculty. The metaphor most often cited by the dean of the college of liberal arts was that of a pie divided along lines of who received what among the various constituencies within the Private University community. A larger slice for adjunct faculty would necessitate a smaller slice for full-time faculty. The image was vivid and lasting.

### **Guidelines for Management Reform**

To gain a clearer insight into the views and expectations of all the participants in this research, it was necessary to examine all the issues in light of the context of recent research concerning labor and management issues in higher education, shifts and trends in how education is distributed, changes in student populations and transmission of teaching information, and cultural and political exigencies that influence and drive these changes to traditional venues and traits of higher education.

In one study by Gumpert and Sporn (1999) sponsored by the National Center for Postsecondary Improvement (NCFPI), a number of suggestions were brought forward that mirrored some of the issues brought out in this research. The evolving challenges to colleges and universities noted as “environmental changes for universities” indicated several patterns and reasons behind what the authors term a “point of revolutionary, rather than evolutionary change and the demands of global capitalism (which) hinder the university’s ability to fulfill its cultural mission.” These sentiments included:

1. **Financial crisis caused by decreased government support for students.**
2. **Devolution or decentralization of responsibility to the institutional level.**
3. **International competition for funds, faculty, and students.**
4. **Governmental regulations to improve quality in teaching and learning.**
5. **Changing student demographics.**
6. **New technologies. (<http://www.stanford.edu/~gumport/publications.html>)**

**The critically important factors out of the above listed areas and connected to this research had to do with decentralization of responsibility; international and regional competition for funds; changing student demographics; and new technologies.**

**The Private University does not receive state or federal funding for its programs and thus must compete in other ways. These “ways” may help explain how and why the institutional policies pay less attention to the needs of contingent faculty (adjuncts and affiliates alike) and more to the needs and priorities the university may deem more important in terms of generating and maintaining economic viability and growth in more enriched and lucrative market venues such as distance learning programs and alliances with corporate entities.**

**In this vein, Gumport and Sporn (1999) noted the expectation for higher education in contributing to a country’s national productivity (they) are “expected to innovate new products and services, as well as to collaborate in product development with industry” (p. 7). While these seem to be an honorable and sensible mission and belief, such economic obligation has brought some other concerns that have an impact upon the remainder of the body and constituency of the college or university and its many stakeholders among whom are faculty, students, and the community which is reliant upon its services.**

The greatest financial investments at the Private University have gone into the programs of nursing, professional studies (to include military and diplomacy studies, and global leadership), and marine biology and the university's affiliation with the Oceanic Institute which defined itself as a "not-for-profit research and development organization dedicated to marine aquaculture, biotechnology, and coastal resource management." (Oceanic Institute web page: <http://www.oceanicinstitute.org/nav.php>) In their examination and review of the factors which impact colleges and universities, Gumpert and Sporn (1999) looked at some of the components affecting shifts that have recently brought new trends and adjustments to the landscape of higher education.

### ***Cost***

The Private University leased its downtown Honolulu campus buildings and as such faced changing lease agreements as well as increased taxes for businesses. Other institutional burdens connected to these conditions such as cost for parking, availability and access to resources (library, laboratories, living accommodations, and recreational opportunities) and the costs of adapting commercial space to educational environments were also a consideration of this research and its findings.

To meet high standards of safety in work and study spaces that were convenient and ambient to students and teachers, added costs went into hiring extra security personnel to deal with issues directly linked to the neighboring community in businesses, commercial traffic, and disenfranchised population.

These elements and unique factors distinguished the downtown Honolulu campus from a traditional brick and mortar institution in that their impact in costs, economic and philosophical, had a great influence upon the priorities of the university itself.

Another economic reality has been the introduction and widespread use of WebCT™ teaching technologies that may reach a wider audience. Like most colleges and universities, the Private University created programs and opportunities that reached a much a larger and more diverse student population which differed greatly from previous decades and included both traditional students as well as “lifelong” learners, remedial students, professionals, and those whose aim was to explore the landscape. As a reflection of such changes, the Private University re-constituted its general education curriculum to include a wide array of non-traditional choices in history, the humanities, and literature, which some have dubbed the selections as the WalMart™ model.

Gumport and Sporn (1999) noted this change as being created due to those “advocates for a market model offering the American system as exemplary [and that] the quality and effectiveness goal favors cost containment through process analyses and a redefinition of core competencies [which] could follow that the turbulence in higher education finance explains the disproportionate increase in administrative expenditure over recent years and the decline in expenditure shares devoted to instruction” (p. 11).

### ***Quality***

As noted in their report, Gumport and Sporn defined “quality” in higher education and those attributes and traits that resembled more an “inclusive model that encompass caring for clients, coherence in teaching and learning processes, and responsiveness to changing client needs” (p. 11). The term or value attributed to quality no longer was identified by the cultural assets such as libraries, museums, distinct research centers, distinguished alumni, reputation, national and international ties, and the professoriate, but those trappings most quickly identified with consumer-based shopping venues which provided

customers with products they wanted, at prices that were affordable, with opportunities to return merchandise with which they were not satisfied. This definition was not at all far-fetched when reading in the definition the word “client and responsiveness to client needs”. What had really changed was that the client population was so diverse the term “educational opportunity for all” (mid-1960s, no author) has taken on a meaning that commodifies education to such an extent that it may be difficult to actually measure student outcomes and what they have learned since the client was king no matter what his or her capabilities, strengths and individual learning desires might have been.

Throughout the range of education from K through 12 on through post-secondary education, the emphasis has not only been on the quality of academic rigor both of the course and of the instructor, but as important the quantitative value of the outcome of satisfaction of the student-client. This belief pointed to what Giroux (1988) and others termed the “Fordist Approach” to teaching that saw each student embedded or stamped with a curriculum of one-size-fits all. There has been concern that such changes in higher education that align teaching and educating with the production models and consumerism in industry denigrate the traditional value of what it means to be educated.

Even through its language, Gumpert and Sporn (1999) saw higher education as adapting and adopting the principles of Total Quality Management (TQM) as one means of demonstrating quality education. It looked toward the operative notion of the use of statistical process control in a dynamic environment of production and consumption or:

Quality assurance through statistical methods is a key component in a manufacturing organization, where TQM generally starts by sampling a random selection of the product. The sample can then be tested for things that matter most to the end users.

The causes of any failures are isolated, secondary measures of the production process are designed, and then the causes of the failure are corrected. The statistical distributions of important measurements are tracked. When parts' measures drift into a defined "error band", the process is fixed.

([http://www.en.wikipedia.org/wiki/Total\\_Quality\\_Management](http://www.en.wikipedia.org/wiki/Total_Quality_Management))

This may in part explain the increased use of adjunct faculty in teaching and decreased openings of full-time or tenure-track teaching positions. Such methods are in practice at the virtual universities such as Phoenix, Remington, and Argosy.

However, what is really at stake may be the academic integrity of individual programs rather than the needs of all the stakeholders. The desire and striving toward this type of paradigm of quality assurance may be at the heart of what is problematic with colleges and universities which employ these standards. The rigor and investment into quality academic programs and professors who teach in them are being sacrificed for programs and classes that suit best the needs of the client-student whatever they may be. In other words, there may be a shift to an industrial model likening students not as learners, thinkers, and active participants in the understanding and articulation of knowledge, but rather as consumers who are left to their own devices to do whatever they may with these bits and pieces of information. This formula and practice does not fit traditional methods of quality education and challenge but instead is a response to the over-reliance on technology and downsizing labor costs. It is difficult to clearly and accurately assess the results of such change but there are clear indications that the adjunct community in this case study was decidedly dissatisfied with their career status.

### ***Effectiveness***

As noted with *quality*, the effectiveness of a university's programs and its practitioners was a means in which to measure its validity in the eyes of the consumer. As defined in Gumpert and Sporn (1999), effectiveness was seen "as doing things right." The emphasis was viewed as a student (or client) driven model as they explained:

The shift to effectiveness has some components of quality concerns, including emphasis on a client or customer perspective, prescriptions for management strategies to bring about organizational change, and reconsideration of adaptive structures, processes, and outcomes" (citing Cameron and Whetten, 1996) (p. 12).

These recommendations reflected the model most often seen in the emerging literature of success brought forward by the virtual universities which trimmed and centralized administration, utilized boilerplate coursework, and catered specifically to the particular client needs based upon skills levels, time devoted to study, and issues of convenience.

### ***Access***

This last category of equal access or opportunity grew out of the post World War II era with the federal government providing monetary incentives to entice returning veteran's into college so that they could develop new skills in order to meet the newly created industrial, technological, and other emerging consumer needs. The age of access continued especially in the 1960s with community colleges springing up to meet the demands and needs of other populations different in levels of skills and learning capacity who needed or wanted a transitional bridge to higher education or to vocational training. In today's market, access is now looking at new populations that are already employed but whose participants want to get more from education – accessing education on their

own time and their own terms. Where once a college education was the sole purview and territorial domain of upper class white men, today it can include the waitress sitting in front of her computer doing her lessons and studying to be a mid-level manager (read *concierge*) after completing her studies in Travel Industry Management. As noted:

The challenge for campuses to deal with multiculturalism and diversity will continue to increase and needs to be accommodated by universities. Geographic barriers are easier for universities to overcome because of the new developments of technology. Strategies are designed to enhance the delivery of educational programs to students in remote locations. Referred to as distance education, distance learning programs or “virtual university” they enable students to choose programs and universities that are best suited to their needs. (Gumport and Sporn, 1999, p. 14)

These new directions of virtual universities and administrative/cost driven processes begin to sound as if the teacher were a secondary aspect of the whole experience.

Writing in *Curriculum – Toward New Identities* (1998), Ivor Goodson (in Pinar, 1998, p. 14) stated:

Within the educational community, the image of teachers as semiprofessionals who lack control and autonomy over their own work and as personas who do not contribute to the creation of knowledge has permeated and congealed the whole educational enterprise. Researchers have torn the teacher out of the context of classroom, plagued her with various insidious effects (Hawthorne, novelty, Rosenthal, halo), parceled out into discrete skills the unity of intention and action present in teaching practices.

The struggle for autonomy can be seen in the belief that in these emerging models of higher education, administrators – most often deans – not only compete for some form of

direction and control but carry these and ancillary issues related to academics over into other areas in setting institutional priorities and educator needs in professional enterprise and research as well as issues of free speech and academic integrity and creativity.

### **Practice and Policy**

This research has demonstrated that much of the direction of the site the Private University is motivated solely by senior administration and that while there is a stated belief in supporting the idea of collaboration between faculty and administration in the form of shared governance, two facts remain.

One, in its present state, the Private University's policies and mission are ultimately determined by the senior administrators and that these policies and directions are based for the most part on the corporate model as examined in the research by Gumpert and Sporn (1999). Two, that the idea of shared governance is valid only when it is truly represented by the enfranchised stakeholders and their collective voices. Since half the faculty at this research site is comprised of adjunct faculty, the burden of making a voice heard, of serving in constructive and effective ways on university committees, of sharing and exchanging research and other professional skills is diminished due to the fact that the full-time faculty engaged in these activities are a diluted population.

Without the much needed institutional support toward embracing and enfranchising skilled teachers and an honest commitment and investment into their careers, there can be little in the way of hope for full-time faculty to realize either an equal footing and voice in the future of the university nor any respite from the increased responsibilities they have in meeting their professional responsibilities to both the university within and without.

One final point worth noting is the observation regarding how the balance of effort and influence between the administration and the faculty and how their twin efforts to effect change are of more significant value toward making meaningful change. The model is brought forward with these thoughts:

The competing interests in these decisions need to be made more explicit, so that they can be carefully weighed, negotiated, and then implemented by the organization. We would argue that the successful processes and structures for adaptation can only be implemented through joint activities of administration and faculty; the danger emerges in splitting the academy and impeding adaptation. (Gumport and Sporn, 1999, pp. 37-38)

### **Recommendations**

#### ***Develop a University Protocol***

Based upon this research and emerging literature and studies of trends which indicate a continued growing use and reliance upon adjunct faculty, the ways in which these instructors are hired, employed, enfranchised, and evaluated require greater care and investment into changing practices in colleges and universities that hope to maintain stability within the teaching workforce and integrity throughout the academic programs.

Many have made suggestions about in-roads toward better employment practices for utilization of adjunct faculty noting that Gappa and Leslie (1993) list no fewer than forty-three ways to cut through the conundrum that permeates the issues surrounding adjunct faculty. To provide more focus, Kowalski (2004) provides a look into some of the ways colleges and universities might implement processes to bring about meaningful change.

1. Policy should stipulate documents be in place prior to recruiting and selecting part-time instructors. They should include *statements of purpose and values*.
2. Decisions pertaining to *rank, length of employment and compensation* should be made before recruitment begins. Giving rank can serve two purposes: providing different levels of compensation based on market, merit and service and making it more likely that these instructors will be viewed as part of the department.
3. A *general job description* for part-time instructors should be developed as: (a) required and desired qualifications for each rank, (b) position responsibilities, (c) role expectations, (d) compensation parameters and (e) other general conditions of employment including expectations regarding service to students outside of class and involvement in departmental activities.
4. *Quantitative standards* should be established. The department members determine a maximum percentage for the classes that can be taught by part-time adjunct faculty and the maximum number of courses that can be taught by a part-time instructor (in a semester or calendar year). (Kowalski, 2005, pp. 5-6)

The significant factor in this recommendation is to create, implement, and support a protocol that ensures the best and most equitable professional practices. The key element in making all of the events come to fruition depends upon the culture, capacity, desire, and mission of the Private University. Due to facts in place in the physical nature of the downtown campus, the fluidity of its academic programs in both areas of growth and decline, increased competition from the many virtual university campuses, and the ever shifting trends in student and corporate demands, implementing such change, while desirable, may not be feasible at least in the short run.

If an organizational policy regarding the hire, utilization, and accountability of adjunct faculty is not put into place within the near future, the stakeholders and the integrity of the academic programs (as well as possibly the reputation of the University) will begin to find themselves in an orbit of decay that will not see improvement by responding solely in terms such as pay and other forms of parity. The institution must make a genuine professional commitment if it is to attract and maintain the most qualified candidates and avoid the pitfalls that now face those institutions which merely rely on adjunct faculty as cheap migrant laborers. As this research has pointed out, there is clear understanding concerning the plight of adjunct instructors and how their condition might have an adverse effect on their services.

#### **Summary and Ensuing Research**

This research has looked into the needs both physical and psychological of adjunct faculty along with the perceptions about adjunct faculty service, and to the institutional vision and capacity to utilize and account for adjunct faculty within the various academic programs. The Private University is in a unique position by its youth, its slow and carefully planned developmental growth, its niche in the economic arena, and its capacity to implement changes. To underscore such deliberate policy and growth and the static environment of the policy makers, the key administrative personnel (deans) have maintained their positions for over thirty years.

One of the most critically essential aspects to the viability, robustness, and quality of any college or university has to do with its faculty, how they are selected, what services and support they provide to the institution, their efforts in developing research, and the

important contributions they make to the market-place of knowledge and understanding. Major implications for a change of direction necessitate an examination of three areas.

***Recruitment, Utilization, and Accountability***

The first would be to establish a policy regarding the recruitment, utilization, and accountability of adjunct faculty and create ways in which they can be made to be a part of the fabric of the university. Policies can and should be formative in nature to adjust to the changing market realities, fiscal and budgetary constraints, and forces both internal and external which help to drive the mission and vision of colleges and universities and the ways they fulfill these very important obligations. Some initial steps which might be undertaken by the University representatives in developing a meaningful framework for improving the utilization of adjunct faculty include but are not limited to the following:

1. Re-evaluate employment of adjunct faculty and set new standards (development) for the integration of adjunct faculty.
2. Gather detailed data on the utilization of adjunct faculty.
3. Review and revise standards and procedures for employing adjunct faculty.
4. Set appropriate limits on the use of adjunct faculty by department.
5. Review compensation and support of adjunct faculty to ensure the ability to attract the best talent.
6. Establish programs for training and developing adjunct faculty to ensure the quality of their teaching.
7. Determine ways to better integrate adjunct faculty into the life of the University.

The dissatisfaction among part-time non-tenure track instructional faculty members and the adjunct participants in this case study is growing. Many of these part-time faculty have become proactive, campaigning for change and even developing ways to become part of existing unions or branching out to non-traditional union representation.

This mobilization is occurring at a time when their numbers have increased. In fall 2004, 53% of all faculty at degree-granting higher education institutions in the United States were part-timers. To change these attitudes, colleges and universities should enact policy reforms that reflect the following: (a) importance and equality; (b) full membership; (c) value adjunct faculty; (d) provide complete and on-going orientation; (e) provide shared governance; (f) provide symbolic activities; and (g) offer professional development. (Rhoades and Hendrickson, *NEA Almanac*, 1997, p. 73)

### ***Enfranchisement, Inclusion, and Opportunity***

A second need according to the responses by adjunct participants in this case study indicates their common desire for more institutional support that allows and rewards participation and which adjuncts view as a means through which to earn and maintain currency. Adjunct faculty and their full-time English faculty peers in this research want to see a stronger community of educators. Colleges and universities have created many activities and professional enhancements that offer more enfranchisement to adjunct faculty.

Some have been created by the full-time faculty, others are driven by administrations and their community overseers, and some are motivated by “fair labor practices” as outlined by various teacher unions which heretofore represented only full-time faculty.

**Colleges and universities have developed mentoring programs, equity development programs, inclusion in self-governance, and partnered research. Some starting points are:**

- 1. More pay parity and form of insurance and retirement compensation and benefits.**
- 2. Specific and detailed definition of adjunct faculty with regard to employment rank and status, and tracking venues toward increased opportunity for long-term hiring.**
- 3. Compensation for attending and/or participating in University committees.**
- 4. Inclusion and recognition into the general full-time faculty population. Providing face-to-face and on-line workshops that support good teaching practices.**
- 5. Develop, promote, and implement a working mentorship program utilizing master teachers who provide direct support and advising to adjunct faculty.**
- 6. Provide institutional opportunities (events, activities) that invite socialization and collegial sharing among full-time faculty, staff, and adjunct faculty.**
- 7. Provide a “banking system” whereby adjunct faculty, through an accumulation of scholarly endeavors, community service, and support to the university, can acquire currency and credentials (which might lead to promotion/recognition).**
- 8. Provide adjuncts with retreats, bulletin boards with adjunct photographs and personal narratives, publicize successes of adjuncts, provide business cards, web pages, and other professional amenities.**
- 9. Provide a means for tuition assistance/remission at the university equal to the number of credit hours taught for adjunct faculty members and their family.**
- 10. Establish, promote, and support a university-wide Office of the Director of Part-time Faculty Support and Development.**

### ***Uniform Faculty Promotion and Review***

The third and equally critical change in policy and one that must be met at the same time when examining the professional lives of the adjunct faculty employed at Hawai'i Pacific has to do with academic appointments and promotion guidelines.

These concerns appear in the practices and approaches in academic departments and colleges across the campuses. These are amplified by at least three important factors: lack of a consistent and fair labor/employment protocol; lack of a shared responsibility in faculty and chair-making decisions regarding search and hiring practices; and a perceived inequality of procedures related to vetting of candidates. Another issue closely connected to these has to do with ensuring the venues and environments under which searches and interviews are conducted and closely monitored by an appropriate representative of the university human resource management department.

It is apparent that if no policy regarding an established legal and fair recruitment, vetting, interviewing, hiring, and utilization is in place, then it becomes difficult to imagine putting together any realistic plan for dealing with the needs of adjunct faculty as defined in this research and having a sense of congruity in strategic planning in the use of full-time faculty to meet the needs of the adjunct instructors while continuing to contribute professionally. If the Private University intends to provide good work venues and support for its increasing adjunct ranks, it will need to allow promotion, retention, and reward. Essentially, the Private University could theoretically and realistically develop its own fully vested teacher candidates out of the ranks of the recruits within the adjunct faculty population -- a sort of academic boot camp.

One starting point for those adjunct faculty whose primary goal is to seek opportunity, inclusion, currency, and enfranchisement would be programs that encourage and reward traits and professional activities that would include but not be exclusive of:

***Teaching:*** Full-time faculty are considered as well as expected to be experts in their academic field and maintain both a currency in that field and provide teaching and advising to students using the best and most appropriate practices.

***Professional Service:*** Full-time faculty are expected to provide meaningful service to the institution through various ways that enhance, improve, and change the ways in which education is provided based upon evolving social, political, economic, and philosophical shifts in the global environment.

***Research, Development, and Collaboration:*** College and university professors are expected and required to maintain currency in their professional skills and continue to work at exercises such as research, publication, discovery, and collaboration with colleagues on projects that enhance and improve the quality of the institution, promote the intellectual value of the academic programs, and include other faculty in work related events and issues.

***Community Service:*** Colleges and universities are viewed as integral parts of a larger community and as such they necessarily are involved either directly or indirectly in the support of programs and events that are the strands of that community. These strands may be represented as businesses, general education (primary, middle, and secondary schools), the arts, and other important community functions and affairs.

## **Directions and Implications for Future Research**

In this case study research, more questions may surface due to changes within the culture of the Private University. Some significant areas include the following.

1. What affect does the utilization of adjuncts primarily in composition studies and other general education curricula have on student learning outcomes?
2. What are the perceived values employers have toward graduates who earned their degrees through an institution that is reliant upon adjunct faculty labor?

## **Summary**

This research looked into issues connected to the lives and careers of adjunct faculty teaching composition courses at the Private University, how their services were valued by full-time English faculty, and the utilization, accountability, and currency were viewed by the institution. This research also examined other institutional practices that implemented support, inclusion, and opportunity for adjunct faculty at another college (the Community College) and how those issues reflected the body of literature concerning adjunct faculty and upon their teaching service and contributions.

Lastly, this research examined the shifting paradigms and trends in economies and technology development which have a considerable impact upon both the Private University and upon higher education venues in general. It is hoped that: a clearer understanding arises regarding adjunct issues and their impact upon academic programs. It is further hoped that this research might lead toward an implementation in institutional change in policies regarding the utilization, accountability, and currency of adjunct faculty, and serve as an approach in providing greater faculty stability and effectiveness in creating stronger learning communities for college students.

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**APPENDICES**  
**APPENDIX A**  
**Informed Consent Form**

I voluntarily of my own free will and without force, coercion, or threat of any kind, do hereby agree to participate in the research project titled "A Case Study of the Utilization of Adjunct Faculty in a Private University" authored and conducted by William Kazarian, doctoral candidate at the University of Hawaii , Manoa in the College of Education. This dissertation and research is guided by Dr. Helen Slaughter, Advisor. I understand that this research is being conducted to better understand the needs, utilization, and accountability of adjunct faculty teaching composition in the English Department at the Private University.

I understand that I will be asked to fill out a survey and participate either in an interview or a focus group conducted by William Kazarian. The duration of these events has been estimated to take up to about forty-five minutes to one hour of my time and will be conducted at a place or places which are comfortable and safe. I understand the researcher will be transcribing interviews and focus group responses with the help of an assistant who will write them down and serve as a de-briefer. I have been assured these transcripts will be stored in an appropriate storage site and that access will be strictly limited to the research and that these transcripts will be destroyed at the appropriate time.

I have been assured my participation is voluntary and that I may cease all or any interaction and participation at any time of my own choosing and for any reason. I have been assured that *all of the information, responses, and thoughts expressed in this research will be held in strictest confidence under the guidelines set forth by the institutional review board of the Private University.* I have been assured that all responses will be reported as anonymous and that my identity will be kept private.

I have been assured that there may be a time when I perceive a possible risk in my participation derived from nervousness, anxiety, or other discomfort related to my own position and reflections of personal experiences that I see as a threat to my career. I have been assured that I may choose to stop participation for any reason at any time and that I may choose not to respond to every question or issue put before me. I have been assured that my consent to participate may be taken back at any time and for any reason and that there will be no penalty whatsoever.

If I have any questions regarding this research and my voluntary participation and responses and related activities, I may contact William Kazarian at his office [address and phone number] or by e-mail at any time. I also understand I have the right to review my responses and be provided with focus group responses should I request them. I have read and understand these statements and requirements of the consent form.

---

Participant/Subject

---

Date

## APPENDIX B

### Institutional Review Board – Approval Form for Human Subject Research

#### Institutional Review Board Project Application

Please complete, save as Word file and send to \_\_\_\_\_

Study Title:	English faculty perceptions of adjuncts		
Investigator	Utilization of adjunct faculty/adjunct perceptions		
Name:	Skip Kazarian		
(Please check one)	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Student	<input type="checkbox"/> Outside Investigator
Phone:	_____		
Email:	_____		
Sponsoring	Faculty Member: _____		
(If Investigator is not an	_____ faculty member)		

Please attach a brief summary of the project. This should contain an explicit statement of the methods of data collection, including questionnaire (if any); who subjects will be and how they will be chosen; and how confidentiality of subjects will be protected. For questionnaires/surveys that will be returned anonymously, a statement that participation is voluntary should appear at the beginning of the form. For other studies, a copy of the informed consent form should be included with this package.

#### Category for Review:

Check on level of review (Exempt, Expedited, Full) for which you believe the project qualifies, as each criterion that your project meets.

- Exempt from review (nil or minimal risk study, or already reviewed by an IRB)
  - Research involves ONLY investigation into or comparison of normal instructional strategies.
  - Tests, interview, and surveys are unlikely to elicit emotion or place subjects at risk of civil/criminal liability or damage to their reputation, financial standing, employability, etc. AND information will not be recorded in such a way that subjects can be identified.
  - Research involves only the study or analysis of existing data, documents, records, or specimens that are publicly available or recorded in such a way that subjects cannot be identified.
  - If study involves ingestion of food: only wholesome food without additives in excess of USDA recommended levels is consumed.
  - Brief informed consent will be done (except in the case of existing data, etc.)
  - No use of vulnerable subjects (children, prisoners, pregnant women, mentally ill, etc.)
  - Has already been approved by IRB at \_\_\_\_\_  
(Include copy of signed IRB approval form)

- Expedited review (minor risk study)**
  - Research and data collection methods are unlikely to elicit strong emotion and deception is not involved.
  - Research involves only noninvasive, painless, and non-disfiguring collection of physical samples, such as hair, sweat, excreta.
  - No use of vulnerable subject (children, prisoners, pregnant women, mentally ill, disabled, etc.).
  - Data are recorded using noninvasive, painless, and non-disfiguring sensors or equipment, such as EKG, weighing scales, voice/video recording.
  - Research involves only moderate levels of exercise in healthy volunteers.
  - Research does not involve ingestion or drugs or use of hazardous devices.
  - If existing data, documents, records, or specimens with identifiers are used, procedures are in place to ensure confidentiality.
  - Informed consent process will be done (attach copy of informed consent form).
  - Data will be kept confidential and not reported in identifiable fashion.
- Full review required (more than minor risk)**  
*Attach a statement that describes the use of vulnerable subjects or the study procedures and conditions that place subjects at risk. Describe the precautions that will be taken to minimize these risks. Attach a copy of the informed consent form that will be used.*

Certification by Principal Investigator:

The above represents a fair estimate of risks to human subjects.

Name	Title	Date
------	-------	------

-----  
**FOR IRB USE ONLY**

Certification by IRB Chair: I have read this application and believe this research qualifies as:

- Exemption from IRB review
- Appropriate for expedited review, and
  - Approved
  - Disapproved
- Appropriate for review by the full IRB

**Notes:**

Informed consent statement must be added to cover letter. If respondents choose to provide demographic information, confidentiality will be especially important as, given the small N, respondents may be identifiable.

<hr/> IRB Chair	<hr/> 8/23/05 Date
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**Institutional Review Board – Approval Form for Human Subject Research (UHM)**

**U N I V E R S I T Y O F H A W A I I**

Committee on Human Studies

MEMORANDUM

October 8, 2002

TO: William H. Kazarian  
Principal Investigator  
Department of Teacher Education Curriculum Studies

FROM: William H. Dendle  
Executive Secretary



SUBJECT: CHS #11990- "Assessing the Needs of Adjunct Faculty in High Education"

Your project identified above was reviewed and has been determined to be exempt from Department of Health and Human Services (DHHS) regulations, 45 CFR Part 46. Specifically, the authority for this exemption is section 46.101(b)(2). Your certificate of exemption (Optional Form 310) is enclosed. This certificate is your record of CHS review of this study and will be effective as of the date shown on the certificate.

An exempt status signifies that you will not be required to submit renewal applications for full Committee review as long as that portion of your project involving human subjects remains unchanged. If, during the course of your project, you intend to make changes which may significantly affect the human subjects involved, you should contact this office for guidance prior to implementing these changes.

Any unanticipated problems related to your use of human subjects in this project must be promptly reported to the CHS through this office. This is required so that the CHS can institute or update protective measures for human subjects as may be necessary. In addition, under the University's Assurance with the U.S. Department of Health and Human Services, the University must report certain situations to the federal government. Examples of these reportable situations include deaths, injuries, adverse reactions or unforeseen risks to human subjects. These reports must be made regardless of the source funding or exempt status of your project.

University policy requires you to maintain as an essential part of your project records, any documents pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to, and received from, the subjects, as well as any executed consent forms, data and analysis results. These records must be maintained for at least three years after project completion or termination. If this is a funded project, you should be aware that these records are subject to inspection and review by authorized representatives of the University, State and Federal governments.

Please notify this office when your project is completed. We may ask that you provide information regarding your experiences with human subjects and with the CHS review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new CHS application.

Please do not hesitate to contact me if you have any questions or require assistance. I will be happy to assist you in any way I can.

Thank you for your cooperation and efforts throughout this review process. I wish you success in this endeavor.

Enclosure

**Protection of Human Subjects  
Assurance Identification/IRB Certification/Declaration of Exemption  
(Common Rule)**

*Policy:* Research activities involving human subjects may not be conducted or supported by the Departments and Agencies adopting the Common Rule (56FR28003, June 18, 1991) unless the activities are exempt from or approved in accordance with the Common Rule. See section 101(b) of the Common Rule for exemptions. Institutions submitting applications or proposals for support must submit certification of appropriate Institutional Review Board (IRB) review and approval to the Department or Agency in accordance with the Common Rule.

Institutions must have an assurance of compliance that applies to the research to be conducted and should submit certification of IRB review and approval with each application or proposal unless otherwise advised by the Department or Agency.

1. Request Type <input type="checkbox"/> ORIGINAL <input type="checkbox"/> CONTINUATION <input checked="" type="checkbox"/> EXEMPTION	2. Type of Mechanism <input type="checkbox"/> GRANT <input type="checkbox"/> CONTRACT <input type="checkbox"/> FELLOWSHIP <input type="checkbox"/> COOPERATIVE AGREEMENT <input type="checkbox"/> OTHER: _____	3. Name of Federal Department or Agency and, if known, Application or Proposal Identification No.
4. Title of Application or Activity  "Assessing the Needs of Adjunct Faculty in Higher Education"		5. Name of Principal Investigator, Program Director, Fellow, or Other  William H. Kazarian

**6. Assurance Status of this Project (Respond to one of the following)**

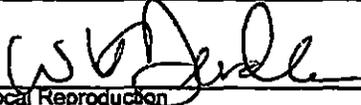
- This Assurance, on file with Department of Health and Human Services, covers this activity:  
Assurance Identification No. M-1217, the expiration date October 31, 2002 IRB Registration No. 01
- This Assurance, on file with (agency/dept) \_\_\_\_\_, covers this activity.  
Assurance No. \_\_\_\_\_, the expiration date \_\_\_\_\_ IRB Registration/Identification No. \_\_\_\_\_ (if applicable)
- No assurance has been filed for this institution. This institution declares that it will provide an Assurance and Certification of IRB review and approval upon request.
- Exemption Status: Human subjects are involved, but this activity qualifies for exemption under Section 101(b), paragraph (2).

**7. Certification of IRB Review (Respond to one of the following IF you have an Assurance on file)**

- This activity has been reviewed and approved by the IRB in accordance with the Common Rule and any other governing regulations.  
by:  Full IRB Review on (date of IRB meeting) \_\_\_\_\_ or  Expedited Review on (date) \_\_\_\_\_  
 if less than one year approval, provide expiration date \_\_\_\_\_
- This activity contains multiple projects, some of which have not been reviewed. The IRB has granted approval on condition that all projects covered by the Common Rule will be reviewed and approved before they are initiated and that appropriate further certification will be submitted.

**8. Comments**

CHS #11990

9. The official signing below certifies that the information provided above is correct and that, as required, future reviews will be performed until study closure and certification will be provided.		10. Name and Address of Institution  University of Hawaii at Manoa Office of the Chancellor 2444 Dole Street, Bachman Hall Honolulu, HI 96822
11. Phone No. (with area code)	(808) 956-5007	
12. Fax No. (with area code)	(808) 538-3954	
13. Email:	dendle@hawaii.edu	
14. Name of Official  William H. Dendle	15. Title  Compliance Officer	
16. Signature 		17. Date October 4, 2002

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Public reporting burden for this collection of information is estimated to average less than an hour per response. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: OS Reports Clearance Officer, Room 503 200 Independence Avenue, SW., Washington, DC 20201. Do not return the completed form to this address.

## APPENDIX C

### Roles and Needs of Part-time Faculty in Higher Education (Trial Study)

This survey is intended to be used solely for research to assess adjunct faculty needs. Your responses are very important and will be held in strictest confidentiality. Data will be studied to determine the feasibility of developing a mentoring program to serve the professional needs of part-time faculty. Check one: Part-time interested in full-time faculty employment: \_\_\_\_\_ Part-time retired or fully employed elsewhere: \_\_\_\_\_

❖ Your age: \_\_\_\_\_ Your gender: \_\_\_\_\_ Highest degree earned: \_\_\_\_\_

1. How long have you been teaching at *this* university? \_\_\_\_\_ Years. Other \_\_\_\_\_?
2. How do you feel your chances are toward gaining full-time career status at *this* university: great chance \_\_\_\_\_, somewhat of a chance \_\_\_\_\_, negative chance \_\_\_\_\_.
3. If there *were* a mentorship program in place, do you feel that this would benefit your personal professional development greatly \_\_\_\_\_ somewhat \_\_\_\_\_ have no effect at all \_\_\_\_\_?
4. What types of benefits would you see as significant to your professional career? List 1 as *most* important through 7 as of *least* important to entering into a mentorship program.  
syllabus design, teaching/management strategies \_\_\_\_\_ personal career development \_\_\_\_\_  
empowerment, voice, opportunity \_\_\_\_\_ greater socialization \_\_\_\_\_  
support/advocacy/voice for benefits \_\_\_\_\_ information/resource access \_\_\_\_\_  
other \_\_\_\_\_
5. If a mentorship were established, would you actively participate (y) \_\_\_\_\_ (n) \_\_\_\_\_?
6. Would you like the option of selecting your own mentor (y) \_\_\_\_\_ (n/a) \_\_\_\_\_ (n) \_\_\_\_\_?
7. List the personal traits and characteristics you would prefer in a mentor (1 - 7) rating.  
personality \_\_\_\_\_ gender (m/f) \_\_\_\_\_ academic specialization \_\_\_\_\_  
research-publication \_\_\_\_\_ professional career history \_\_\_\_\_ advocacy/support strength \_\_\_\_\_  
other (please explain): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What activities would be useful to support *you* professionally in a mentorship?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What are *your* short and long term teaching goals? How might a mentorship program help with these goals? What would *you* like your mentor to do for you professionally?

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10. If evaluation or critiquing your teaching in a classroom setting were an agreed-upon part of the mentoring process, would you be willing to be reviewed with a: personal narrative \_\_\_ written narrative \_\_\_ video-tape \_\_\_ student-based response \_\_\_ other \_\_\_?

11. How long should cohort relationships last in order to develop both trust and develop cooperative research opportunities? 1 - 7 weeks \_\_\_ 8 -14 weeks \_\_\_ longer \_\_\_.

12. How important is it to you to be able to sit in on faculty meetings and committees? very useful \_\_\_ somewhat useful \_\_\_ not at all useful \_\_\_ other \_\_\_\_\_

14. As part of a mentorship program, would you be willing to take a more active role in University programs such as advising, guest lecturing, tutoring, community service, etc.? Very willing \_\_\_ willing if time provided \_\_\_ somewhat willing \_\_\_ not at all willing \_\_\_.

15. What do you see as specific needs to enhance your professional standing and teaching opportunities within the institution-office space, equipment, pay and benefits parity?

Comments \_\_\_\_\_

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16. If you were considered a candidate for full-time faculty, what types of commitments or professional changes would you be willing to make (i.e.: work on terminal degree, publishing, research, additional service to the university and/or community)?

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*Please use this space to add any comments or suggestions you may have on this topic.*

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Please return completed survey to: William Kazarian [address].  
Thank you for taking the time to respond to this survey.

## APPENDIX D

### Letter to Adjunct Faculty – Survey Questions

To: Adjunct Faculty – English  
Re: Survey Questions – Adjunct Faculty Research

Dear Colleagues,

I am asking your assistance in taking the time to complete a survey regarding thoughts, values, and perceptions you may have regarding adjunct faculty service (specifically in our department).

This survey is a vital part of my dissertation research “*A Case Study of the Utilization of Adjunct faculty in a Private University*” and your input will provide a significant perspective relating to adjunct faculty, their roles and service, and how you perceive them. As important, there is additional space available for you to respond further on this or related issues and concerns. Also, if anyone is interest in sitting down for an informal interview or focus group (questions will be provided beforehand), please le me know.

If you would like to have a copy of the dissertation *abstract*, I will be happy to provide you with one. Please be assured that this survey (respondents and information and opinions) is anonymous and that your responses are the most important component being considered here. All instruments used in this doctoral research have been approved by the Institutional Review Board. I want all of you to know how much I appreciate your assistance with this research and I am looking forward to hearing from you with regard to this study. Many thanks and my best wishes to all.

Sincerely,

Skip Kazarian: Doctoral Candidate  
University of Hawaii – Manoa  
College of Education

Please return completed surveys to Skip Kazarian, Faculty Support Services (mailbox)

## APPENDIX E

### Adjunct Faculty Survey – Perspectives of Adjunct Faculty

*This survey is intended to be used to assess how adjunct faculty are utilized and supported. Your responses are very important and will be held in strict confidentiality. Data will be studied to determine how and to what extent adjunct faculty perceive their capacity to teach, find affiliation, and derive institutional support and opportunity.*

*Optional:* Your age: \_\_\_\_\_ Your gender: \_\_\_\_\_ Highest earned degree: \_\_\_\_\_  
How long have you been teaching at this university? \_\_\_\_\_ Years. Other \_\_\_\_\_

*Please place a check next to the statement that best suits your views and beliefs.*

1. Your opportunity to gain full-time faculty status at Hawai'i Pacific University is:  
 very possible  
 somewhat possible  
 unlikely
2. Your opportunity to gain full-time faculty status elsewhere, in higher education, is:  
 very possible  
 somewhat possible  
 unlikely
3. I feel that adjunct faculty are treated as ... our department's intellectual community:  
 adding significantly to  
 adding somewhat to  
 adding nothing to
4. I feel that (in general) adjunct faculty are regarded as:  
 valued colleagues  
 temporary help  
 outsiders
5. People for the most part become adjuncts (excluding *affiliates* or *retirees*) because:  
 there are not enough full-time jobs in higher education  
 they are viewed as qualified yet inexpensive labor  
 dedication and investment in the host institution will lead to full-time employment
6. When university funds for travel/research/technology are available, adjuncts should:  
 always be included  
 sometimes be included  
 never be included
7. When training and other academic presentations are offered, adjuncts are:  
 always included  
 sometimes included  
 never included
8. *If* adjuncts feel that working conditions are unsatisfactory, they should:  
 organize a union  
 talk to their chair individually  
 make the best of things  
 go elsewhere for employment

9. In our department, the needs of adjuncts are:

- discussed routinely
- sometimes discussed
- never discussed

10. Adjuncts who innovate methods or curricula are:

- recognized for their contribution
- given little encouragement
- ignored

*Professional Considerations – Please Answer*

*Yes No*

- 11. Have you received faculty position openings (f/t) in your area?
- 12. Have you received adequate notice regarding hiring?
- 13. Do you have adequate office work space available to you?
- 14. Do you have direct contact and support from: your chair    
faculty members    
school/college dean
- 15. Are you interested in participating in department faculty meetings?
- 16. How would you prefer to obtain information about the university and teaching assignments (full- or part-time)? (check all that apply)

- attend a workshop during evening or weekend hours
- receive written information
- receive information via e-mail
- access the HPU web site

17. What resources have you used to get pertinent job information? (check all that apply)

- Chair
- Department faculty
- School/College dean
- Teaching/Learning Center
- Human Resources

18. What opportunities would you see as most beneficial to your professional needs? Please rate each in order of priority 1 being the most important and 5 as least important.

- Institutional support (money for travel, professional affiliation, technology)
- Year “term” contracts with renewal based on performance and institutional needs
- Mentorship program and shared research opportunities
- Participation in shared governance to include voting rights
- Developing a *banking* system that promotes and rewards professional achievement

19. Please comment on what would make your experience teaching at Hawai’i Pacific University more satisfying and more rewarding (in addition to the aspects listed above).

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Please return the completed survey to Skip Kazarian, [address].

Thank you for taking the time to respond to this survey.

## **APPENDIX F**

### **Interview Questions – Adjunct Faculty**

- 1. Tell me a little about yourself. What are your short- and long-term goals with regard to career, placement, location, and professional interests?**
- 2. What types of professional activities do you engage in – research, writing, educational community activities?**
- 3. How do you see your chances of teaching full-time in higher education? Have you given consideration to teaching in other settings (elementary, middle, or high school)? Do you have any interest in working in educational administration?**
- 4. Have you considered returning to college to add to your professional credentials?**
- 5. In your present position, what significant changes would you like to see enacted? What efforts or investments would you be willing to make to be a part of any programs, affiliations, or responsibilities that might be made available to you?**
- 6. Outside of economic concerns, what components of your position would you like to see put into place? Why and how are these important to you? How do you feel they would improve academic conditions for students and the university?**
- 7. How aware are you about issues and concerns of other adjunct faculty in general? Have you read anything dealing with adjunct issues, or with labor trends (in hiring) in higher education? Are you informed as to what other adjunct faculty have done to find greater representation? How do you feel about these venues?**
- 8. What do feel is necessary to change the present labor and hiring practices and trends in higher education? What might college or universities offer to adjunct faculty to provide a means for inclusion and opportunity? What kinds of professional support do you feel are important to adjunct faculty?**
- 9. What are the personal choices you make (or are preparing to make) regarding your professional career? Do you plan to stay in education? If your status as an adjunct has had an affect on your life personally, how and in what ways? What changes or adjustments have you made in your personal and professional life? What compels you to continue teaching as a part-time instructor?**
- 10. What do you see as your own future in teaching in higher education or elsewhere? Would you like to provide any additional comments, thoughts, or perceptions regarding these issues related to adjunct faculty and their role and utilization in higher education settings?**

## APPENDIX G

### Letter to Full-Time Faculty – Survey Questions

To: Full-Time Faculty – English  
Re: Survey Questions – Adjunct Faculty Research

Dear Colleagues,

I am asking your assistance in taking the time to complete a survey regarding thoughts, values, and perceptions you may have regarding adjunct faculty service (specifically in our department).

This survey is a vital part of my dissertation research “*A Case Study of the Utilization of Adjunct faculty in a Private University*” and your input will provide a significant perspective relating to adjunct faculty, their roles and service, and how you perceive them. As important, there is additional space available for you to respond further on this or related issues and concerns. Also, if anyone is interest in sitting down for an informal interview or focus group (questions will be provided beforehand), please le me know.

If you would like to have a copy of the dissertation *abstract*, I will be happy to provide you with one. Please be assured that this survey (respondents and information and opinions) is anonymous and that your responses are the most important component being considered here. All instruments used in this doctoral research have been approved by the Institutional Review Board. I want all of you to know how much I appreciate your assistance with this research and I am looking forward to hearing from you with regard to this study. Many thanks and my best wishes to all.

Sincerely,

Skip Kazarian: Doctoral Candidate  
University of Hawaii – Manoa  
College of Education

Please return completed surveys to Skip Kazarian, Faculty Support Services (mailbox).

## APPENDIX H

### Perspectives on Adjunct Faculty – Full-Time English Faculty

*This survey is intended to be used solely for research to assess in what ways adjunct faculty are utilized, supported, and viewed by full-time faculty. Your responses are very important and will be held in strictest confidentiality. Data will be studied to determine how and to what extent adjunct faculty are generally perceived in their capacity to teach, find affiliation, and derive (if any) institutional support and opportunity.*

*Optional:* Your age: \_\_\_\_\_ Your gender: \_\_\_\_\_ Your rank: \_\_\_\_\_

How long have you been teaching at this university? \_\_\_\_\_ Years. Other \_\_\_\_\_

*Please place a check next to the statement that best suits your views and beliefs.*

1. I feel that adjunct faculty ... our department's intellectual community:  
 add significantly to  
 add somewhat to  
 add nothing to
2. I regard adjunct faculty as:  
 valued colleagues  
 temporary help  
 outsiders
3. If adjuncts feel the need to organize, I think:  
 they definitely should (how or in what venues) \_\_\_\_\_  
 perhaps they should  
 they should not
4. When university funds for travel/research/technology are available, adjuncts should:  
 always be included  
 sometimes be included  
 never be included
5. When training and other academic presentations are offered, adjuncts are:  
 always included  
 sometimes included  
 never included
6. *If* adjuncts feel that working conditions are unsatisfactory, they should:  
 organize a union  
 talk to their chair individually  
 make the best of things  
 go elsewhere for employment
7. In our department, the needs of adjuncts are:  
 discussed routinely  
 sometimes discussed  
 never discussed
8. Adjuncts who innovate methods or curricula are:  
 recognized for their contribution  
 given little encouragement  
 ignored

9. Adjunct faculty members are:  
 as skilled as full-time faculty  
 somewhat skilled  
 totally lacking in skill
10. Given a choice, I would spend institutional funds on:  
 a raise for administrative staff  
 a raise for full-time faculty  
 a raise for adjunct faculty  
 nothing different
11. People for the most part become adjuncts (excluding *affiliates* or *retirees*) because:  
 there are not enough full-time jobs  
 they like to teach part-time  
 they have less ability  
 they have no ability
12. I think talking about conditions, concerns, and issues for adjunct faculty is:  
 useful in aiding their advancement/professional status/affiliation  
 of limited use  
 of no use at all
13. My impression of adjunct teaching in the classroom is that their effort/integrity is:  
 completely adequate  
 adequate  
 totally inadequate
14. In my perception, there is ... difference how effectively adjuncts and full-time faculty teach composition and rhetoric.  
 much  
 some  
 no
15. In terms of conditions for adjuncts, I think our department:  
 needs much improvement  
 needs some improvement  
 needs no improvement

*Please use the space provided if you would like to make additional comments.*

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Please return the completed survey to Skip Kazarian, [address] via inter-office mail.

Thank you for taking the time to respond to this survey.

## **APPENDIX I**

### **Interview Questions – Full-time English Faculty**

1. What do you believe are some reasons behind the utilization adjunct faculty specifically within the English department and their teaching duties in composition classes?
2. Tell me what you know about adjunct faculty roles and responsibilities among the other colleges within the university (business, communication, nursing).
3. If you have conducted “peer evaluations” on adjunct faculty, what has been your overall impression regarding their effectiveness in classroom management, teaching, and their ability to be innovative in pedagogical methods?
4. What opinions have you formed regarding the level (scholarship, integrity, effort) of academic service adjunct faculty provide to our students?
5. What do you feel about creating venues for greater inclusion, opportunity, and support for adjunct faculty with regard to attending faculty meetings, travel and professional financial support, and access to work in collaborative research?
6. What is your feeling about how adjunct faculty members might be willing to contribute more time and effort if greater rewards or benefits were available?
7. How do you feel adjunct faculty are represented and treated within the English department community?
8. What do you see as problems (if any) associated with reliance upon adjunct faculty in the English faculty and writing courses specifically?
9. How do you feel adjunct faculty support (in pay, benefits, and opportunity) might affect you professionally (if at all) and university academic programs?
10. Do you think the university should support adjunct faculty and what do you feel are the reasons leading to the present conditions of hire (with regard to adjunct faculty teaching composition classes)?
11. Why do you think people work as adjunct faculty in higher education and what do you feel their reasons or motivations for staying in these part-time positions are based upon?
12. What do you see as the major issues that need to be addressed in both the department (English) and the throughout the university with regard to reliance upon adjunct faculty teaching the majority of composition classes?

## APPENDIX J

### Letter to Deans and Key Administrative Personnel

To: Dean: Dean, College of XXX  
Re: Interview Questions – Adjunct Faculty Research

Hi,

I have attached the following items to assist you in making informed responses when and where appropriate and possible:

- 📎 Dissertation Abstract
- 📎 Interview Questions

While the “abstract” is fairly straightforward, I have put together a questionnaire that hopes to offer you an array of issues to which to respond. You are encouraged to answer only those questions you see as appropriate for response and you may also provide any other considerations which may not appear within these questions.

The purpose behind providing you with two pages of questions is that it is my hope that you can provide a much needed historical perspective about both adjunct faculty issues and information regarding our university’s work and effort on their behalf (and the institutional needs, directions, capacities, and goals). I am looking at responses that offer a clear view into this range of considerations from the perspectives of *then* (the past), *now* (the present), and *tomorrow* (the future). Most important to my own research is that you feel comfortable in responding to those areas and questions as you see fit to inform in your capacity as Dean and as a key administrator (responsible for adjunct faculty hiring, evaluation, and retention).

I also want to extend my sincere appreciation for your kind and collegial assistance in this research and I am looking forward to our interview and the information that will evolve from our visit. Thank you for your time and consideration.

Respectfully,

Skip Kazarian: Doctoral Candidate  
The College of Education  
University of Hawaii – Manoa

## **APPENDIX K**

### **Interview: Administrative Personnel (Deans) – Historical Perspectives on Adjunct Utilization**

1. What are your thoughts regarding the university's role in the reliance upon and utilization of adjunct faculty? What changes have occurred that compel the practical use of part-time faculty?
2. A primary consideration and issue for both full and part-time faculty has to do with "space" as specifically defined as office space. Can you address how these concerns will be met?
3. Could you please explain how the university assesses the challenge of leasing space and buildings at the downtown campus and explain what plans – if any – there are to implement any permanence to the campus plant in the future?
4. What considerations or provisions has the administration put into place to better accommodate the needs of adjunct faculty (at present or in the future) with regard to both stabilizing their ranks and creating venues for greater accountability?
5. Do key administrators envision a centralized coordinating office or representative who will be responsible for adjunct instructors? If so, how would this operate?
6. What are your perceptions regarding the efficacy of adjunct instructors as defined in this study-academicians whose sole desire is to teach/excluding career professionals employed elsewhere/ not to include affiliates or visiting instructors?
7. What, if any, anecdotal information can you provide regarding how students or full-time faculty view adjunct faculty services (teaching/advising)? How does their academic integrity (classroom teaching/service/credentials) compare to standards of excellence in teaching?
8. What opinion, if any, do you have regarding the opportunity for adjunct faculty to have voting privileges either under a representative or individually at a reduced proportion?
9. What is your greatest concern about adjunct faculty service to the university and its stakeholders/students? How does their contribution fit in with the university's mission statement and definitions of roles and responsibilities of all faculty?
10. What, in your opinion, is or are some ways in which adjunct faculty can receive greater representation, opportunity, inclusion, and institutional support?

Do you have any final thoughts or comments or statements which these questions may not have fully addressed?

## **APPENDIX L**

### **Interview Questions – Administrative Personnel (Deans)**

1. What is the present status of adjunct faculty at the Private University – what is expected of them outside of the description and narrative cited in the Faculty Handbook 2005, 13<sup>th</sup> Edition?
2. What (if any) is your role or responsibility in determining the future utilization and status of adjunct faculty?
3. Is there any single department (administrative office) which oversees hiring, training, and working with adjuncts? Is there a possibility that one will be created?
4. If no such department exists and, therefore, indicates an absence of a university-wide program (to help ensure continuity, standards, and fair labor practices), why not?
5. What do you personally see as the major concerns of the University with regard to adjunct faculty-related issues?
6. Do you have a vision regarding the future for adjuncts regarding responsibilities, utilization, and forms or processes of institutional support?
7. How do you see the present role and utilization of adjuncts and their effect on student retention issues? Can you comment on any perspectives or directions/suggestions/concerns raised by the Western Association of Schools and Colleges (WASC)?
8. Recently, there has been some activity regarding adjunct pay – this is being examined by “three deans” (LFA meeting minutes). Why are these issues being handled through this limited venue?
9. Are faculty members allowed or expected to contribute ideas toward improving the concerns and needs of adjunct faculty and those of this University?
10. Does the University have any long-range plans regarding adjunct faculty issues – term-hire track, professional support, incentives, greater shared voice and governance, and professional growth (“banking”) opportunities?

## **APPENDIX M**

### **Interview: Administrative Personnel Responsible for Adjunct Faculty (CC)**

1. How are faculty (full-and part-time) defined by this institution?
2. What venues are provided by this institution to part-time faculty with regard to issues of inclusion, enfranchisement, and professional growth?
3. What procedures are available to part-time faculty who wish to become long-term hires or career/tenure track faculty members?
4. Is there a faculty orientation held prior to the start of each academic term? If so, what information is provided? Who are the principle presenters? Are the adjuncts and new hires divided into departments?
5. Is there a protocol in place to see to the needs of adjunct faculty?
6. Is there a mentorship program. Is it institution wide or divide by department?
7. Do adjunct faculty have voting privileges in the academic senate?
8. Is there one primary office or department that oversees adjunct faculty issues and concerns?
9. Is there institutional support (funding for travel, research assistance) for adjunct faculty scholarly endeavors?
10. Where among the departments is the greatest concentration of part-time faculty?
11. How accepting is the overall institutional environment with regard to relationships and professional collegiality between part time and full-time faculty?
12. Do the other community college campuses in the University of Hawai'i system operate under the same uniform or similar standards as those of this Community College?
13. What are the historical seeds for change in the status of adjunct faculty within the system and what has brought about opportunity for greater professional treatment and enfranchisement? What is the main role and responsibility of the union (NEA) and representation provided by the University of Hawai'i Professional Assembly to adjunct faculty?
14. How strong is institutional communication from top end administrators to deans to faculty? Are the lines of communication and mediation with regard to mutual needs clear, fair, and regularly attended to?

## APPENDIX N

### Protocol for Conducting Focus Groups

The characteristics of focus group interviews are based upon the work of Kitzinger, 1994; Patton, 1997; and Krueger, 2002 and include the following traits and attributes:

#### **Participants**

- ❖ Carefully recruited
- ❖ 5 to 10 people per group, 6-8 preferred
- ❖ Similar types of people
- ❖ Repeated groups

#### **Environment**

- ❖ Comfortable
- ❖ Circle seating
- ❖ Tape recorded (Note: electronic recording devices were not allowed in interviews and focus groups by request of the participants)

#### **Moderator**

- ❖ Skillful in group discussions
- ❖ Uses pre-determined questions
- ❖ Establishes permissive environment

#### **Analysis and Reporting**

- ❖ Systematic analysis
- ❖ Verifiable procedures
- ❖ Appropriate reporting October, 2002:  
<http://www.whatkidscando.org/studentresearch/2005pdfs/Kruegeronfocusgroups>.

The beginning of each focus group was intended to be cordial and collegial mixing in the crowd and slowly focusing upon getting seated and conducting the session. Each focus group meeting was held in a comfortable, roomy, and safe accommodation provided by the University. Group participants were welcomed and introduced to the lead moderator/researcher and to the assistant who would transcribe the event.

Each was apprised of his/her responsibility to read and understand the “Informed Consent Form” (Appendix A) and let their wishes be known. What follows is a schema of the progression of events throughout each individual session.

1. A welcome address and appreciation to all participants set the basis for the reason for meeting. A brief overview of the purpose of the research was given along with what the findings hoped to uncover. Emphasis was placed upon eliciting honest and candid responses to set a realistic narrative and tone to the issues and the concerns of adjunct faculty. They were assured of anonymity and safety in that their recorded voices (not electronically) should be heard and utilized for the sole purpose of better understanding their opinions and feelings about their status, opportunity, needs, and other issues regarding the research questions.
2. At this point, the researcher explained in detail the purpose behind this particular research and how it might be used. It was made clear that this research was being done to assess adjunct faculty needs and search for ways to respond to these in meaningful ways. It was stressed upon all participants that this research and related exercise were not a means for immediate and direct advocacy or remedy.
3. Next followed the questions they were provided which were numerically ordered. They had each received a copy one week prior to the meeting and were asked to look them over and take notes if that would serve to advantage. They were also informed that they were in no way obligated to respond to any question with which they were either unsure of or otherwise felt uncomfortable in answering.
4. Finally, each session began with the researcher asking if anyone in particular wanted to start the conversation with the idea that this would be an ice breaker. After some initial thoughts from participants, the questions were covered in appropriate order maintaining respect for each other's voices and not talking over one another. Open conversations were allowed and encouraged.

5. The final stage of the process involved re-capping special points for consideration and elaboration of issues which seemed to the participants to need greater focus, more perspective/insight, and more critical attention. Since all the participants had a passing acquaintance and either knew each other from their work at the Private University or elsewhere, there seemed to be no need to identify them with name tags. Each session ended with the researcher asking if everyone was satisfied, were there any issues or concerns not covered, or – in some cases – respondent's were asked to re-iterate a response they had commented upon in order to get the transcribed record as accurate a reflection as possible. Each session closed by giving sincere thanks and appreciation for the efforts shown by the participants and how their work and their thoughts will produce ideas that could lead to positive changes both in the landscape of higher education – but as important – in their own professional lives and careers.
6. No rewards or remunerations were given since early in the trial study many participants found these enticements to more of a gimmick at least and something of an insult at worst. The greatest reward, according to the participants in this research, was derived from having an opportunity to get together with people of their own circumstance and experience and hearing other voices share the parallel experiences in adjunct teaching. There was also great hope that this research might prove fruitful in making substantive changes at the Private University.

The interesting discovery in the use of focus groups with these particular participants is that for them as well as for the researcher it marked the first time that any serious and meaningful interaction had taken place between and among full- and part-time faculty.

## APPENDIX O

### Field Notes

*Notes:* During the Fall Semester, 2002, the following events and issues came about that offer added information and perspective to this research.

Qualifications of adjunct faculty teaching research writing and composition courses: Academic background and degree: one: sociology; two: philosophy; one: media psychology; one: marketing; one: theatre studies; one: education administration; one: educational leadership; one: law; and one: religion.

Office of the Director of the Teaching and Learning Center: the director (during this semester) left the position for a job elsewhere. A new director was appointed (from the English faculty) but was tasked with initiating and supervising the creation of a new Teacher Education Program. After one year, a new director was appointed to take over responsibilities of the Teaching and Learning Center. Services and support systems that were intended for the enhancement of teaching and learning opportunities, sharing of new ideas in pedagogy, and chances to meet collegially (for both full- and part-time faculty) were severely limited by the constrictions of time, space, and energy.

Interviews with adjunct faculty teaching on military campuses: upon requesting permission to set up interviews with adjunct faculty at military bases, the military campus coordinator/dean (through his campus liaison) stated that “they” *did not want to forward my survey or hold interviews* because “it would appear that “they” were sponsoring my efforts. I was, however, able to arrange a meeting/interview with two instructors who taught at Pearl Harbor. Also at this time, a “task force” had been formed to look into and evaluate issues regarding the conditions of teaching and instruction, adjunct faculty pay discrepancies, and issues regarding academic/personnel support for adjunct faculty. These concerns were also brought forward in an earlier visit by the WASC (Western Association of Schools and Colleges) Accreditation and latter addressed in the “educational effectiveness planning committee” (January, 2005).

In an incident regarding taking a survey and conducting an interview, one adjunct did not want to participate in the research. While this is not unusual, the circumstances are worth noting for the purposes of gaining deeper insight into the perceptions, values, and misconceptions of some adjunct faculty. The following is an abbreviated account. Shortly after receiving approval from the University Institutional Review Board, a cover letter and survey form was placed into the office mail boxes of adjunct faculty in composition studies. The cover letter stated the purpose of the research and the care of ensuring privacy issues for each respondent. All of the part-time faculty responded favorably with the exception of one who is a *non-practicing property attorney* (her own words) who is teaching part-time with the hope of finding full-time employment (teaching in higher education).

In not wanting to participate, this individual called the Human Resources Management representative to complain about *possible identity theft* (adjunct's terms and words). The HRM officer contacted the Dean for Liberal Arts expressing concern, and the dean then contacted me. While there was never any wrong-doing, intentional or otherwise at any turn, this incident did present some interesting responses. The "privacy issue" concern was expressed as follows:

*Your research project concerning the adjunct faculty is very interesting; however, I will have to politely decline. As you know I am an attorney. As such, I would like my employment information, records, opinions, and/or other aspects of my teaching position here at the University kept private. My privacy is very important to me and to my husband and family. For the reasons mentioned above, I will not be a participant in your research. Nevertheless, I send my best wishes for your success in this interesting project.*

Eventually, this individual understood that there was never any compromising of personal information and while no interview was ever conducted nor was she asked to complete a survey, the adjunct later responded (for whatever reason) by giving me a notebook (from my alma mater) and a coupon for ten free movies from a movie rental outlet. The effect this information may have as data and making some conclusions is limited or relegated to the belief that there exists in some of the subjects of this research a sense of paranoia, a need for isolation and self-protection, or an unwillingness to accept the fact of their present career and labor condition.

**Notes:** During the Spring Semester, 2003, the following events and issues came about that offer added information and perspective to this research.

Qualifications of adjunct faculty teaching research writing and composition courses: Academic background and degree: one: sociology; two: philosophy; one: media psychology; one: law; and one: religion.

Full-time faculty were required to teach more than two sections of composition or research writing in addition to teaching literature courses; and student enrollment caps were put into effect (for composition and research writing courses) at twenty students per section. This extra burden in labor intensive writing classes is reflective of the conditions which brought about the "Wyoming Resolution".

During an English faculty meeting, two significant items were noted in meeting the projected increased demands for teachers to fill composition and research writing sections for Fall, 2003 – a situation that was becoming more problematic because:

- a) The pool of qualified and/or eligible applicants was shrinking due to low pay per section (lowest in the state), no employment ladder in place, no long-term commitment by the institution, and no provision for benefits.

- b) Serious problems with the program's academic consistency in assigned course work, student expectations, learning outcomes, and grading and evaluation of student work.

These issues created additional problems through the following semesters with fewer freshman/sophomore students meeting minimum writing expectations for other courses outside the general education curriculum. Additionally, and in order to fill the ranks of teachers in composition classes, candidates were hired with little or no vetting, candidates had no previous teaching experience, candidates had no background in composition, and some candidate displayed questionable abilities in teaching and/or working with students in educational settings. A typical peer evaluation (full-time faculty evaluation of an adjunct faculty member) is attached in the appendix.

In Fall, 2003, the University began an *Institutional Research Report on Freshman Retention* in which students specifically from the Writing 1200 Research Writing and Argumentation course were surveyed about their opinions regarding expectations for college, commitment to completing the degree, and ways in which the university might improve. The survey indicated that a large number of respondents felt that improvements included "more classes, better teachers, and better advisors".

In further surveys and studies, the *Report* recommended the following:

- a. identifying at-risk students
- b. require all student in each course come in during office hours within the first three weeks of the term to establish a foundation and context for seeking help
- c. commitment by faculty to learn students' names early in courses

The consensus among the English Writing and Research (full-time) faculty was that meeting these important goals would be that in Fall, 2003 semester, the number of full-time faculty in English was fifteen, while the number of adjunct faculty was nineteen. Additionally, all nineteen adjunct faculty had part-time teaching obligations elsewhere.

*Notes:* During the Fall Semester, 2003, the following events and issues came about that offer added information and perspective to this research.

Approximately three weeks into the semester, some students began questioning the protocol and schedule in two sections of Writing/Research 1200 which were being taught by an adjunct at the suburban campus. It was reported that the instructor informed the students that all course work and teaching would be done on line (through e-mail and listservs even though this was not a designated WebCT™ course. The result of this breach created many problems for students who never had an opportunity to learn about research writing, methodology, data collection, and interpretation of findings.

This in turn made it difficult to ascertain whether these students were adequately prepared to perform research work in upper division courses within their academic majors. The end result was that no action was taken either against the offending adjunct or toward the benefit of the students enrolled in his classes. Even though the instructor clearly had not fulfilled the terms of his adjunct teaching contract, he was, nevertheless paid in full with no apparent reprisal. The resulting consequences of these events left most students with perceptions that the program lacks focus, continuity, integrity, and – most important – oversight in ensuring quality instruction and faculty support and availability. These may also be considered as important causal factors when examining problems associated with student retention.

This ethical breach also created some rippling across the department as well. The writing coordinator was tasked with maintaining tighter control over adjunct faculty and making time available throughout the semester to do periodic evaluations and lend mentoring support. This added labor required compensation in the form of a single course release which then resulted in more full-time faculty teaching multiple sections (three or more) of writing courses. Again, the effects of the “Wyoming Resolution” were experienced in terms of over-work and compromise in time being spent with students on issues regarding writing style, and other related components of composition studies.

Another problem associated with this event involved questions regarding the proper vetting of adjunct candidates and the appropriateness and verification of their academic skills, qualities, and experiences. Since all candidates for English courses in composition writing are initially screened by the Dean: College of Liberal Arts, program coordinators are only provided the person’s curriculum vitae – letters of recommendation and other aspects of work experience verification are not necessarily provided. The pool of candidates (qualified or not) is quite small in relationship to the mainland. The majority of potential adjunct positions are filled first at the community colleges where both pay and opportunity are better according to both the information (content analysis) provided and by the statements offered by adjuncts with experience teaching at those venues.

With an increase in the teaching load specifically related to composition courses, the full-time (English) faculty submitted a proposal to first the Dean (College of Liberal Arts) to be passed on for discussion to the Deans’ Council where it might be considered and hopefully passed. In essence, the proposal asked for a compensatory action that allowed any full-time faculty who taught three (3) sections of composition courses be considered as having fulfilled his/her four course per semester contract requirement (as is formulated under eight (8) courses required of full-time faculty during a annual term. Among the arguments presented, the proposal pointed to the fact that entry-level composition courses such as writing and rhetoric and advanced writing, argumentation, and research were by their very nature labor intensive in both the presenting and evaluation aspects of various assignments and the amount of time that is devoted to one-on-one student advising with regard to revisions and portfolio work.

One major piece of evidence to this proposal was the document “the Wyoming Resolution” which cites in part that:

“...the salaries and working conditions of post-secondary teachers with primary responsibility for the teaching of writing are fundamentally unfair as judged by any reasonable professional standards (e.g., unfair in excessive teaching loads, unreasonably large class sizes, salary inequities, lack of benefits and professional status, and barriers to professional advancement)...” (Robertson, L. et al. "The Wyoming Conference Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing." *College English* March, 1987 (49): 274-80.)

The proposal was turned down and never forwarded to “the council” by the Dean for the College of Liberal Arts who stated: “this isn’t Wyoming.” (as quoted in an interview with the writing coordinator, 12/10/03)

With the increased reliance on full-time faculty to teach composition courses came the need to add more writing sections to the Winter Intersession which made matters more difficult (in teaching and learning) since this session lasts only about four and one-half weeks which does not allow enough time to adequately cover the information necessary or offer the number of assignments required to faithfully assess and to teach good writing and research skills.

One final effect regarding both the focus group work and the discovery that one adjunct had not faithfully represented himself in teaching two sections of writing came about in an innocent effort to find out if the participants in the focus group wanted to share any additional perspectives personally and outside the meeting by submitting anonymous comments to my campus mailbox. As a result, I discovered that most of the participants stated that they appreciated hearing the thoughts of their colleagues and that (because of these thoughts and subsequent events) they would most likely not return to teach part-time at the Private University due to the very characteristics they felt and experienced in their first term. Of the seven of nineteen adjuncts who did return to teach part-time (Spring 2004) none were new hires.

*Notes:* During the Spring Semester, 2004, the following events and issues came about that offer added information and perspective to this research.

The smaller number of adjuncts hired (or available) for this semester was nearly one-fourth the number hired the previous semester for the same number of sections of writing/composition classes. This meant that many full-time faculty taught multiple sections of Writing 1100 and Writing 1200 and that student population caps set at 20 per section were in many cases exceeded.

During this period, the University was undergoing a self-audit and preparing for an accreditation visit by the (WASC) Western Association of Schools and Colleges. The following recommendations were made (by WASC):

- 1. Employee Workload and Reward System: In response to the Capacity Review and the June 2004 letter from the WASC Commission, PU is implementing a multi-year plan to improve the pay and working conditions of adjunct faculty and is developing a merit-based pay system for full-time faculty.*
- 2. The Private University recognizes the importance not only of a diverse student population but also a diverse faculty, staff, and Board of Trustees. Although some programs identify greater faculty diversity as integral to their academic mission, PU is challenged in this regard by the fact that in 2003-04 its faculty was reported as 78% white and 57% male. As opportunities arise or are created, the University is encouraged to make a concerted effort through both its recruitment strategies and hiring practices to increase diversity among the faculty, so that this unique "international learning community" may be as enriched by the diverse backgrounds of its teachers as by its students.*
- 3. The Faculty Council was initiated in 1996, in part at the prompting of the 1993 WASC review and 1996 Visit and Warning. All members of the council appear to be full-time faculty, adjunct faculty are not represented. Since the college is 60% or more adjunct-dependent, this exclusion may be unwise. We believe that this (large number of subcommittees) taxes a faculty clearly fatigued by teaching overloads. (Report of the WASC Visiting Team Education Effectiveness Review March 16-18, 2005)*

It has been noted often that major concerns faculty have evolved from issues connected to teaching loads and classroom capacities. These issues are detailed in an end-of-the-term report authored by the outgoing Faculty Assembly Chairman in November, 2004:

*There are other issues that the faculty themselves have identified as concerns but have not acted upon. The faculty have identified workload issues for several years as an area of concern. But the faculty have not made any comprehensive proposal to address this issue. It should be noted that enrollments over the last several years have not increased and a relative scarcity of resources made the implementation of any proposal less likely. However, in the Summer 2003, the Faculty Assembly Chair invited faculty to participate in a work group to study faculty workload at the Private University. A preliminary analysis was completed but no extensive study of workload was attempted. This issue remains a concern for faculty but as long as faculty do not engage in an extensive study of workload, it will probably remain an issue for the faculty water cooler and not the Faculty Assembly. (Appendix B-5, Faculty Assembly Accomplishments Report, Nov. 2004)*

In reality, proposals for reviewing existing protocols for hiring, retention, course load, and concerns for adjunct faculty were raised before the Dean's Council but were always tabled for future examination pending the outcomes, evaluations, and recommendations of the pending/continuing WASC accreditation visit.

During the first English Faculty meeting held in January, 2004, concerns were voiced regarding the over-reliance on adjunct faculty – especially those who would be teaching composition courses. It was suggested that the coordinators of the writing courses and literature courses present these concerns before the Dean (Liberal Arts). The proposal was a request that one or two full-time openings be offered for the coming Fall, 2004 semester or, if this were not an option, that two full-time affiliate positions be made available in order to provide greater stability, integrity, and coverage among the English faculty over the multiple composition sections. The course coordinators came back with a report citing the dean's refusal to add new full-time positions and using a pie metaphor stating that there was only "so much money available to support teaching faculty and staff" adding that any additions to the faculty would necessitate cutting salaries elsewhere." The results of this decision are noted in the narrative describing the events of Fall Semester, 2004 and their effect upon the writing programs.

*Notes:* During the Spring Semester, 2005, the following events and issues came about that offer added information and perspective to this research.

Throughout the year and especially during the Language Arts Faculty Assembly meetings, much attention was given to the issues and concerns surrounding the welfare of adjunct faculty. The dean noted that the issue of pay was being addressed and an increase proposal was on the desk of the President (Private University) for his approval and signature. The increase, if approved would go into effect at the start of the Fall Semester, 2005.

There was also increased concern, voiced primarily by the English faculty (at LAFA) that the numbers of adjuncts teaching composition courses were very high and that it was difficult to monitor their work or to provide any meaningful assistance and support to them (through peer review and mentoring).

Additionally, the English faculty expressed its concern with the fact that the population of adjunct faculty was constantly changing and new and different part-time faculty were being hired for the first time reflecting great turnover. The primary issue centered around a fear of inconsistency of faculty in writing courses, increased/continuing needs for support and review of new faculty, and the hiring of faculty who either had not been properly vetted or who did not meet the minimum standards and requirements for teaching college level composition courses. It was also noted that initial hiring was conducted by the dean (College of Liberal Arts) and that it might be preferable to leave hiring issues and concerns up to individual departments who could better determine academic and faculty needs.

There was one incident involving an adjunct who was hired at the last minute to fill an unexpected vacancy (full-time faculty member who fell ill). The ensuing issues and problems emerging from this adjunct's temporary filling in were of such a great problem that many students registered in the courses refused to attend due to the inappropriate behaviors exhibited (by the adjunct).

The Faculty Assembly (in general) and the Language Arts Faculty Assembly (in particular) noted with great concern that the pool of minimally qualified applicants to fill the adjunct teaching ranks was drying up due to factors such as: low pay; inadequate office space; lack of support material and equipment; and a lack of any mechanism to support long-range hiring plans. The dean (Liberal Arts) stated that these issues, mainly pay and office space, were on the agenda and would be addressed in the near future.

At the beginning of the Fall, 2005 semester, two full-time one year appointments were opened up in the English faculty and two adjuncts (interviewed during the Spring, 2005 semester) were offered "affiliate status" and provided adequate office space and institutional support. There is an on-going discussion in the Faculty Policies Committee as how best to define the duties and responsibilities associated with "affiliate" faculty and the terms and conditions of their hire with specific regard to both pay and services rendered.

*Notes:* During the Fall Semester, 2005, the following events and issues came about that offer added information and perspective to this research.

Four new teachers were hired at affiliate status in the English department ostensibly to teach composition courses. The contract period is for one academic year with the possibility of renewal for another year. The contract also comes with benefits and office space. One new position was created within the English department for a *Writing Coordinator* whose responsibilities include overseeing the Writing Minor and teaching full-time English/literature courses. This is a full-time position with a three-year contract subject to renewal.

The proposal to which the vice-president referred is a 60 plus page document title *Proposal to Integrate Adjunct Faculty*. It provides an overall view of adjunct faculty conditions and needs and examines various ways in which colleges and universities (and their departments) can implement programs and opportunities that enfranchise, support, and include adjunct faculty with regard to greater and enhanced professional growth and opportunity, and ways of looking into "banking systems" and forms of "tier hiring" practice that are in line with other professional venues now being practiced within higher education settings. While some of the contents of this document have been shared with the deans, the entire document has been held back (by the author) so as not to interfere with the WASC visit. The "proposal" may be submitted when and if it is requested by the appropriate committee (Academic Support Council).

## APPENDIX P

### Recommended Practices in Adjunct Faculty Utilization

The following practices cite ways of creating an environment for adjuncts which are inviting and supportive. Practices and policies are solely based upon institutional mission, vision, and capacity. This example is from the University of Tennessee (2002) and provides a clear look into the issues of contingent (adjunct) teacher labor.

1. Charge the **Faculty Affairs Committee** the task of determining the number of tenure/tenure track faculty positions needed to properly meet this university's mission. (For reference, the AAUP recommends that no more than 15% of an institution's faculty be contingent and there should be no more than 25% of contingent faculty in any one department.) Such calculation should include the full range of faculty responsibilities, including advising, mentoring, committee assignments, and service obligations. Faculty Affairs should also address the governance issue, namely the role of faculty in hiring all those who teach in our university's classrooms. Attention should be given to due process procedures for contingent faculty which safeguards their academic freedom.
2. Charge the **Task Force on Faculty Titles** with creating different titles that distinguish the different types of contingent employees who are charged with teaching.
3. Charge the **Faculty Senate Bylaws Committee** the task of developing consensus on the ways in which contingent faculty can appropriately share responsibility regarding faculty governance. Attention should be given to due process procedures for contingent faculty which also safeguards their academic freedom.
4. Charge the **Faculty and Staff Benefits Committee** the task of evaluating contingent faculty salaries and benefits. To what extent, if at all, are these colleagues subjected to employment inconsistent with professional standards?
5. Charge the **Professional Development Committee** the task of evaluating the extent to which contingent faculty can and do take part in the professional development initiatives this campus offers. What is the kind and quality (if any) of their evaluations? To what extent are they given the opportunity to stay abreast in their field and what incentives are there to keep their teaching materials fresh?
6. Charge the **Educational Policy Committee** with generating a yearly report to the Senate regarding the use of contingent faculty in meeting the University's mission. To do this, the committee must have direct access to the staffing data.