

DISSERTATION

RELATIONSHIP BETWEEN ADJUNCT AND FULL-TIME FACULTY TEACHING
AT A FOR-PROFIT UNIVERSITY

Submitted by:

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In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

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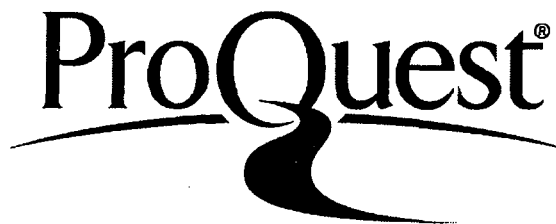
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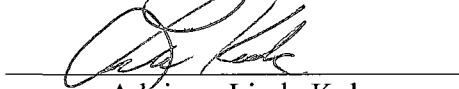
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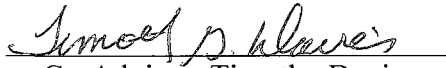
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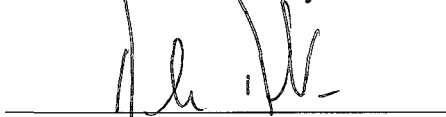
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ABSTRACT OF DISSERTATION

RELATIONSHIP BETWEEN ADJUNCT AND FULL-TIME FACULTY TEACHING AT A FOR-PROFIT UNIVERSITY

This qualitative case study explored the workplace relationships of adjunct and full-time faculty teaching at a for-profit university. The study was conducted at one campus of Segway University. Faculty in this study included men and women and represented different academic departments. All full-time faculty participants had experience teaching as adjunct faculty members. The adjunct faculty in this study all possessed industry-related experience. Findings from this study included an understanding of the perceived relationships and an identification of workplace tensions and competition between the two faculty groups. Administrators and faculty can use the results of this study to improve their workplace relationships by identifying the factors contributing to workplace tension and competition.

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CHAPTER 1: INTRODUCTION

Overview

Colleges and universities hired adjunct faculty to help meet their teaching goals. In reviewing the literature on adjunct faculty five themes were evident: advantages and disadvantages of hiring adjunct faculty; their impact on students; relationships between adjunct and full-time faculty; characteristics of adjunct faculty; and their working conditions. The terms *adjunct faculty* and *part-time faculty* are used interchangeably in some of the literature (Banerji, 2002; Crannell, 1998). In this case study the term *adjunct faculty* will be used to refer to this contingent workforce.

This qualitative case study will explore an intrinsically bounded phenomenon (Merriam, 1998). The study location was one campus of a for-profit university in a large suburban area and included participants teaching during the semester the interviews were conducted. Adding to the meaning of the participants' responses were thick descriptions (Merriam, 1998). For-profit institutions have been an emerging trend in postsecondary education. Around for years (Kirp, 2003), advances in technology enabled these types of institutions to reach a greater number and a wider range of students (Winston, 1999). Much of the literature on for-profit institutions centered on the services offered to students, the differences between for-profit and non-profit postsecondary schools, and the characteristics of for-profit institutions. The literature on the faculty (both adjunct and

full-time) considered the ratio of adjunct to full-time, teaching styles, and their expertise. The following overview briefly explores the dominate themes in the literature on adjunct faculty. These themes are discussed in more detail in chapter two.

Hiring: Advantages and Disadvantages

The most common reasons for hiring adjunct faculty were enrollment changes, curricular changes, and cost efficiency (Schuster, 1998; Jacobs, 1998; Foster & Foster, 1998; Smith, 2001; Benjamin, 2002). By hiring adjunct faculty, administrators believed a quality education could be delivered for less money than hiring full-time faculty (Foster & Foster, 1998). If an adjunct faculty member's services were not needed, they were simply not contracted or hired (Foster & Foster, 1998), representing a cost savings for the organization (Gappa, 1984). In turn, if enrollment exceeded expectations, more adjunct faculty were hired to teach additional course sections (Langenberg, 1998). This flexibility allowed administrators to meet changes in enrollment and operate within their budgets. Another advantage was the professional expertise adjunct faculty members possessed (Straw, 2002; Lane, 2002; Avakian, 1995; Crannell, 1998) and their connections to the community and to industry (Gappa, 2000; Wyles, 1998). And, according to Frick (1997), adjunct faculty often possessed the same academic credentials as full-time faculty.

Disadvantages of hiring adjunct faculty included their lack of time on campus for either office hours (Schuster, 1998; Straw, 2002) or meetings (Frick, 1997), and their lack of credentials or qualifications (Benjamin, 2002; Hickman, 1998; Smith, 2001). Because they were not on campus, adjunct faculty were not able to engage with full-time faculty on topics ranging from student performance expectations to program development. Generally, adjunct faculty were not required to research or publish as part of their

employment. Their professional expertise was considered appropriate to teach at the institution and supplanted their lack of credentials (Benjamin, 2002).

Impact on Students

Adjunct faculty members had an impact on students in terms of instructional methods and available time. Adjunct faculty who desired full-time teaching positions, for example, would use a greater variety of teaching methods than those who were not seeking full-time employment (Keim & Biletzky, 1999). However, adjunct faculty were less likely to use time consuming assessments such as essay exams (Benjamin, 1998) and spent less time on class preparation than full-time faculty members (Academe, 1998). In contrast, Leslie and Gappa (2002) found almost no differences in the instructional methods used by adjunct and full-time faculty. They did find that full-time faculty members who taught more classes than adjunct faculty members spent significantly more time on administration, teaching, advising, and interacting with students (Leslie & Gappa, 2002). While full-time faculty reported spending time with students outside of class, adjunct faculty reported they were less likely to do so. According to Schuetz (2002), adjunct faculty were more likely to report that they did not spend time with students outside of class.

Working Conditions

At community colleges, four-year colleges, and research universities, adjunct faculty faced similar working conditions. One of the reasons cited for adjunct faculty not spending time with students outside of class was that they were not compensated for doing so (Benjamin, 1998). Limited office space (Shumar, 1999; Leslie, 1998), lack of job security (Lane, 2002), not being included in the department (Church, 1999), and low

salaries (Gappa & Leslie, 1993) were all mentioned in the literature as challenges adjunct faculty members experienced. Full-time faculty did not experience the same work-related challenges that adjunct faculty faced. Institutional support for adjunct faculty included e-mail, office space, and the necessary tools to do the job (Avakian, 1995). Providing adjunct faculty with these tools improved the working conditions of adjunct faculty, improved communication, and included them as part of the institution.

The documented growth of hiring adjunct faculty indicates that higher education will continue to rely on this temporary work force. Colleges and universities hired adjunct faculty to quickly meet their temporary teaching needs (Jacobs, 1998). Hiring adjunct faculty saved the institution money (Schuster, 1998; Benjamin, 2002; Yackee, 2000) and offered flexibility in scheduling classes (Bolge, 1995; Haeger, 1998) with professionals with 'real world' expertise (Crannell, 1998).

For-Profit Institutions

For-profit institutions were making an impact on higher education (Kirp, 2003). Their faculty were more focused on preparing students for specific careers rather than developing and implementing a research agenda (Pusser & Doane, 2001). Schools that operated for a profit were not a new phenomenon and were perceived with increased credibility (Kirp, 2003). Many schools were accredited offering associate, bachelor, and professional degrees which allowed students to apply for grants and federal loans (National Center for Postsecondary Improvement, 2001). For-profit institutions still enrolled fewer students than non-profit institutions, and they were often the schools of choice for many minority students (NCPI, 2001). These schools often appealed to the adult working student with classes available in the evenings and on weekends (Winston,

1999). Faculty members teaching these non-standard scheduled classes were both adjunct and full-time. Not all for-profit schools relied heavily on adjunct faculty, and, in fact, some of them had more than half their credit hours taught by full-time faculty (Ruch, 2001). At the University of Phoenix, only 45 full-time faculty were employed to teach their 45,000 students with the vast majority of the faculty being adjunct (Ruch, 2001). As with non-profit schools, for-profit schools were hiring both adjunct and full-time faculty to meet their instructional needs.

Adjunct and Full-time Relationships

From a group perspective, there was a strong correlation between the amount of cohesion among group members and their level of satisfaction and effectiveness (Littlejohn, 1989). Groups are defined as individuals who interacted with one another, were interdependent, and had a common goal (Engleberg & Wynn, 2003; Littlejohn, 1989). In-group and out-group boundaries offered an explanation of how adjunct and full-time faculty interacted. Groups in which individuals felt emotionally close and similar were considered in-groups (Ting-Toomey & Chung, 2005). In contrast, out-groups consisted of individuals who felt competitive and did not have emotional ties to one another (Ting-Toomey & Chung, 2005).

Primary and secondary tension was not uncommon among group members (Engleberg & Wynn, 2003). Primary tension resulted from group members' inhibitions as they got to know one another (Brilhart, Galanes, & Adams, 2001) and was resolved as group members became familiar with one another (Engleberg & Wynn, 2003). When group members did not interact, the primary tension was not reduced and it continued to impact their relationships and work performance (Brilhart, Galanes, & Adams, 2001).

When group members were comfortable and primary tension was reduced, they experienced secondary tension and began to argue their positions and seek social acceptance and achievement in the group (Brilhart, Galanes, & Adams, 2001).

Statement of the Research Problem

What was missing from the literature was an analysis of the relationship between adjunct faculty and full-time faculty teaching at for-profit postsecondary institutions. Adjunct faculty were teaching an increasing number of classes at for-profit institutions along with their full-time colleagues. Adjunct faculty taught fewer classes than full-time faculty, so there were more adjuncts on campus to meet the demand for classes. Increasing the number of people in an organization increases struggles for power, competition for scarce resources, and misunderstandings (Modaff, DeWine, & Butler, 2008). The literature on the relationship between adjunct and full-time faculty teaching at non-profit institutions identified tension between the two groups. From the full-time perspective, the adjunct faculty were committed to the institution but did not spend time on non-teaching tasks such as curriculum development and advising. This meant more work for the full-time faculty who assumed these duties (Avakian, 1995; Gappa & Leslie, 1993).

Adjunct faculty at non-profit institutions did not receive the same benefits or support as full-time faculty, and they felt marginalized (Shumar, 1999) and were resentful of full-time faculty (Leslie, 1998). Further, adjunct faculty believed full-time faculty were arrogant and did not understand their struggles or support their efforts (Tolbert, 1998). Finally, in the literature on non-profit institutions, both adjunct and full-time faculty recognized the job insecurity associated with hiring an increasing number of adjunct

faculty. Full-time faculty saw positions being eliminated (Tolbert, 1998; Banachowski, 1996), and adjunct faculty were striving to maintain their current assignments (Hickman, 1998) or were seeking full-time positions while teaching as an adjunct (Tyree, Grunder, & O'Connell, 2000). Barriers existed that prevented relational development between adjunct and full-time faculty. An absence of a workplace relationship hinders job learning and increases work-adjustment stress (Jablin, 2001), competition for resources, struggles for power, and misunderstandings between individuals (Modaff, DeWine, & Butler 2008).

Little research had been conducted to examine the workplace relationships between adjunct and full-time faculty teaching at a for-profit, degree-offering university. An understanding of adjunct and full-time faculty relationships would facilitate problem-solving, identify tensions, increase understandings, improve group cohesiveness, and offer insights to improve the working environment. The number of for-profit colleges and universities was increasing. Some familiar schools, the University of Phoenix for example, relied heavily on adjunct faculty, while others, like Argosy University, continued to staff classrooms primarily with full-time faculty (Ruch, 2001).

Adjunct and full-time faculty with non-profit teaching experiences were teaching at for-profit institutions (Ruch, 2001) and experienced the organizational tensions between academics and business (Kirp, 2003), which was different from their previous experiences. Full-time faculty teaching at for-profit schools did not have tenure, freedom to develop curriculum, or faculty governance organizations (Winston, 1999). The teaching environment and job security was different at for-profits than it was at non-profits. The literature on for-profit institutions did not discuss the relationship between

adjunct and full-time faculty, and the literature on adjunct faculty did not discuss their workplace relationships with full-time colleagues at for-profit colleges. This case study focused on the relationship between adjunct and full-time faculty teaching at a for-profit, private university that offered both bachelor's and associate's degrees. The purpose was to examine the perceived workplace relationships between adjunct and full-time faculty teaching at a for-profit university.

Research Questions

This study was guided by the following research questions:

1. What is the relationship between adjunct and full-time faculty at a for-profit university?
2. How is this relationship perceived by adjunct faculty members at a for-profit university?
3. How is this relationship perceived by full-time faculty members at a for-profit university?

Definition of Terms

Certain terms were used throughout this study. To offer clarity and consistency, these terms are defined here.

Adjunct faculty were temporary or part-time professors who were paid as contractors by the course or number of credits without receiving employee benefits (Shumar, 1999). They were not employed full-time as faculty members by the hiring institution. At this university, the total number of credit hours an adjunct faculty member taught could not exceed 30 in three consecutive semesters. Adjunct faculty in this study

included professionals teaching out of interest, retired professionals, and individuals who sought a full-time teaching position. They all stated a need for the extra income.

Full-time faculty were employed at an institution on a continual basis and received employee benefits. Although they worked without a contract, there was an understanding the full-time faculty at this university would be granted a full-time teaching load unless a formal termination from the employer was issued. Further, tenure was not available at this university and was not an identifier full-time faculty status.

For-profit postsecondary institutions were private, degree-granting schools operating for a profit in which stockholders received financial benefit (Ruch, 2001). These organizations were tax-paying.

Study Limitations and Delimitations

This case study had limitations and delimitations. According to Merriam (1998) “...the single most defining characteristic of case study research lies in delimiting the object of study, the case” (p. 27). The delimitations of this case were the location, the active teaching staff at the time of the interviews, and the academic semester of the interviews. One limitation was because the interviews occurred on campus, the participants may not have responded as honestly as they would if the interviews were conducted off campus (DeVito, 2004). Another limitation was job insecurity. Participation by full-time and adjunct faculty might have been influenced by their perceived insecurity in their teaching positions. Generalizability of case studies is a consideration, but it can be enhanced by using thick, rich descriptions (Merriam, 1998). The researcher should have provide “enough description so the readers will be able to

determine how closely their situations match the research situation, and hence, whether findings can be transferred” (Merriam, 1998, p. 211).

Rationale for the Study

For-profit schools have been in competition with non-profit institutions for students in the United States (Kirp, 2003). One cost-effective way to deliver course content was to hire adjunct faculty. In saving money on faculty, the organization earned a greater profit which, in turn, was profitable for the stockholders. Adjunct faculty continued to be hired to meet demand for new technologies and trends. For-profit schools aimed to meet employers’ hiring needs by responding to market trends with education and training in current practices (NCPI, 2001). Adjunct faculty members enabled an institution to respond quickly to changing trends and meet student and employer demands.

This study begins to develop a foundation for understanding the impact of adjunct professors at for-profit institutions by exploring the perceived relationships between adjunct and full-time faculty. Administrators at the for-profit institution where the study took place can use the results of this study to better understand the institutional culture that either exists or may develop when hiring both adjunct and full-time professors. This information may also be helpful to for-profit administrators working at new and developing organizations as well as for leaders of other teaching institutions. Further, full-time and adjunct faculty members may find the results of this study helpful in understanding their relationships with one other.

The for-profit college environment described in the literature was different from the one described for non-profit colleges and universities. Unlike many non-profit colleges and universities where tenure was available, neither full-time nor adjunct faculty had tenure at a for-profit institution (Ruch, 2001). Further, curriculum development at for-profit institutions was centralized by an administrative body instead of faculty (Ruch, 2001). For-profit adjunct and full-time faculty were affected similarly by issues like job security and curriculum development. However, it was unclear whether adjunct and full-time faculty were aware of their similarities and if the workplace relationships that existed at non-profit colleges were similar to the workplace relationships between adjunct and full-time faculty teaching at for-profit institutions.

Researcher's Perspective

One measure of internal validity for a qualitative study is clearly identifying the researcher's perspective and world view (Merriam, 1998). I have worked at both for-profit and non-profit universities as an administrator, an adjunct faculty member, and a full-time faculty member. In my administrative positions, I worked closely with full-time and adjunct faculty in hiring, firing, contracting, and training. I also worked with other academic administrators at both non-profit and for-profit institutions on a range of issues, including budgeting, scheduling classes, and developing new academic programs.

My professional experiences exposed me to three perspectives: as an adjunct faculty member; as an administrator who hired and trained adjunct and full-time faculty; and as a full-time faculty member. I am currently a full-time faculty member at a non-profit institution, and my involvement with adjunct faculty is more collegial than the

types of relationships described in the literature on non-profit institutions. As an adjunct faculty member, I developed relationships with other adjunct and full-time faculty members who were teaching on evenings and weekends with me. As an administrator, I talked with adjunct faculty about their availability, teaching interests, resolving conflicts with students, hiring (and not hiring), training, and other administrative duties. Having taught as an adjunct, I understand many of the challenges and rewards associated with the position. As a former administrator, I also understand the scheduling, programming, and budgetary flexibility offered by hiring adjunct faculty.

At times, I experienced tense workplace interactions between adjunct and full-time faculty. Department meetings became uncomfortable when arguments erupted over course content or curricular changes between full-time and adjunct faculty. Based on conversations I had with full-time colleagues, some of them perceived adjunct faculty as a threat, and they worried their full-time positions would be eliminated and all classes would be staffed by adjuncts. Likewise, some adjunct colleagues perceived full-time faculty as disinterested in them and unimpressed with their efforts. Many believed full-time faculty members had easy jobs at the institution, enjoying course and scheduling preferences, academic influence, and short work weeks.

The purpose of this case study is to describe the relationship between adjunct and full-time faculty teaching at a for-profit university. Three research questions were used in the study and are identified in this chapter. The terms *adjunct faculty*, *full-time faculty*, and *for-profit postsecondary institutions* were defined. This case study begins to offer an understanding of the perceived relationships between adjunct and full-time faculty working at a for-profit university. The findings of this study will be helpful for

administrators working at for-profit institutions. Finally, my perspective as the researcher was presented.

CHAPTER 2: LITERATURE REVIEW

This literature review first examines adjunct faculty teaching at non-profit colleges and universities. The themes identified from the literature include the advantages and disadvantages of hiring adjunct faculty, the impact adjunct faculty had on students, the relationship adjunct faculty had with full-time faculty, the characteristics of adjunct faculty, and finally, the suggestions from the literature to improve the working conditions of adjunct faculty. After this discussion, the literature on for-profit colleges and universities is presented. Included in this review are the differences between non-profit and for-profit colleges and universities, characteristics of for-profit institutions, the students enrolled at for-profit schools, and the faculty teaching at for-profit colleges and universities. To understand the relationships between adjunct and full-time faculty teaching at a for-profit university, it is first necessary to review the available literature on the adjunct teaching enterprise. For-profit colleges and universities were not represented in the literature on adjunct faculty. The literature on for-profit colleges and universities was reviewed to offer insight into these types of institutions. They are different from non-profit schools, generally, in terms of teaching approaches, faculty positions, and curricular development. The literature review begins with a definition of adjunct faculty.

Adjunct Faculty Defined

Gappa and Leslie (1993) defined adjunct faculty as temporary faculty who are employed less than full-time and who are non-tenure track. Their definition included graduate students who were teaching part-time. Adjuncts, as defined by Shumar (1999), were professors who did not receive benefits and were paid on a per-course basis as contractors. Gappa (2000) stated the new faculty majority was comprised of full-time and adjunct faculty who were ineligible for tenure. An adjunct faculty member was hired to teach between one and three course sections on a semester basis (Bolge, 1995). According to Langenberg (1998), adjunct faculty had primary employment outside of academe. In some of the literature (Banerji, 2002; Crannell, 1998), the terms part-time and adjunct were used interchangeably. For the purposes of this review the term *adjunct faculty* will be used for part-time, contract, and adjunct faculty.

Hiring Adjunct Faculty: Advantages and Disadvantages

For non-profit colleges and universities there were advantages and disadvantages associated with hiring adjunct faculty. The advantages can be grouped, generally, into cost savings, staffing flexibility, and seeking professional expertise. Disadvantages identified in the literature included dissatisfied adjunct faculty, differences in credentials and knowledge, inconsistency of standards, and campus involvement.

Advantages of Hiring Adjunct Faculty

Hiring adjunct faculty offered administrators flexibility in scheduling, in staffing, and in their budgets. Schuster (1998) and Jacobs (1998) and others identified budgetary reasons for hiring adjunct faculty because adjunct faculty cost less than full-time faculty. Changes in the job market, increases in enrollment, and expertise were important factors in hiring adjunct faculty (Jacobs, 1998). Adjunct faculty were a temporary solution. Further, scheduling difficulties could be addressed with adjunct faculty. They offered a quick way to hire temporary instructional help when full-time faculty were not available to teach a class (Jacobs, 1998). “They do important work for our institutions, and they are likely to continue to do so in the future. We can neither ignore their presence nor engage in the wishful fantasy that some day all faculty will be full-time and on the tenure track” (Gappa & Leslie, 1993, p. 7). Foster and Foster (1998) stated that hiring adjunct faculty shifted the authority in higher education from faculty to administration.

Cost Savings

Institutions had a variety of reasons for hiring adjunct faculty, and the most commonly cited argument was cost savings. Adjunct faculty were hired to save the institution money (Benjamin, 2002; Jacobs, 1998; Schuster, 1998; Gappa & Leslie, 1993) and reach short-term goals (Academe, 1998). By not hiring full-time faculty, institutions had more flexibility with their budgets (Jacobs, 1998) since adjunct faculty worked for lower pay than full-time faculty (Straw, 2002; Foster & Foster, 1998; Haeger, 1998; and Langenberg, 1998), and the institution did not have to subsidize sick leave, pensions, and health care (Banachowski, 1996). Colleges and universities were often teaching more

students with less money in their budgets (Leslie, 1998), adjunct faculty were equally effective in the classroom as full-time faculty, and they did the job for less money (Schuster, 1998).

Adjunct faculty offered community colleges a low-cost means to deliver more classes (Yackee, 2000; Avakian, 1995; Bolge, 1995), to be flexible in meeting demand (Tyree, Grunder, & O'Connell, 2000; Banachowski, 1996), and to maintain a full course schedule in tight financial times (Bolge, 1995). The trend in hiring adjunct faculty was based on increased costs in relationship to revenues, staffing flexibility, more individuals with advanced degrees who cannot get full-time positions, and college growth (Valadez & Anthony, 2001). Gappa and Leslie (1998) and Academe (1998) both recommended hiring adjunct faculty for educational and not purely economical reasons. Institutions would not take this less-expensive route if they thought that the outcome would be detrimental. "...[A]dministrators no doubt believe that they are benefiting their institutions and assume that they can deliver the same 'product', a quality education, for less money" (Foster & Foster, 1998, p. 32). In other words, as Langenberg (1998) explained, adjunct faculty did good work cheaply.

Flexibility

Staffing flexibility was another reason for hiring adjunct faculty. "Increasing enrollment, financial hard times, and the need for flexibility have made institutions more wary about long-term commitments to tenure, especially when a talented workforce who will accept employment with lower salaries, shorter time commitments, and no benefits is readily available" (Gappa, 2000, p. 79). Enrollments fluctuated (Academe, 1998; Foster

& Foster, 1998; Langenberg, 1998) and adjuncts were expendable (Straw, 2002; Shumar, 1999). Changes in the economy and the job market caused an increase in enrollment (Jacobs, 1998) as workers returned to school to refresh skills or acquire new ones. Hiring an adjunct faculty member enabled a college to meet the training needs of local businesses, involve the community, or offer a new course and test the students' response to it without committing to full-time faculty (Yackee, 2000). Further, adjunct faculty met the demand for curricular specializations that the institution may not yet be willing to commit (Academe, 1998), or they offered the expertise and specialization that full-time faculty did not possess (Jacobs, 1998; Leslie, 1998).

In 1998 Wyles projected an increase in demand for adjunct faculty. Adjunct faculty taught primarily introductory courses (Benjamin, 2002; Academe, 1998; Crannell, 1998; Schuster, 1998) and made up the majority of the teaching staff at community colleges (Benjamin, 2002; Lane, 2002; Leslie & Gappa, 2002; Banachowski, 1996). Many full-time faculty did not want to teach large, introductory sections of a course (Smith, 2001) or were not available (Yackee, 2000), so adjunct faculty were hired to teach them instead (Benjamin, 2002). Adjunct faculty allowed colleges to meet regional demands for credit and not-for-credit day and evening courses (Yackee, 2000; Bolge, 1995). Adjunct faculty also permitted an institution to be more flexible when it came to offering evening (Academe, 1998) and weekend courses scheduled outside of traditional teaching hours, delivering flexibility that the institution did not otherwise have (Langenberg, 1998).

This flexibility, in addition to scheduling options, also included the opportunity to offer a variety of academic programs (Langenberg, 1998). By hiring an adjunct faculty

member, the institution was able to offer a course or program that full-time faculty were not prepared to teach. Finally, adjunct faculty were hired because a full-time faculty member was on leave (Foster & Foster, 1998; Jacobs, 1998) or there was a hiring freeze on full-time faculty (Gappa & Leslie, 1993). Community colleges hired adjunct instructors to meet the enrollment of part-time students who were not committed for an entire degree (Galbraith & Shedd, 1990). “The community college neither needs nor can afford to invest heavily in permanent faculty” (Gappa, 1984, p. 23).

Expertise

Other reasons mentioned in the literature for hiring adjunct faculty included their expertise, their teaching ability, and their connections to the community. Students benefited from the professional expertise of adjunct faculty members (Crannell, 1998; Avakian, 1995), and administrative attitudes towards adjuncts were positive (Bolge, 1995). Institutions, to keep pace with technological changes, hired adjunct faculty for their professional expertise (Academe, 1998; Banachowski, 1996; Bolge, 1995; Gappa & Leslie, 1993; Galbraith & Shedd, 1990). Adjunct faculty created a connection between the institution and the community (Gappa & Leslie, 1993) and they offered a practitioner’s expertise that full-time faculty did not (Wyles, 1998). Their experiences helped students understand the applicability of theories and concepts discussed in class. Too, since adjunct faculty had experiences outside of the hiring institution, they contributed knowledge and skills that enhanced the academic programs at the institution (Crannell, 1998; Langenberg, 1998) by adding a non-academic perspective. Their expertise broadened the skills or knowledge in a department (Yackee, 2000). “Many part-

time faculty members possess professional skills, experience, and contacts from their nonacademic employment that are valuable to their students” (Academe, 1998).

Colleges and universities benefited from hiring adjunct faculty for reasons in addition to their professional expertise. Adjunct faculty focused more on teaching (Smith, 2001) and were better teachers because they were less focused on research and curriculum planning (Hickman, 1998). They were considered to be teachers with fresh ideas (Straw, 2002) who taught because they enjoyed it (Academe, 1998). Gappa and Leslie (1993) identified adjunct faculty members as committed, qualified, and conscientious. According to Leslie and Gappa (2002), adjunct and full-time faculty both spent 6-7 hours on teaching, planning, and interacting with students on a given workday. In 1995 Bolge found adjunct faculty were as good as full-time faculty when it came to classroom teaching. Gappa and Leslie (1993) stated adjunct faculty were better teachers who were more focused on students than on research. This approach was highly effective in teaching returning adult students, less-prepared high school graduates, students from different cultures, and those with learning difficulties (Gappa & Leslie, 1993).

Along with the aforementioned reasons for hiring adjunct faculty, there were other advantages to staffing classes with these professionals. Gappa and Leslie (1993) argued there was no evidence to support that adjunct faculty had a negative impact on the quality of instruction. Rather, adjunct faculty were enthusiastic and innovative (Foster & Foster, 1998) and offered many years of teaching experience (Haeger, 1998). They were considered excellent teachers (Foster & Foster, 1998) with qualifications comparable to full-time faculty (Langenberg, 1998), and they loved teaching (Crannell, 1998). Adjunct faculty members’ professional expertise was the advantage most frequently mentioned in

the literature for hiring them. These instructors connected theory and practice (Straw, 2002) by bringing real world experience to the classes they taught (Lane, 2002). Jacobs (1998) stated adjunct faculty offered abilities or achievements that full-time faculty did not. This was particularly evident in fields, such as business, health, and law, which relied on the adjunct faculty member's workplace experiences (Benjamin, 1998). Their considerable experiences (Leslie, 1998) enhanced the prestige of an institution because many adjuncts offered talent and renowned reputations (Jacobs, 1998). The majority of adjunct faculty members had positions outside academe (Gappa, 2000), enhancing the institution's appreciation of their professional expertise.

Disadvantages in Hiring Adjunct Faculty

Along with the advantages of hiring adjunct faculty there were disadvantages. There was a perception that adjunct faculty were a threat to the quality of academic programs in terms of course content, advising, faculty-student interaction, and departmental collegiality (Haeger, 1998). Excessive use of adjunct faculty was viewed as detrimental to the college, department, academic program, and division (Bolge, 1995). Banachowski (1996) argued the integrity of community college teaching was undermined if most of the classes were taught by adjunct faculty. Institutions needed to consider the long-term impact of the quality of education and the long-range health of the organization when adjunct faculty members were hired (Foster & Foster, 1998). The disadvantages associated with hiring adjunct faculty included dissatisfied workers, differences in credentials and knowledge, inconsistency of standards, and lack of involvement with students and the institution.

Dissatisfied Workers

Some adjunct faculty members were unhappy with their teaching situations. Part-time language arts and communication faculty reported being more discontent than those teaching in business or technical fields (Benjamin, 1998). “Issues related to part-time and adjunct faculty appear to be highly specific to individual disciplines and to the different types of institutions” (Leslie, 1998, p. 96). Working conditions of adjunct faculty will be discussed in an upcoming section.

Credentials and Knowledge

Adjunct faculty lacked institutional knowledge and had limited credentials and qualifications. According to Schuster (1998), adjunct faculty were less knowledgeable about academic programs and did not participate in institutional governance. Too, they did not know adult learning theories (Galbraith & Shedd, 1990). Adjunct faculty were less likely to have advanced degrees, be involved in scholarship (Benjamin, 2002; Academe, 1998), or have a Ph.D. (Benjamin, 1998; Hickman, 1998). Due to their hectic schedules, adjunct faculty did not have the time for research, and they fell behind in their fields, affecting what and how they taught (Smith, 2001). The lack of academic credentials was often compensated for with professional experience in the business fields (Benjamin, 2002). In contrast, liberal arts adjunct faculty were less likely to augment their academic credentials and limited research with professional experience (Benjamin, 2002).

Inconsistency of Standards

Adjunct faculty missed out on the identified expectations for students at the institution. They had little understanding of the long-term educational goals of the institution, the curriculum, or the grading standards--as in what constituted an "A" or "B" paper (Foster & Foster, 1998). Sonner (2000) found the average grade assigned in courses taught by adjunct faculty members was higher than the average grade assigned in courses taught by full-time faculty members. When multiple sections of a course were offered, some were taught by full-time faculty and some taught by adjunct faculty. This resulted in an inconsistency of standards and experiences for students, depending on whether or not the course was taught by a full-time or adjunct faculty member (Jacobs, 1998).

Involvement

Adjunct faculty were largely neglected by and disconnected from the institution. They also were not included in academic decisions, and they had no power in the educational process (Wyles, 1998). Adjuncts were the least involved faculty members in the institution (Burgess & Samuels, 1999). Avakian (1995) agreed stating the issues related to hiring adjunct faculty did not center on their teaching but their participation outside of the classroom. Further, this lack of participation and involvement affected the quality of their teaching since they were not likely to incorporate new teaching techniques and relied, instead, on traditional pedagogy (Banachowski, 1996).

According to Crannell (1998), adjunct faculty did not stay on campus longer than obligated. This resulted in adjunct faculty participating less in departmental meetings

(Wilson, 1999), not holding office hours (Crannell, 1998; Haeger, 1998; Wilson, 1999), and spending less time with students outside of class (Foster & Foster, 1998; Haeger, 1998; Wilson, 1999). Their reasons for not being involved on campus varied. Adjunct faculty chose not to attend faculty meetings (Frick, 1997) or they were not invited (Church, 1999). Seeking stable employment was one of the factors that accounted for adjunct faculty members' lack of time on campus (Foster & Foster, 1998; Haeger, 1998). Smith (2001) stated that adjunct faculty lack campus involvement because of time and not because of interest. They were busy juggling and commuting to other jobs, so they were not available to students (Benjamin, 2002; Smith, 2001). According to Lane (2002), adjunct faculty needed other jobs to supplement their low adjunct incomes. And Hickman (1998) stated adjunct faculty were overworked and under-resourced.

Jacobs (1998) stated adjunct faculty were less available to students than full-time faculty. They held fewer office hours than full-time faculty (Schuster, 1998) and were not readily available on campus. Some adjunct faculty did not appear to be involved with students, but they were. Church (1999), for example, would meet with students outside of offered office space so that the full-time office mate would not know that the conversations extended beyond the course to academic advising. Lack of time impacted adjunct faculty involvement on campus and with students. Many adjunct faculty did not hold office hours because they were not paid to do so (Straw, 2002). At many institutions, adjunct faculty were not required to hold office hours (Jacobs, 1998); yet, 41% of the adjunct faculty at four-year colleges did hold office hours (Hickman, 1998). Many adjunct faculty did not hold office hours simply because they did not have office space (Crannell, 1998). There was no place for them to spend additional time on campus for

either office hours or casual interaction with colleagues. In addition to lacking an office, some adjuncts did not have telephones, support staff, or computers and other equipment (Haeger, 1998).

There were costs associated with hiring adjunct faculty (Crannell, 1998). “We know very little about what effect the increasing use of non-tenure-track faculty might have in the short- or long-term on the stability of revenue-expenditure balances, revenues from grants and contracts, changes in tuition rates, institutional prestige and reputation, and other organizational outcomes” (Tolbert, 1998, p. 78). According to Haeger (1998), by relying heavily on adjunct faculty, the departmental culture of teaching and research was affected by this invisible group that taught classes but was not available for meetings or students, resulting in an impact on assessment, interdisciplinary teaching and research, curriculum, and course integration. Even with the disadvantages stated in the literature on adjunct faculty, there was little support that hiring them had a significantly negative impact on students (Langenberg, 1998).

Adjunct Faculty: Impact on Students

Hiring adjunct faculty to teach had an impact on students. Adjunct faculty had less involvement with students and the campus than full-time faculty. They were also less inclined to vary their instructional methods. “In today’s colleges and universities, many of the faculty who have to keep the hope of good permanent employment alive for their students are themselves part-time, temporary, disenfranchised flexible labor” (Shumar, 1999, p. 240). Little study had been done on the impact of adjunct faculty on students’ learning (Benjamin, 2002). Students were neither more nor less satisfied with adjunct

teachers than they were with full-time teachers (Hickman, 1998). This section explored the impact hiring adjunct faculty had on students. The amount of time spent with students outside of class, instructional methods, and assessment were all ways adjunct faculty had an impact on students.

Availability and Time on Campus

As mentioned earlier, adjunct faculty were less likely to interact with students outside the classroom (Avakian, 1995). Adjunct faculty members' schedules were often too hectic to hold office hours and provide individual attention for students (Hickman, 1998). Adjunct faculty spent less time with students out of class and had less involvement with students (Academe, 1998). Yet Schuetz (2002) found that although adjunct faculty were more likely to report spending no time with students outside of class, they were as likely as full-time faculty to have spent at least one hour with students outside of class on their last working day. Informal interaction between students and faculty had a significant influence on the interests, attitudes, and values of college students (Thompson, 2001). According to Benjamin (2002), faculty involvement was important for students' learning and their successes. As students increased the amount of informal interaction they had with faculty, they began to place more value on their courses and achieved higher academic skill levels (Thompson, 2001). Students benefited from individual attention (Hickman, 1998). Kuh and Hu (2001) found that out-of-class interaction between students and faculty had a positive effect on student satisfaction and positively influenced their views of the college environment. Students who developed interpersonal relationships with their professors were more likely to complete college and were more satisfied with their educational experiences (Gaff & Gaff, 1985). Since adjunct faculty

were not usually compensated for advising students (Haeger, 1998), they simply could not afford to spend time meeting with students outside the classroom (Foster & Foster, 1998).

The most frequent type of student-faculty interaction involved students asking for information about a course or visiting after class (Kuh & Hu, 2001). Gaff and Gaff (1985) stated that research on student development emphasized the importance of faculty-student interaction that extended beyond the classroom or the professor's office hours. Adjunct faculty had little involvement with their students' lives outside of the classroom (Foster & Foster, 1998). In their study, Kuh and Hu (2001) found that the more interaction students had with their faculty members, the better prepared they were academically, and, inversely, students who were better prepared academically interacted more frequently with their professors. Advising students was difficult, however, if the adjunct faculty member did not know either the students or the curriculum (Foster & Foster, 1998). Students taught by adjunct faculty were missing out on the contact with faculty that they needed to properly focus their college careers or discuss career or graduate school options (Foster & Foster, 1998).

Instructional Methods

Instructional methods used by adjunct faculty had an impact on students. Schuetz (2002) found that most adjunct faculty never used guest lecturers, films, videos, student lab experiments, or encouraged students to use the Internet during class. Full-time faculty members reported using collaboration techniques, group activities, and teamwork assignments in the classroom more than adjunct faculty members did (Schuetz, 2002).

Adjunct faculty were afraid to take instructional risks because they wanted to be staffed in subsequent terms (Hickman, 1998). Keim and Biletzky (1999) found adjunct faculty included a variety of teaching techniques if they were seeking a full-time position or had participated in professional development activities. Those seeking full-time employment used overheads, class discussions, writing activities, computer-aided instruction, written feedback on tests and assignments, and instructional methods encouraging multiculturalism and critical thinking. Those who participated in professional development activities used small group discussion, demonstrations, and instructional methods to encourage critical thinking. Leslie and Gappa (2002) found almost no differences between instructional methods used by both adjunct and full-time faculty. Although full-time faculty used more lab work than adjunct faculty, both groups used lectures, student discussion, and exams for two-thirds of class time (Leslie & Gappa, 2002).

Perin (2001) defined integrated instruction as aligning two or more courses or combining academic and technical (occupational) instruction in a single course. Integrated instruction made connections for students who were unable to make connections on their own (Perin, 2001). Greater numbers of students would accept general education more readily if it was combined with technical material (Perin, 2001). Schuetz (2002) found adjunct faculty were less likely to team teach with faculty from outside their department. Since many of the general education classes were taught by non-permanent faculty at community colleges, students in courses taught by adjuncts were missing out on this form of student-centered, integrated instruction (Perin, 2001).

Assessment and Class Preparation

Finally, adjunct faculty had an impact on students in terms of assessment. Galbraith and Shedd (1990) stated adjunct teachers applied less rigorous grading criteria than full-time teachers. Sonner (2000) found that adjunct faculty gave higher grades than full-time faculty for comparable work. McArthur (1999) supported this, in part. Students were more likely to earn a grade of “A” from an adjunct faculty member than a full-time faculty member and, yet, the number of “F” grades assigned was the same for both adjunct and full-time faculty (McArthur, 1999). Male adjunct faculty, according to McArthur (1999), were more lenient graders, assigning more “A” and “B” grades than female adjunct faculty. In a study based on sequential college courses, Burgess and Samuels (1999) found that students taught by an adjunct instructor and then a full-time instructor were less likely to complete the sequential course or earn a grade of “C” or better.

According to Jacobs (1998), adjunct faculty had a poorer understanding of grading and performance norms than full-time faculty. Benjamin (1998) stated that adjunct faculty who were not compensated for out-of-class work were half as likely as full-time faculty to assign essay questions. Rather, adjunct faculty made a conscious choice to not offer time-consuming, and unpaid services, such as out-of-class advising and reading rough drafts of assignments (Frick, 1997). Further, adjunct faculty spent less time on class preparation than full-time faculty (Academe, 1998). Proper grading was difficult, time-consuming work, and adjunct faculty were neither paid for nor encouraged to take on such work (Foster & Foster, 1998). Some students took advantage of the

temporary status of their adjunct professors (Foster & Foster, 1998), while others did not recognize the instructor's part-time status (Church, 1999).

Adjunct Faculty: Relationships with Full-time

Generally, the relationships between adjunct faculty and full-time faculty were nonexistent or tense. Adjunct faculty were not on campus as often as full-time faculty. So, there was little opportunity for the two groups to develop relationships with one another and begin to reduce tension and increase cohesiveness. This division was fostered, in part, because of differing responsibilities and perceived inequities between adjunct and full-time faculty.

The relationships between adjunct and full-time faculty were influenced by perceptions; how full-time faculty perceived adjunct faculty's availability, and how adjunct faculty perceived full-time faculty's attitudes toward them. Tensions developed between the two faculty groups, creating an adversarial atmosphere and affecting morale, motivation, and sharing of experiences (Tolbert, 1998). Departmental collegiality (Crannell, 1998; Haeger, 1998) and academic discussions (Foster & Foster, 1998) were threatened when adjunct faculty were not an active part of the department. Haeger (1998) found that increased utilization of adjunct faculty resulted in fewer full-time faculty contributing to the learning environment of the institution. Areas affected most by greater use of adjunct faculty were advising and committee work on curricular issues (Haeger, 1998). Another area of tension between the two groups was that adjunct faculty perceived full-time faculty as self-absorbed, insensitive, and intentionally exploitative (Tolbert, 1998).

Adjunct Status and Perceived Commitment

Adjunct and full-time faculty did not have the best working relationship, according to the literature. Full-time faculty questioned adjunct faculty's commitment to the institution, since adjuncts did not hold office hours or spend out-of-class time on campus (Church, 1999). Shuster (1998) discussed the evolution of a three-tiered system in higher education consisting of core faculty, full-time faculty who were not pursuing tenure, and adjunct faculty. This three-tiered system weakened the loyalty of all faculty members, which affected morale and commitment (Schuster, 1998). Adjunct faculty were in the lowest tier of Schuster's (1998) model and were devalued (Frick, 1997), marginal (Shumar, 1999) employees. Unlike full-time faculty, adjunct faculty were not evaluated by scholarly work but by student evaluations (Church, 1999).

Time on Campus

Adjunct faculty demonstrated lower levels of performance because of role ambiguity (Banachowski, 1996) and a lack of interaction with the full-time faculty. Adjunct faculty, according to Schuetz (2002), were less likely to interact with their professional colleagues and reported they had no involvement with their colleagues on their most recent working day. Adjunct faculty had fewer opportunities to interact with their colleagues (Smith, 2001), were less likely to receive feedback or evaluation from them (Academe, 1998), and did not participate in departmental meetings (Benjamin, 2002). Further, they were often unavailable for advising, committee work, and other duties not directly related to instruction or their job assignment (Academe, 1998; Gappa & Leslie, 1993). Adjunct faculty did not share information about student needs or student

learning with their colleagues (Benjamin, 2002). This put adjunct faculty at a disadvantage when it came to instructional practices (Schuetz, 2002). They did not fully understand the curriculum in the same way full-time faculty did (Galbraith & Shedd, 1990), nor were they as likely to team teach with faculty outside their department (Schuetz, 2002). “This lack of collegial involvement also lessens the coherence among core courses, sequential courses, and, where more specialized part-time faculty are involved, courses in their major” (Academe, 1998, p. 57).

Non-instructional activities

As institutions increasingly hired adjunct faculty, full-time faculty and administrators felt there was not a core group for institutional maintenance and improvement (Gappa & Leslie, 1993). When large numbers of adjunct faculty were used, non-instructional activities were either assumed by the full-time faculty members or neglected altogether (Gappa & Leslie, 1993). Overall, full-time faculty spent significantly more time on administration, teaching, and interacting with students than adjunct faculty (Leslie & Gappa, 2002).

Further, adjunct faculty had experience and control over the courses they taught, but they had little involvement in curriculum development, academic governance, faculty hiring, or other areas that impacted their work (Leslie, 1998). This caused a division between the full-time faculty who were making curricular decisions and the adjunct faculty who were teaching the curriculum devised by the full-timers. Avakian (1995) explained that since adjunct faculty were not involved in advising, curriculum development, or institutional governance, these responsibilities were assumed by full-

time faculty. As the number of adjunct faculty increased, the pressure on full-time faculty to help meet institutional goals also increased (Avakian, 1995). Full-time faculty, too, were concerned that hiring adjunct faculty would eliminate full-time positions (Banachowski, 1996). If there were too few full-time faculty on staff, there was no one available to cover classes in unplanned circumstances, such as illness, car trouble, or weather-related problems (Avakian, 1995). The relationship between adjunct and full-time faculty was influenced by an increased workload for full-time faculty and the lack of involvement adjunct faculty had with students, the institution, full-time faculty, and the curriculum.

In addition to an increased workload resulting from hiring adjunct faculty, some full-time faculty members did not have the time or interest to work with adjunct faculty (Foster & Foster, 1998). Crannell (1998) noted that even when adjunct and full-time faculty were in the lounge at the same time, the two groups rarely spoke to each other. Tolbert (1998) found tenure-track faculty were not likely to participate in establishing procedures for hiring, evaluating, or making decisions about adjunct faculty's continued employment. Tenure-track faculty were concerned that establishing such procedures made it increasingly credible to use adjunct faculty and weakened the argument for creating additional tenure-track positions (Tolbert, 1998). Hiring adjunct faculty, according to Academe (1998), developed a multi-tier faculty with caste lines. Adjunct faculty resented the inequities and how they were treated, and this affected their morale and commitment to their teaching job (Leslie, 1998).

Adjunct Faculty: Characteristics

Some adjunct faculty taught in hopes of earning a full-time position at the institution, while others took adjunct-teaching assignments in addition to their full-time jobs in industry. Gappa (2000) identified four categories of adjunct faculty. The first category, career enders, characterized retired faculty members who continued to teach. The second category, specialist, experts, or professionals, referred to adjunct faculty members who had other full-time employment. The third category, aspiring academics, received the most attention. These individuals held several adjunct teaching assignments to create a “full-time” job. And the final category, freelancers, identified individuals who taught as adjunct faculty because it suited their lifestyles. Freelancers had family commitments that would interfere with a full-time position, or they were not interested in a tenure-track position.

Women made up the majority of adjunct faculty (Gappa, 2000). Although 35 % of male faculty held adjunct positions, 49% of female faculty did (Academe, 1998). In 2001 Valadez stated the majority of adjunct faculty were men. Leslie and Gappa (2002) found that adjunct faculty were equally likely to be men or women. Regardless, adjunct faculty had considerable teaching experience on average (Leslie & Gappa, 2002), and half of them had a non-teaching job (Leslie & Gappa, 2002; Avakian, 1995; Galbraith & Shedd, 1990). They were usually experts in their fields, even if they were not familiar with adult learning theory (Galbraith & Shedd, 1990).

In addition to their full-time professional jobs, adjunct faculty taught because they liked working in academe (Valadez & Anthony, 2001; Gappa, 2000; Benjamin, 1998), and they typically had other work or income sources (Gappa & Leslie, 1993). Rasell and Applebaum (1998) reported 52% of adjunct faculty stated they preferred working as

adjuncts. Adjunct faculty members were not as dissatisfied with their jobs as popularly assumed. “Contrary to popular images, only a small fraction of part-timers are eagerly seeking full-time positions and subsisting on starvation wages while holding multiple part-time jobs – the prevalent stereotype so often profiled in the popular media” (Leslie & Gappa, 2002, p. 65).

This was not the case, however, for all adjunct faculty members. According to Rasell and Applebaum (1998), 43% of adjunct faculty reported they could not find a full-time position in their field. In 1998 Benjamin reported women worked as adjunct faculty because a full-time position was not available. For these individuals, adjunct teaching was not their first job choice (Jacobs, 1998). Others taught at more than one institution and created a full-time job without benefits (Avakian, 1995). According to Tyree, Grunder, and O’Connell (2000), adjunct instructors were working toward the ultimate goal of a full-time, tenure-track faculty position.

Adjunct Faculty: Working Conditions

Adjunct faculty experienced different working conditions than full-time faculty. Part-time instructors lacked access to facilities, such as office space and office equipment, they were paid less, and they lacked job security. Some institutions offered limited fringe benefits to adjunct faculty but not at the same level as those offered to full-time faculty. Working conditions for adjunct faculty were different from those for full-time faculty. “The college faculty have trouble seeing the parallel labor issues because the tenured faculty do not experience these dilemmas and the flexible workforce in higher education must disguise their dilemma in order to be seen as legitimate members of the

academic community and spokespersons for the American Dream. If they do not, they have no students in their classes and no job” (Shumar, 1999, p. 214).

Adjunct faculty members reported they were satisfied with their jobs, but they were not satisfied with the terms of their employment (Gappa, 2000). They expressed anger and frustration about their workloads, salaries, benefits, lack of appreciation, and treatment (Gappa & Leslie, 1993). “Part-time faculty powerfully resent the inequities they endure, and inequitable treatment often affects their morale and their commitment” (Leslie, 1998, p. 99). Many believed they received substandard treatment (Academe, 1998) and expressed low morale due to their working conditions (Lane, 2002). Adjunct faculty members held a “second-class” status in the academic community (Gappa, 2000).

Compensation and Benefits

According to the literature adjunct faculty received inadequate compensation, no benefits, and an untimely notification of teaching opportunities (Haeger, 1998). In fact working conditions became an increasing consideration as the numbers of adjunct faculty increased over the years (Wilson, 1999). Adjunct positions did not have the same benefits (Banerji, 2002; Langenberg, 1998; Haeger, 1998; Frick, 1997), compensation, status (Langenberg, 1998; Haeger, 1998) or tenure (Frick, 1997) as full-time faculty members. It was these reduced costs, in terms of stipend and benefits, which appealed to administrators.

Adjunct faculty members were less concerned with low salaries if they had other jobs (Gappa, 2000; Benjamin, 1998). Low salaries, though, were a concern for many adjunct faculty members (Benjamin, 2002; Smith, 2001; Gappa & Leslie, 1993). Adjunct

faculty earned a little more than half of what full-time faculty did per credit hour (Lane, 2002), and they were not compensated for office hours (Academe, 1998). Some institutions did not offer fringe benefits to adjunct faculty (Straw, 2002; Gappa, 2000; Leslie, 1998; Academe, 1998), while others offered limited benefits (Smith, 2001). This meant no paid vacation days (Straw, 2002), health care (Lane, 2002; Straw, 2002), or retirement benefits (Lane, 2002) for many adjunct faculty members. Further, they were ineligible for professional development, grants, and sabbaticals (Benjamin, 2002; Smith, 2001).

Job Security

Adjunct faculty lacked job security (Lane, 2002; Academe, 1998; Tolbert, 1998; Frick, 1997) and had little power over their work lives (Straw, 2002). Further, service and performance did not guarantee an appointment in subsequent semesters (Gappa, 2000), which was emotionally draining for the adjunct employees (Straw, 2002) because they worried about the next term's appointment (Hickman, 1998). There was no guarantee that the adjunct faculty members' classes would run (Straw, 2002), and frequently they were hired at the last minute (Lane, 2002; Straw, 2002; Gappa, 2000; Leslie, 1998; Jacobs, 1998). Short notice of course assignments gave the adjunct faculty member little time to prepare for the class (Jacobs, 1998). Term-by-term appointments offered the institution flexibility, as discussed earlier, but caused worry for the adjunct faculty members (Hickman, 1998).

Employment arrangements other than regular full-time jobs can make sense, provided they lead to new career paths or meet increased needs for flexibility on

the part of both employers and workers. If, however, these arrangements are driven by employers' desires to reduce labor costs or if workers seeking regular full-time employment are forced to settle for non-standard employment, such arrangements may fail to provide employees with the flexibility and economic security they require (Rasell & Applebaum, 1998, p. 29-30).

Many colleges and universities had limits on the number of credits an adjunct faculty member could teach in a year (Gappa, 2000; Leslie, 1998), and there were limits on the type of work they were assigned (Leslie, 1998).

The lack of job security caused adjunct faculty to avoid innovative teaching techniques and controversial topics in the classroom (Tyree, Grunder & O'Connell, 2000). Concern for employment (Tyree, Grunder, & O'Connell, 2000) caused adjunct faculty to voluntarily restrict their academic freedom. Adjunct faculty felt disconnected from the community of learners, excluded from academic decision-making, and powerless over the educational process (Wyles, 1998).

Adjunct faculty felt they were not receiving support from the administration in handling conflicts with students because students who pay tuition were more valuable than an instructor who was easily replaced (Foster & Foster, 1998). They had high academic standards as adjunct faculty but were not in a position to defend them. Even working in what was explained as challenging environments, adjunct faculty continued to teach at four-year institutions because they found it enjoyable (Crannell, 1998; Langenberg, 1998) or they wanted to be part of university life (Langenberg, 1998).

According to Foster and Foster (1998), adjunct faculty members continued to devote their available time to seeking stable employment.

Institutional Support

There were other challenges involved with working as an adjunct faculty member, such as office space. Office space was not available (Church, 1999; Shumar, 1999; Leslie, 1998; Academe, 1998; Haeger, 1998), scarce (Gappa, 2000), or restricted (Benjamin, 2002). Institutional services were also a problem for adjunct faculty. Some had limited or no access to computers (Benjamin, 2002; Haeger, 1998), while others had access to shared computers (Straw, 2002). Adjunct faculty members often worked without support services, which included no offices, phones, computers, administrative support, or professional development funds (Smith, 2001; Shumar, 1999; Leslie, 1998; Academe, 1998; Avakian, 1995). Finally, they had little privacy and time with students as they were sharing offices (Tyree, Grunder, & O'Connell, 2000). Digranes and Digranes (1995) stated adjunct faculty often had access to the same resources, such as computers, copiers, and voicemail, as full-time faculty, but they did not know about them or how to incorporate certain technologies into their teaching. They recommended an orientation on teaching technologies for new adjunct faculty that continued as new tools were added to the campus (Digranes & Digranes, 1995).

Suggestions for Improvement

Some of the suggestions for improving the working conditions for adjunct faculty included offering orientation and professional development opportunities (Tyree, Grunder, & O'Connell, 2000; Wyles, 1998), integrating the adjunct faculty with the

campus and department (Tyree, Grunder, & O'Connell, 2000; Wyles, 1998), and offering yearly contracts (Tyree, Grunder, & O'Connell, 2000) and equitable pay (Wyles, 1998). Tyree, Grunder, and O'Connell (2000) suggested meeting with state and local legislators to increase funding of adjunct teaching positions, and offering a variable pay scale to correspond with experience.

Generally, adjunct faculty were dissatisfied with their working conditions and the institutional culture (Jacobs, 1998); yet, they were satisfied with their jobs (Gappa, 2000). Some suggestions that improved their work lives were involving them with campus-related activities and the institutional culture (Jacobs, 1998), offering mentoring, orientations, and professional support (Academe, 1998), and asking them to serve on committees (Smith, 2001; Academe, 1998). Increasing communication between adjunct faculty and the institution improved their work situations. Some ways that improved communication included clearly-stated expectations (Academe, 1998), advance notice of an assignment when possible (Jacobs, 1998; Academe, 1998), regular evaluations (Jacobs, 1998), a grievance or appeal process, and involvement in processes that related to teaching and curriculum (Academe, 1998).

Improved job security resulted from planning long-term schedules (Academe, 1998), planning multiyear appointments (Jacobs, 1998), offering provisional contracts (Jacobs, 1998), and guaranteeing a minimum number of courses to be taught over a certain number of semesters (Jacobs, 1998). Wilson (1999) and Haeger (1998) both suggested changing adjuncts' temporary status to one year contracts. This created semi-permanent positions for adjunct faculty (Haeger, 1998) and gave students the opportunity to have more contact with their professors (Wilson, 1999). Wilson (1999) also found that

the quality of instruction improved when the institution changed from a semester contract to a year contract. With the yearly contracts, adjunct faculty members held office hours and began to participate in the department (Wilson, 1999). Banerji (2002) suggested paying adjunct faculty to encourage them to hold office hours and participate in out-of-classroom work. Haeger (1998) recommended adjunct faculty be hired so students benefited from their work experience, and that students be exposed to enough full-time faculty so they had consistent opportunities for advising and contact in the discipline.

Summary

Some of the advantages of hiring adjunct faculty included their expertise, their enthusiasm for teaching, and, for the hiring institutions, cost savings, and scheduling flexibility. The disadvantages of hiring adjunct faculty included their lack of time and involvement on campus, and nonexistent relationships with full-time faculty. Adjunct faculty status was explained using a tiered system where adjunct and other contingent faculty held the lowest status and tenured faculty enjoyed the highest status. Students were impacted by a limited involvement with adjunct faculty who were not on campus to work with students and develop relationships with them. Further, adjunct faculty relied on traditional teaching methods, incorporated few changes to their teaching styles, and assessed student performance differently than full-time faculty. The characteristics of adjunct faculty were included along with their working conditions. Overall, adjunct faculty faced challenging working conditions in comparison to their full-time colleagues, and suggestions for improvement were presented in the literature.

Proprietary Institutions

This section discusses for-profit, postsecondary institutions and is intended to offer a clearer view into for-profit colleges and universities. Up to this point, the literature review focused on adjunct faculty working in non-profit, public and private institutions. According to Miller (2002), the distinction between for-profit and non-profit institutions in terms of their bottom lines was not clear. And, according to Ruch (2001), a more accurate distinction between the types of institutions was tax-paying (for-profit) and non-tax paying (non-profit) because both types of institutions preferred “excess revenue” to breaking-even. “A key distinction between nonprofit and for-profit production of higher education is that for-profit providers are fundamentally oriented to the production of a private benefit: enhanced labor-market outcomes for individuals” (Pusser & Doane, 2001, p. 21). In other words, a for-profit education was more geared toward getting the student into a career. Non-profits were also committed to a career approach, but their goals also included public benefits, such as research, that contributed to society which were not evident at for-profit colleges and universities (Pusser & Doane, 2001).

Non-profit and For-profit Differences

One identifying difference between non-profits and for-profits was that for-profit institutions were able to raise venture capital (Miller, 2000). Ruch (2001) defined proprietary schools as small businesses that took profits earned as personal income while offering training in auto mechanics, cosmetology, or tourism. Proprietary schools, according to Ruch (2001), were different from for-profits, which have stockholders. The schools considered for the purposes of this literature review offered associate, bachelor,

or professional degrees. Not a new phenomenon, for-profit institutions have been in existence in the United States since the 17th century (Kirp, 2003). And, although for-profit institutions were not regulated by society like non-profit institutions (NCPI, 2001), they were accountable to the public in the form of stockholders (Ruch, 2001).

For-profit institutions were viewed both positively and negatively. According to Miller (2000), for-profit institutions contributed to the social good by educating students with disadvantages, educating students of color, providing access to a postsecondary education resulting in a good job, and, in some cases, offering education at a lower price than non-profits. For-profits were seen as a positive change to non-profit education (Kirp, 2003). They were no longer perceived as marginal education (Kirp, 2003) but as organizations that "...will harness the limitless powers of free enterprise to mend a failed higher education institution stuck in the past" (Winston, 1999, p. 13). On the other hand, for-profit colleges were also perceived as a threat to public and private non-profit institutions (NCPI, 2001). Since they made money from tuition, for-profit institutions were viewed as changing education into a marketplace (Kirp, 2003). Further, in some cases, a for-profit education was a more expensive option for students than either a public or private non-profit institution (NCPI, 2001).

It was non-profit institutions that ensured degree programs did not lead to fraud (Pusser & Doane, 2001). Non-profit schools had tax-exempt status (Miller, 2000) and were supported by endowments (Kirp, 2003). There was little chance that for-profit schools would take over the non-profit sector, even though for-profit schools, such as DeVry University and the University of Phoenix, were considered to be in competition with community colleges, regional state universities, and private, non-profit institutions

(Kirp, 2003). According to Pusser and Doane (2001), the for-profit sector only accounted for 5% of the students enrolled in degree-granting programs in the United States, with most postsecondary degrees awarded by non-profit, public institutions. Further, public community colleges dominated the two-year market not for-profit colleges (NCPI, 2001). Motivated by for-profit institutions, non-profit institutions began to offer more specific educational options leading more directly to a career (Winston, 1999). Some non-profit institutions, such as the University of Wisconsin, were partnering with for-profit enterprises, such as Lotus (Winston, 1999). Other non-profit postsecondary institutions were even creating their own for-profit teaching divisions (Ruch, 2001).

Characteristics of For-Profit Institutions

Like non-profit postsecondary institutions, for-profit institutions offered classes, maintained student services, focused on curriculum and instruction, and aimed for strong enrollments and completion rates. But they differed from non-profits in terms of efficiency and recruiting. This section will discuss the characteristics of for-profit schools, starting with curriculum and instruction. The curriculum at for-profit schools emphasized career preparation or an applied education (NCPI, 2001; Kapper, 1998). The curriculum at for-profit schools, which included technical as well as general education courses (NCPI, 2001; Kapper, 1998), was not managed by faculty but by professional curriculum specialists (Ruch, 2001). Quality and consistency were maintained across all campuses (Kirp, 2003), syllabi were centrally written (Winston, 1999), and faculty did not decide what subjects should be taught (Kirp, 2003).

Concrete rather than abstract learning was stressed at for-profit colleges and universities. According to Winston (1999), not all students wanted or needed the abstract learning that was offered at some institutions. “Although it feels egalitarian to take the position that everyone deserves the best, in many cases this may have been unrealistic, leading to a product that many of our customers simply don’t want to buy” (Winston, 1999, p. 19). Kirp (2003) stated at DeVry University, instruction was more intense than at most community colleges and regional universities and students there preferred learning skills over theoretical concepts. Due to the customer orientation of for-profit universities, there was a concern that grading and academic rigor was reduced (Ruch, 2001). In his comparison of five for-profit institutions, Ruch (2001) found academic rigor was not reduced, but faculty gave students the opportunity to revise assignments until they got it right. Faculty did not give away grades but gave opportunities, sometimes repeated opportunities, to earn good grades (Ruch, 2001).

Although the for-profits did not usually offer sports or other extra-curricular activities to their students, they did offer extensive student support services (NCPI, 2001) and flexible class schedules (Winston, 1999). Students liked the high placement rates for graduates of for-profit institutions. Kapper (1998) and Kirp (2003) cited job placement rates between 85%-95% for graduates from DeVry University. This placement rate was often used as a recruiting tool for new students (Kirp, 2003). For-profit institutions had extensive relationships with local businesses (Change, 2001), which helped with placing recent graduates. Classes were scheduled at times that were convenient to students during the day and evening (Winston, 1999) and also in compressed and accelerated formats (Kirp, 2003; Kapper, 1998). Students liked the fast rate and focused instruction of courses

offered year-around and the opportunity to earn a bachelor's degree in three years (Kirp, 2003). Courses listed in the catalog at a for-profit institution were not as likely to be cancelled as those at non-profit, public institutions that were understaffed or under funded (Kirp, 2003).

The for-profit institutions identified in the literature had a high completion rate. According to NCPI (2001), students at for-profit institutions were more likely to complete an associate's degree than those attending non-profit community colleges. In 2003 at DeVry University, less than 40% of the students graduated in six years, yet these graduation rates were still higher than those at community colleges (Kirp, 2003). Reasons offered for this higher completion rate were: for-profit schools had lower standards for achievement, had a stricter initial selection of students, or offered better support services to students (NCPI, 2001). Another consideration for a high completion rate was faculty driven. Faculty were pressured by corporate offices to concentrate on student retention and completion rates (Ruch, 2001).

Students at For-Profit Institutions

Students at some for-profit institutions were viewed as customers (Ruch, 2001). This perspective caused for-profit institutions to be responsive to student needs and requests in a number of ways (Ruch, 2001). Some of the institutions offered a stripped-down higher education, and they limited the number of available academic programs in an efficient, utilitarian environment. The University of Phoenix met the needs of its adult student population by offering a limited number of degree programs (Pusser & Doane, 2001). Segway offered students and employers what they wanted (Pusser & Doane, 2001)

in a no-frills environment that enabled the institution to spend less to educate students than traditional universities (Kirp, 2003). The campuses of many for-profit institutions looked like office buildings and they lacked the characteristics of a traditional campus with landscaped grounds and multiple buildings (Ruch, 2001). For-profit institutions offered students a better deal and still earned a profit by taking advantage of efficiencies gained through technology and organizational structure (Winston, 1999).

Gaining and maintaining accreditation was essential to for-profit schools. Some, not all, for-profit institutions were regionally accredited, which added legitimacy to the programs and allowed students to receive grants and federal loans. “What has caused concern is the legitimacy that for-profit institutions are earning as they increasingly obtain accreditation and therefore access to a greater share of government-funded student financial aid” (NCPI, 2001, p. 47). The University of Phoenix, Argosy Educational Group, DeVry University, Art Institutes International, and Strayer University were all regionally accredited and degree granting (Ruch, 2001). Many two-year for-profit institutions were not regionally accredited, which was why they were not competitors to for non-profit community colleges (NCPI, 2001). Accreditation was good for students at for-profit institutions, but it also decreased the amount of federal funding that was available for students at non-profit institutions. DeVry University, surprisingly, did not emphasize in its T.V. commercials that the institution was accredited and offered bachelor’s degrees (Kirp, 2003). These commercials did not alter the trade school image and that troubled some students (Kirp, 2003).

Despite regional accreditation and an increase in legitimacy, enrollment in for-profit institutions was still less than it was at non-profit, two- and four-year institutions

(NCPI, 2001). However, Hispanic, Asian, and African American students constituted a larger share of the enrollment at for-profit schools than at either public or private non-profit postsecondary institutions (NCPI, 2001). According to Kirp (2003), DeVry University graduated more Hispanic and African American engineers than any other university in the country. Students at the University of Phoenix were working adults (Winston, 1999) whereas at DeVry University, evening students were working adults and day students, for the most part, were more traditional (Kirp, 2003). Students at for-profit schools had clearer occupational goals than those at non-profit schools, attended school full-time (87% attended full-time at two-year institutions and 81% at four-year institutions), and used financial aid to cover more of their tuition than students at public non-profit schools (NCPI, 2001). Some students attending DeVry University were the first members of their families to go to college (Kirp, 2003).

Faculty at For-profit Institutions

The courses at for-profit institutions were taught by both full-time and adjunct faculty. The University of Phoenix, which employed 45 full-time faculty had 45,000 students, taught most of its courses with adjunct faculty (Winston, 1999). They did not use the term “adjunct” to refer to the temporary teaching staff since part-time instructors were considered the instructional center of the university (Ruch, 2001). In addition adjunct faculty at the University of Phoenix were required to be employed full-time in the field in which they were teaching (Ruch, 2001). Other for-profit schools had more full-time faculty on staff than the University of Phoenix. At Educational Management, Argosy, Strayer, and DeVry 50-70% of the credit hours were taught by full-time faculty

(Ruch, 2001). But full-time status did not mean tenure. The full-time faculty members at these schools did not have tenure (Ruch, 2001).

The DeVry University students Kirp (2003) interviewed thought of their faculty members as mentors who wanted the students to succeed and who emphasized skills over theory. Faculty members were expected to advise students and were typically on campus four to five days each week at for-profit institutions (Ruch, 2001). Faculty members did as they are told by their managers and did not make decisions about subjects or curriculum (Kirp, 2003). They were viewed as experts in teaching and delivery and not in curriculum or program development (Ruch, 2001). Further, for-profit institutions did not place as high a value on faculty research as did the non-profit institutions (Ruch, 2001). These expectations caused tensions between the business and academic sides of the organization (Kirp, 2003). According to Winston (1999) "...traditions like reliance on full-time tenured faculty, faculty governance, and curricular freedom, which have trickled down the hierarchy of traditional schools, will come under increasing pressure from the bottom of that hierarchy when competing firms try to make a profit" (p. 19).

Summary

The differences between for-profit and non-profit institutions were discussed in this section. These differences ranged from income sources to fraud and accreditation. The characteristics of for-profit institutions included offering focused academic programs in a no-frills environment. Students who attended for-profit institutions were often viewed as customers seeking a quality product for a reasonable price. They represented a variety of ethnic groups and were attending school, for the most part, as full-time

students. Adjunct and full-time faculty who taught at for-profit institutions were viewed as subject/industry and not necessarily curriculum experts. They sometimes experienced tensions between the academic side and the business side of the institution.

The first part of this literature review focused on adjunct faculty teaching in non-profit colleges and universities. The reasons and the advantages and disadvantages of hiring adjunct faculty, their impact on students, the adjunct and full-time relationship, the characteristics of adjunct faculty, and the working conditions for adjunct faculty were considered. To develop insight into for-profit colleges and universities, the literature on these institutions was presented. Faculty and students were discussed in addition to the characteristics of for-profit institutions and the similarities and differences for-profit schools have with non-profit institutions.

CHAPTER 3: RESEARCH METHOD AND DESIGN

Restatement of Purpose of Inquiry and Research Questions

This case study focused on the relationship between adjunct and full-time faculty teaching at a for-profit, private university that offered both bachelor's and associate's degrees. The purpose was to describe the perceived relationships between adjunct and full-time faculty teaching in an identified semester at this institution.

An understanding of adjunct and full-time faculty relationships will offer insights to workplace tensions, misunderstandings, and the perceived relationships between the two groups. Adjunct and full-time faculty with non-profit teaching experiences were teaching at for-profit institutions (Ruch, 2001) and experienced the organizational tensions between academics and business (Kirp, 2003), which was different from their previous experiences. Full-time faculty teaching at for-profit schools did not have tenure, freedom to develop curriculum, or faculty governance organizations (Winston, 1999). The teaching environment and job security was different at for-profits than it was at non-profits. The literature on for-profit institutions did not discuss the relationship between adjunct and full-time faculty, and the literature on adjunct faculty did not consider the context of for-profit colleges and universities.

The central questions (Creswell, 1998) were supported with probing questions to focus the interview. Probing questions or as Creswell (1998) called topical sub-questions, will "...foreshadow the steps in the procedures of data collection, analysis, and narrative format construction" (p. 105). The probing questions are identified in Appendix C. This case study was guided by the following central research questions:

1. What is the relationship between adjunct and full-time faculty at a for-profit university?
2. How is this relationship perceived by adjunct faculty members at a for-profit university?
3. How is this relationship perceived by full-time faculty at a for-profit university?

Research Design and Rationale

This study uses a qualitative approach. Philosophically, qualitative research assumes "that reality is constructed by individuals interacting with their social worlds...how they make sense of the world and the experiences they have in the world" (Merriam, 1998, p. 6). Creswell (1998) stated qualitative researchers apply their own set of beliefs or assumptions to their work. The characteristics of qualitative research were an insider's perspective where I was the instrument for data collection, I went into the field and developed the concepts and hypotheses (Merriam, 1998), and I used words and quotations to convey what I learned (Creswell, 1998; Merriam, 1998). In qualitative research reality was subjective and included the participants' perspectives (Creswell, 1998).

Different factors were considered prior to identifying this qualitative research tradition for the study. First, the area of workplace relationships between adjunct and full-time faculty teaching at a for-profit university was not well-represented in the literature. A case study contributes to “the scholarly literature in the field” (Creswell, 1998, p. 39) by offering insight into a phenomenon (Merriam, 1998). Case studies use data gathered

...to develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering. If there is lack of theory, or if existing theory does not adequately explain the phenomenon, hypotheses cannot be developed to structure a research investigation. A case study researcher gathers as much information about the problem as possible with the intent of analyzing, interpreting, or theorizing about the phenomenon (Merriam, 1998, p. 38)

Of Creswell’s (1998) reasons for choosing a qualitative approach, the following applied to this study: the research questions asked “what” and “how”; the topic needed exploration; and participants were studied in their natural setting. All of the interviews took place on campus in either a conference room or a cubicle. A key consideration was the research questions. The case study tradition had a “distinct advantage” (Merriam, 1998, p. 32) in addressing how and why questions.

The relationship between adjunct and full-time faculty who work at for-profit institutions needed further exploration and, because it included the participants’ perspectives, was a good fit for a qualitative study. The tradition selected was a case study. A case study explored a case or bounded system through “in-depth data collection

involving multiple sources of information rich in context...bounded by time and place” (Creswell, 1998, p. 61). Merriam (1998) defined a case study as an intensive description and analysis of a unit or bounded system. The system may be bounded by time or physical setting (Creswell, 1998; Merriam, 1998). Creswell (1998) identified five features for a case study including an identified case, a bounded system, multiple sources of information, a description of the context, and an in-depth analysis. Since this study was conducted on one campus of a multi-campus network of a for-profit university, the case study framework was used. Merriam (1998) stated that a case was “...a thing, a single entity, a unit around which there are boundaries” (p. 27). This study had boundaries of type of institution, location, time, and job title. The boundary of institution type was a for-profit university. The physical boundary was the by campus location. The boundary of time was the academic term and the job title boundary was comprised of full-time and adjunct faculty participants. This study illustrated some of the complexities (Merriam, 1998) of the perceived relationships between adjunct and full-time faculty working at a for-profit university.

Site and Participants

The location for this case study was one campus in a multi-campus for-profit university. For this study the pseudonym Segway University was used to identify the case study location. The Board of Directors authorized policy decisions, provided strategy direction, selected the Chairman and President of the organization and approved senior level corporate officers. This board oversaw more than twenty campuses in the system. Campuses were headed by local presidents who reported to a centralized administrative structure at the “home office.” The campus for this study was located in a large

metropolitan area. Both associate and bachelor degrees were granted at this campus. Student enrollment was over 1800 students. At this location, classes were scheduled throughout the day and evenings and on weekends. Monday through Friday classes were scheduled from 7:00 a.m. until 10:00 p.m. and were classified as morning, afternoon, and evening sections. Weekend classes were scheduled on Saturdays and some Sundays.

The 92,000 square foot building included classrooms, a commons area with food service, a bookstore, computer labs, a library, faculty cubicles, and administrative offices. Administrative offices included financial aid, career services, admissions, testing, academics, registrar, student services, and facilities. Students, faculty, and staff parked in the parking lot surrounding the building, and they could spend their entire day in the facility. This building was called a campus by the organization, administration, faculty, staff, and students. Resident dormitories were not located on the property, but students were given assistance through the Student Services office to find a local apartment and roommate(s). Surrounding the facility were a large parking lot, several office parks, and on the eastern side, an expressway.

Faculty included in this study included both professional and general studies disciplines. The areas for professional studies were electronics, computer information systems, and business programs. General study subjects included English, humanities, mathematics, and professional skills courses. In a qualitative study the number of participants is usually a small, nonrandom, and purposeful sample (Merriam, 1998). Participants for this study were selected using purposeful sampling and a maximum variation strategy (Creswell, 1998; Merriam, 1998). Purposeful sampling occurs within the case after the boundaries have been identified (Merriam, 1998). With purposeful

sampling, I selected a sample from which I could learn the most (Merriam, 1998). Creswell (1998) explained maximum variation sampling as identifying important, common patterns across a group with diverse variations. According to Merriam (1998), maximum variation sampling seeks the widest representation of a group of characteristics that applies to the study. Variations I used in selecting participants were the rank of the full-time faculty member, the academic program in which the faculty members taught, the type of delivery mode, and their teaching schedules. Purposeful sampling using maximum variation “documents diverse variations and identifies important common patterns” (Creswell, 1998, p. 119). Maximum variation was used to gain an overall view of the relationship between adjunct and full-time faculty working at a for-profit university. Participants were interviewed until saturation or redundancy was reached and new information was not coming from the participants (Lincoln & Guba, 1985 as cited in Merriam, 1998).

Participants in this case study included four full-time and three adjunct faculty members. Both professional and general studies faculty were included. Full-time faculty members in this study had the rank of either professor or senior professor. Full-time faculty members taught a minimum of 42 credit hours during an academic year which consisted of three, 15-week semesters. Full-time faculty in this study were in the General Education and the Network Communications departments. Full-time faculty experience at Segway ranged from eight to 23 years. All of the full-time faculty in this study had either taught as adjuncts or were teaching as adjuncts at other colleges in addition to their full-time faculty positions. Adjunct faculty taught for the Electronics and Computer Information Systems departments and their professional experience as an adjunct at this

location ranged from four to 14 years. Job titles for adjunct faculty were either “adjunct faculty” or “contract faculty.” Contract faculty were considered independent contractors, not employees of the campus, and were compensated differently than those classified as adjunct faculty. All participants in the study had master’s degrees and three had Ph.D.s. To ensure familiarity with the campus, the organization, and the full-time faculty, adjunct faculty members in this study taught as an adjunct for at least four consecutive semesters at this campus prior to the interview. Adjunct faculty participants for this study did not include retired full-time faculty, full-time faculty teaching an overload at the adjunct pay rate, administrators teaching as an adjunct, or part-time faculty who were employed on a permanent part-time (half teaching load) status. Both men and women participated in the study.

Instructional delivery modes at this campus included standard, compressed, and accelerated. Standard classes were offered in a 15-week or semester format. Compressed courses had the same number of contact hours as the 15-week courses but were taught in 7 or 8 weeks. Accelerated courses were generally scheduled on the weekends, had fewer contact hours than a 15-week or compressed course, were taught in 7 or 8 weeks, and were supported by a learning management system (LMS). Teaching with an online component required additional training and all full-time faculty members were required to be trained in the use of the LMS selected by the organization whether or not they were scheduled to teach an accelerated course. Adjunct faculty members were required to complete the LMS training only if they were scheduled to teach in the accelerated delivery mode.

To obtain permission to contact faculty on this campus a meeting was held with the campus president to discuss the scope of the study and ensure the confidentiality of the participants. Creswell (1998) suggested gaining permission prior to data collection. The campus president granted permission and unrestricted use of the facilities and offered campus space to conduct the interviews. "An important step in the process is to find people or places to study and to gain access and establish rapport so that the participants will provide good data" (Creswell, 1998, p. 110). All interviews were held on campus in the library conference room, the faculty conference room, and faculty cubicles. A letter of inquiry was sent to the campus president who forwarded it, along with a brief message from her, to the active adjunct and full-time faculty using their Segway e-mail addresses. All active campus faculty had a Segway University e-mail account. The letter of inquiry identified me as the researcher, assured their confidentiality, identified the purpose of the study, and informed the readers that approval had been granted for this study by the administration. Faculty contacted me directly either by phone or e-mail and expressed their interest in participating in the study. During our initial phone conversation I confirmed the faculty member met the criteria for the purposeful sampling for the study and addressed any questions he or she might have. An interview date, time, and location were set either during this initial conversation or shortly thereafter.

Data Collection

Data collection relied upon multiple sources and included interviews, document analysis, and observations as suggested by Creswell (1998). Three central questions were asked for this case study. Probing questions [Appendix C] helped explore topics that would support the three central questions (Merriam, 1998). Participants were asked questions about their education and training to help with data management and to encourage conversation and establish rapport and trust. The semi-structured interview (Creswell, 1998) was guided by the research and probing questions but not restricted by it. “Less structured formats assume that individual respondents define the world in unique ways” (Merriam, 1998, p.75). Participants were encouraged to elaborate on ideas and thoughts that were triggered by the questions.

A pilot interview was conducted to try out the research questions and to fine-tune the follow-up questions and probes as advised by Merriam (1998). The pilot study was conducted on the Metropolis Segway campus with a senior faculty member from the General Education department. Merriam (1998) suggests that “pilot interviews are crucial for trying out your questions” (p. 74). Although several faculty members at this location expressed an interest in participating in the pilot study after an inquiry e-mail, only one was necessary. Permission to conduct the pilot study was granted by the Metropolis campus Dean of Academic Affairs. The interview was recorded, transcribed, and reviewed with the pilot participant. This transcript was analyzed and initial codes were identified. The pilot study participant offered feedback on the interview and study which was incorporated into the actual interviews. Pilot interviews help the researcher determine if the wording and order of the questions is appropriate (Merriam, 1998).

Creswell (1998) identified four considerations when conducting interviews. First, the recording procedures and equipment should be appropriate for the room and the location (Creswell, 1998). Merriam (1998) stated the most common way to capture the interview is to audio record the data. Second, the location of the interview should be quiet and away from distractions if possible (Creswell, 1998). Third, the researcher should “obtain consent from the interviewee to participate in the study” (Creswell, 1998, p. 124). And fourth, the researcher should stick to the interview questions and be respectful of the participant’s time by not prolonging the interview (Creswell, 1998).

A data collection table was used to facilitate data management. Creswell (1998) recommended recording the location of the interview, the date and time of the interview, and a pseudonym for the participant on a data sheet. The consent form was reviewed and signed by the participant prior to starting the interview (Creswell, 1998). Merriam (1998) suggested five issues to address at the start of the interview. Before starting the questioning the researcher should state the purpose of the study, identify a pseudonym for the participant, identify who has final say on the study content, payment if applicable, and housekeeping issues. Further, to get participants talking it is helpful to begin the interview by asking them personally descriptive information (Merriam, 1998). With the participant’s knowledge and permission the interview was recorded (Creswell, 1998; Merriam, 1998) with a digital audio tape recorder. The interviews were conducted one-on-one. Each interview was scheduled for 60 minutes but went longer if the participants had time and interest and the dialogue was relevant to the study. The location of the interviews was based on availability at the facility and the comfort of the participant and

researcher. The interviews were transcribed and shared with the participants in an individual e-mail.

As a full-time faculty member at the Metropolis campus, I had an insider's identity but did not participate in the activities at the Hillsburg campus as a group member. Information gathered was stored in computer files, field notes, and transcriptions as suggested by Creswell (1998) and Merriam (1998). These files were routinely backed-up on a computer and two different external storage drives. Participant's pseudonyms were used in the back-up files to maintain confidentiality (Creswell, 1998).

Data Analysis

After the interviews were conducted the audio files were transcribed. The lines in the transcribed interviews were numbered as recommended by Merriam (1998). The data analysis technique used in this study was the constant comparative analysis method (Merriam, 1998).

The researcher begins with a particular incident from an interview, field notes, or document and compares it with another incident in the same set of data or in another set. These comparisons lead to tentative categories that are then compared to each other and to other instances (Merriam, 1998, p. 159).

The transcripts from the interview were read and the audio recordings were reviewed multiple times and initial thoughts and impressions were noted as suggested by Creswell (1998). Transcripts were also reviewed while listening to the audio recording and vocal cues were noted. After notes were recorded in the margins of the transcripts, they were reviewed, grouped, and noted on an attachment to the transcript. This process helped

develop an overall sense of the interview. An initial analysis was prepared and sent to the participants along with a copy of the transcript of their interview. Participant's feedback on the transcript and initial themes were noted and included in data analysis of the interviews as recommended by Creswell (1998). Interviews were revisited and analyzed throughout the data collection process and the lists of groupings for the interviews were compared. The interviews were coded by numbered sentences (Merriam, 1998) and categories and subcategories were formed to capture the essence of the relationship between adjunct and full-time faculty based on the coding and the groupings from the notes on the transcripts. Memos were used to maintain a record of themes and concepts that may be applicable to the study. A memo captured "reflections, tentative themes, hunches, ideas, and things to pursue" (Merriam, 1998, p. 161) and reflected on analytic thought (Creswell, 1998). Strauss and Corbin (1998) recommended using memos to capture thoughts as they occur otherwise important thoughts and revelations could be lost.

Documents were analyzed in a manner similar to the interviews. Copies were obtained of the documents, and they were read and re-read with notes made in the margins and in memos. Groupings were identified and recorded on separate pages that were attached to the documents. These groupings were compared with those of other documents and were the basis for coding and categories and themes were identified. Document analysis began prior to the interview process to develop probing questions topics for the interviews.

Notes from the interviews, observations, and documents were reviewed and initial groupings were made. "Devising categories is largely an intuitive process, but it is also

systematic and informed by the study's purpose, the investigator's orientation and knowledge, and the meanings made explicit by the participants themselves" (Merriam, 1998, p. 179). Categories or codes were identified to begin to reduce the data (Creswell, 1998) into data units (Merriam, 1998). A data unit was the smallest unit of information that was meaningful by itself without any additional or contextual information (Merriam, 1998). These groupings were compared across the observations to generate codes and develop analytic frameworks (Creswell, 1998). Once codes were identified, categories were formed and compared with those that emerged from the interviews and the documents. Coding data created concise bits of information that were easily retrieved and analyzed (Merriam, 1998). The theoretical lenses of organizational socialization, in-group and out-group affiliations, and culture change became evident in the data analysis process. Category names for this study came from the literature (Merriam, 1998) and an interpretation of a "social science construct or idea" (Creswell, 1998, p. 145).

Theoretical Lens to Organize Data

The "disciplinary orientation is the lens through which you view the world" (Merriam, 1998, p. 45) it gives form to the study. Three theoretical lenses were used in this case study to organize the data and construct categories related to adjunct and full-time faculty relationships. They were organizational socialization, organizational culture and change, and in-group and out-group affiliation. These concepts are explained further in this section.

Organizational Socialization

Organizational socialization was the active effort of the organizational members to teach a newcomer the appropriate values, norms, and behaviors (Jablin, 2001). The model of organizational socialization identified the phases an individual experienced during his or her tenure in a workplace environment. The three phases of the model are anticipatory socialization, entry and assimilation, and disengagement and exit. It is important to note that the phases in the model were overlapping and were not “discrete points...which newcomers move from the organizational encounter phase to the metamorphosis phase of assimilation...” (Jablin, 2001, pg. 759). This model explained some of the experiences the participants in this study had during their employment and relational development at Segway. Before taking a look at the data it will be helpful to briefly review the applicable components of Jablin’s (2001) socialization model and the associated sub-categories. The phase that was used to organize data in this study was organizational entry and assimilation.

Organizational entry and assimilation explored the processes individuals experienced as they became part of the culture in an organization. The sub-categories in this phase included socialization strategies, training, formal and informal mentoring, information seeking and giving, and peer and supervisory relationship development (Jablin, 2001). The sub-categories dealing with relationships were the lenses in this study. Socialization strategies were often viewed as the way the organization “processes” people (Jablin, 2001). A common typology by VanMaanen and Schein (as cited in Jablin, 2001; Modaff, DeWine, & Butler, 2008) identified six different strategies which were: formal-informal; individual-collective; sequential-nonsequential; fixed-variable; serial-

disjunctive; investiture-divestiture. The strategies identified by VanMaanen and Schein (1979; as cited in Jablin, 2001) described what happened as new hires entered into and learned about an organization. Generally, socialization experiences explained the events, activities, and interactions that new hires identified as having an impact on how they learned about their new organizations, the appropriate behaviors and beliefs, and how they developed relationships.

The next sub-categories, training, and formal mentoring were designed by the organization. Training programs were typically formal and presented to new hires in a group. Formal mentoring helped new hires in fostering satisfying workplace relationships, knowing organizational politics, and understanding organizational goals and values (Jablin, 2001). The remaining processes, informal mentoring, information seeking and giving, and peer and supervisory relationship development examined a new hire's relationships in the organization. New hires readily sought information relating to their job tasks or technical issues (Jablin, 2001). Peer and supervisory relationships reduced stress and made it easier for a new hire to learn his or her job (Jablin, 2001). Typically new hires had more contact with their peers than their supervisors and developed relationships with them. Supervisors served as role models, interpret and filtered downward messages, had positional power, and gave the new hire feedback on his or her performance (Jablin, 2001).

Organizational Culture and Change

Participants in the study talked about their experiences with organizational changes. Although not explicitly discussed, the changes implemented by the organization and experienced by the participants had an impact on the organizational culture. Shokley-Zalabak (2009) defined organizational change as either planned or unplanned alterations experienced by employees. The concept of organizational culture had many different definitions. As institutions developed a shared reality for members that helped them define and understand events, conversations, objects, relationships, and situations an organizational culture evolved (Eisenberg & Riley, 2001; Littlejohn, 1989). Culture was also the "...unique sense of the place that organizations generate through ways of doing and ways of communicating about the organization" (Shokley-Zalabak, 2009, p. 47).

Culture producing activities were not limited to top-down declarations from upper management but also included what Littlejohn (1989) referred to as mundane daily activities. These daily activities were called rituals and consisted of behaviors and conversations that occurred with regularity (Shokley-Zalabak, 2009). Rituals were the ways organizational members "...define what is important or the values of the culture..." (Shokley-Zalabak, 2009, p. 48).

Participants also discussed their sub-cultures or co-cultures within the organization. Gudykunst and Kim (1984) defined sub-cultures as shared ideas and patterns of behavior that were held by a group within a larger group or society. The sub-culture possessed the characteristics of the larger culture or group but also contained distinguishing characteristics and behaviors that allowed the members to be unified as a

smaller group. For example, in this study the larger cultural group of faculty had the sub-culture of full-time faculty and the sub-culture of adjunct faculty. Identifying the campus culture and adding identifiers to in-group and out-group members offered the adjunct and full-time faculty the opportunity to deal with the ambiguity of their working environment. Organizational socialization experiences helped focus and guide newcomers as they learned about the campus and the culture.

In-Group/Out-Group Affiliations

Group members that individuals were socialized to interact with were referred to as in-groups and members that individuals were taught to avoid were called out-groups (Gudykunst & Kim, 1984). According to Gudykunst and Kim (1984) individuals made assumptions about their in-group and out-group memberships and these assumptions influenced the way members perceived and used information about newcomers or strangers. Group memberships and the associated characteristics were passed down from adults to children and also from incumbent members to new members (Gudykunst & Kim, 1984). As individuals were socialized into a group the rules and norms for interacting with in-group and out-group members were communicated to them. Individuals received these messages, in part, from training or orientation sessions, selection interviews, and peer and supervisory relationships (Jablin, 2001). Misperceptions of out-group members developed based on limited information and group stereotyping. Perpetuating misperceptions of out-group members enhanced in-group cohesion, facilitated decision-making, and if not carefully monitored, encouraged groupthink (Galanes & Adams, 2007). These misperceptions also reduced cohesion across group lines (Galanes & Adams, 2007).

Organizational rules (Jablin, 2001) helped members determine who was an in-group member and who was an out-group member. Tools such as job descriptions, organizational charts, hierarchical communication, and segmenting organizational functions into departments controlled how employees interacted with one another (Littlejohn, 1989) and determined who was an in-group member and who was an out-group member. As individuals were socialized into the organization they learned how to interact with their professional colleagues (Jablin, 2001).

Trustworthiness

Merriam's (1998) strategies for trustworthiness were used in this study: different sources of information; member checks; peer examination; and identifying the researcher's bias. The different sources of information used to confirm the emerging findings (Creswell, 1998; Merriam, 1998) were interviews, observations, and document analysis. Member checking asked participants to look at initial drafts that related to them (Creswell, 1998). This was done after data collection as suggested by Creswell (1998). After the transcripts were completed and initial groupings were created the transcript was sent to the participant for review. Their comments were incorporated into the data analysis. Along with checking the researcher's interpretations (Merriam, 1998), this process kept the participants apprised about the research process. Throughout the research process, reviews of portions of the study were performed by peer researchers. Peer exams asked "colleagues to comment on the findings" as they emerged (Merriam, 1998, p. 204). During the review of the entire final draft, peer researchers were given a Critique Checklist devised by Stake (1995) and cited in Creswell (1998) [Appendix A]. Feedback provided by the peer researchers was included in the document. The

researcher's perspective was indicated in Chapter 1 to clarify "the researcher's assumptions, worldview, and theoretical orientation at the onset of the study" (Merriam, 1998, p. 205).

The next section, data analysis, begins with the participant profiles and continues with analysis of the data using the theoretical lenses of Organizational socialization, In-group/Out-group affiliation, and Organizational change and culture.

CHAPTER 4: RELATIONSHIP BETWEEN ADJUNCT AND FULL-TIME FACULTY TEACHING AT A FOR-PROFIT UNIVERSITY

The relationships between adjunct and full-time faculty members working in this organization were more sophisticated than initially anticipated. It moved beyond a casual knowledge of one another, feelings of competition or jealousy, and lack of information, to an understanding of each others' perspectives and the organization as a whole. All of the full-time faculty members in this study had adjunct teaching experience. All of the adjunct faculty members in this study had full-time work experience in industry. The overarching themes that emerged from the data were Organizational Socialization, Organizational Changes, and In-group/Out-group affiliation.

The first theme is Organizational Socialization focusing on the Organizational Entry and Assimilation phase. In this phase the sub categories of socialization strategies, training and mentoring, information giving and seeking, and relationship development emerged from the data. The second theme in this chapter is Organizational Changes. The changes the participants experienced and discussed were decreases in enrollment, the hiring freeze, class scheduling, and facilities. In-group and Out-group affiliations are the final themes. Participants experienced in-group affiliations in terms of job insecurity,

adjunct experiences, and workplace inequities. The out-group affiliation related to this study is between adjunct and full-time faculty. The next section discusses the participants and their profiles.

Participant Profiles

This section identifies the participants in the study by their self-selected pseudonyms. Details such as educational background and professional experiences were identified here for transferability and to allow the reader to better understand and know the participants. Many identifying characteristics were purposely omitted to ensure the confidentiality of the participants. Three of the faculty members in this study were adjuncts and their pseudonyms were Sean, Rick, and Jose. Sean was the newest adjunct faculty member with three years of experience at Segway, Hillsburg and Jose had been teaching there the longest with 14 years of experience. The remaining participants were full-time faculty members with the pseudonyms Jack, Molly, Patsy, and Scott. Patsy was the newest full-time faculty member with eight years of experience and Molly was the most senior full-time faculty member with 23 years of experience.

Sean, Adjunct

After he earned his first master's degree Sean tried to get adjunct work at a local college but believed he was not hired because of his age. After earning two master degrees, he started teaching at Segway as an adjunct faculty member in the Electronics department. He was scheduled to teach his first class at Segway one year after he was hired. He was no longer working in industry and held another part-time job in addition to teaching his Segway classes. Sean enjoyed teaching and at the time of the interview he

was teaching three classes for a total of ten credits. Sean firmly believed that the adjunct faculty positions should be eliminated and restructured into full-time positions. The amount of work required to monitor E-college and curriculum would create, in his opinion, full-time positions when coupled with teaching. Overall, he enjoyed teaching at Segway and wanted to become full-time faculty.

Rick, Adjunct

Rick had been teaching as an adjunct instructor at area colleges and universities almost consistently since 1985. As a full-time employee in industry, teaching was a means to fund his hobbies. He had a Ph.D. and started at Segway in 2000 in the Electronics Department after he had retired from his industry job. Although he stated that some adjunct faculty expected the adjunct position to transition into a full-time one he did not. In fact, he knew when he was hired he would not be hired as a full-time professor. Coming from a business perspective, Rick understood the expectations for his adjunct role and that he was doing the same work as a full-time employee but only cheaper. Rick also acknowledged he did not have the responsibilities of a full-time professor such as attending meetings. Professional development opportunities that were offered to adjunct faculty interested him. Rick attended in-service days and had taken advantage of the adjunct faculty class voucher. The voucher covered the cost of tuition for one course of up to five credit hours but not books or fees. Rick taught 30 credit hours during the academic year which was the maximum permitted for adjunct faculty. He was kept busy and was willing to teach more. Even though it was not an expectation, he was interested in teaching full-time and made this interest known to people he worked with there. He planned to stay at Segway for as long as they continued to offer him classes to teach.

Jose, Adjunct

Jose worked full-time in industry and taught as an adjunct at Segway. He enjoyed teaching and had been working at Segway since 1992 in the Electronics department to supplement his income. Jose earned both his bachelor's and master's degrees from a local university. He taught in the evenings and, even though there was no guarantee he would be offered a class, he had taught every semester since he started. Due to his full-time job, it was not possible for Jose to attend daytime campus activities and meetings but he did know where to get job-related information. Teaching as an adjunct was working for him, and if he lost his full-time job, he said he would consider teaching full-time. He participated in professional development activities including LMS training. In his opinion, the full-time faculty drove the curriculum changes at Segway and adjunct faculty were not involved in this process.

Jack, Full-time

Before he came to Segway to teach full-time, Jack had taught at two other area colleges as an adjunct. When he graduated with his master's degree there were few teaching opportunities. After working for eight years in social service, he started teaching part-time at a local college and eventually began teaching at another area college as an adjunct while working there full-time in another department. Neither college was hiring full-time faculty. Someone he knew at Segway said there was an opportunity there to teach English full-time, and he got the position. During his 20-year plus career at Segway's Hillsburg campus he fostered friendships with some of the adjunct faculty and understood some of their challenges. He envisioned full-time faculty positions, once they became vacant, would be staffed with adjunct faculty instead.

In addition to his teaching duties, Jack was at one time the acting Associate Dean for General Education. One of his responsibilities was to observe the adjunct faculty. He said the adjunct faculty members were receptive to this process. Jack's teaching schedule included both day and evening classes. Since most adjunct faculty were staffed in the evening, Jack fostered casual relationships with some of them. Full-time faculty had not been laid off and replaced by adjunct faculty because of low enrollments but there were fewer adjuncts than in the past. Jack credited the Segway administration with maintaining the full-time staff and the continuity of culture.

Molly, Full-time

Molly was a full-time faculty member and had taught for more than 23 years in the General Education department. When she applied for the teaching job at Segway, she was working in industry as a technical writer. She had prior teaching experience as an adjunct at a local community college and wanted to return to teaching. When Molly was hired for this full-time position, she did not yet have a master's degree although she was in the process of finishing it. The organization strongly encouraged her to complete it as quickly as possible. Molly was one of the first hires in her academic department. Over time she developed strong relationships with her colleagues. She described these relationships as cohesive and stable. Molly was part of the faculty training team when new faculty members were being hired. With the hiring freeze she was no longer training incoming faculty but training and supporting incumbents. Overall, Molly enjoyed her work, colleagues, and students. The opportunities to write and teach kept the job interesting for her throughout the years.

Patsy, Full-time

Patsy had worked for 29 years as a telecommunications professional before she started teaching. During her successful career she earned both her bachelor's and master's degrees. Patsy started as an adjunct while she was a full-time employee at a telecommunications company. After her first, and only, semester as an adjunct faculty member, she decided she liked teaching and asked if there was an opening for a full-time position. She was hired for the full-time position in the Network Communications department. She called it good timing. Patsy's hiring process as an adjunct faculty member was quick. In three days she FAXed a resume, prepared and performed a test lecture, and was given a schedule, a syllabus, and a curriculum guide. In a week's time she prepared for her first lecture without a book (the course didn't have one), teaching materials, or an orientation program. She had not taught before and this was her first class at Segway. When Patsy started as an adjunct faculty member, she was hired to teach an evening course. She came to campus after work and would rarely see other faculty members either adjunct or full-time.

Scott, Full-time

A dean at Segway's Hillsburg campus knew Scott and asked him if he was interested in teaching as an adjunct. He thought that teaching college students as an adjunct would be an interesting way to earn some summer money, so he applied and was hired for the position. After he completed his first semester at Segway, a full-time teaching position opened in the department and Scott applied for and got the position. Because he did not have a master's degree, his employment was contingent upon earning

one. He earned master and doctorate degrees while teaching full-time at Segway. In addition to his full-time position Scott taught as an adjunct at three other area colleges and at the Segway, Archer campus.

Scott had worked with his full-time colleagues for a long time and developed strong relationships with them. The way the cubicles or offices were arranged encouraged communication. One of the benefits of teaching full-time was the long-term relationships that he established with his colleagues. Although he did not have established relationships with many of the adjunct faculty at Segway, he understood some of their challenges.

Findings

Organizational socialization described an employee's experiences as s/he joins a place of work and included three phases which were anticipatory socialization, organizational assimilation, and disengagement/exit. The common themes in organizational socialization were how individuals learned about where they worked through conversation and relationships. Additional dimensions were discussed which added additional detail and explanation to the understanding of these workplace relationships.

Group memberships and relationships were fostered during organizational assimilation. Identified in this study were in-group and out-group relationships. Prior to data collection and analysis for this study stereotypes were expected to be the basis for understanding the relationships for adjunct and full-time faculty. In-group and out-group relationships offered clearer understanding of what was actually occurring at this campus.

Individuals who were expected to be out-group members displayed an understanding of the “other” and related more as in-group members.

Organizational change and culture emerged as individuals discussed their experiences during their years of service. The newest hire had three years of experience teaching at the Hillsburg campus and the most senior faculty member had 23 years of experience. They all experienced changes which changed the culture and their functioning as faculty members.

Organizational Socialization

Organizational socialization, as described by Jablin (2001), identified three phases and several sub-categories relating to a new hire’s transition into and, eventually, out of an organization. The three main phases were Anticipatory Socialization, Organizational Entry and Assimilation, and Disengagement/Exit. The only phase from Jablin’s (2001) model applicable to this study was Organizational Entry and Assimilation. The Anticipatory Socialization phase described an applicant’s communicative behavior prior to starting work at an organization. Jablin’s (2001) Disengagement/Exit phase explored the reactions of an individual leaving an organization and those left behind. Neither of these phases explored the on-going workplace relationships that were evident in this case. Organizational Entry and Assimilation examined the relational development and information seeking of an employee. This section will examine the study participants’ experiences with Organizational Entry and Assimilation as they developed relationships with faculty members at the Segway, Hillsburg campus.

Organizational Entry and Assimilation

This section discusses the participants' experiences with Organizational Entry and Assimilation in terms of relationships between adjunct and full-time faculty members. The applicable sub-categories for this phase are socialization strategies, training, formal and informal mentoring, information giving and seeking, and relational development.

Socialization Strategies

Socialization strategies described how an organization planned for and addressed the needs of a new hire. Van Maanen and Schein (as cited in Jablin, 2001) developed a typology to describe how organizations prepared new hires for work with strategies that were either one-way where organizations process people or two-way using a transactional approach. Too, individuals were generally introduced to their new working environment either as a group or individually. Patsy experienced an individual and informal socialization when she started teaching as an adjunct at Segway. She learned about her new job by asking student workers questions and by trial and error. She also learned how to prepare for her classes and use the labs on her own. Further, she did not have a text book to use to teach the class so she used notes collected from her years in industry for her lectures.

They had no book. So I taught at least three terms with no book. I just taught from notes...I told (the students) you have to take good notes...and I gave them handouts. (Patsy, full-time)

A formal training program was eventually developed which changed the program from the informal one Patsy experienced to a formal one. The programs Molly and Scott

facilitated used collective, sequential, fixed, and investiture strategies. Using VanMannen and Schein's (as cited in Jablin, 2001) typology the program at Segway was organized, planned, formal, and collective since the new hires participated in it as a group. The program was sequential and fixed lasting eight weeks but only eight weeks. Finally, by allocating resources on the new hires the organization was demonstrating the investiture strategy.

Training and Mentoring

Segway developed a formal mentoring program for new hires and trained incumbent full-time faculty on each campus to lead their local programs. The training began as an eight week program for new hires and then evolved to include training for alternative delivery modes such as accelerated, compressed, and online courses and also training for new technologies such as LMS. In order to train faculty in these areas Scott and Molly, along with other select colleagues, needed to be trained first. Their roles as formal mentors and trainers continued as new technology and delivery modes were created and required.

[I]t was training those who are going to be teachers here and helping them assimilate to our culture... [T]hings as simple as how Segway wants people that, their teachers to take attendance to how to use Bloom's Taxonomy in the classroom and classroom discipline and classroom management and all sorts of thing. So we'd do those courses and actually for a while it was an eight week course. (Scott, full-time)

We had a faculty training core here a long time ago. I was doing it along with about three others, but and we give training and it wasn't all that fancy stuff on the Internet at the time, but we'd give training and it was primarily for full-time. Part-time were invited; sometimes they'd come, sometimes they wouldn't... (Molly, full-time)

Another part of the program was classroom observation. Scott sat in the new hire's class and observed and talked informally to students about their experiences with the instructor. This visit was not unannounced so the new hire knew Scott would be there.

After his observation, Scott met with the new hire and made recommendations, if necessary, on how to improve his or her instruction and better meet the students' needs. He also let the new hire know what he or she was doing well in the class.

They knew that they were going to, that I was supposed to talk to their students, but I did it very confidentiality-wise where I didn't say well this student's name said whatever. But I would say, some of the feedback I got from the students was that they didn't understand this portion of what you were doing or what you were trying to get them to learn because of X, Y, and Z. So you might want to consider – and it wasn't anything meant to harm or hurt the instructor, just meant to get them to think about different practices and what might be best for the Segway learner... (Scott, full-time)

By talking with the new hires directly about their performance Scott allowed them to gather information without taking professional image risks and resorting to covert, indirect, tactics. This direct approach saved time and reduced the potential for misinformation and rumors. Scott described an involved process that required a time commitment from him and the new hire and established a formal mentoring relationship.

With reduced enrollments, new faculty members were not being hired so the new hire training was not needed. The training focus shifted to teaching faculty how to use a learning management system or other new instructional technologies. Faculty were still learning how to use a new grading system and Molly and Scott were two of the full-time faculty who facilitated this.

I'm in charge of the Faculty OSS Training for entering grades and doing all that stuff, so I have worked with a lot of people on that and with a lot of adjuncts on the telephone when they've had problems... faculty need to know how to enter the grades for their classes at the end of the semester or session. (Molly, full-time)

So we'd meet once a week and have like one or two hour sessions for eight weeks to get them assimilated and kind of into the Segway culture and that worked really well. But then we went to the accelerated and the compressed classes and the online classes, then we had to do the LMS stuff. So we had to learn [the] LMS ourselves and become trained in that and then we had to train...(Scott, full-time)

Molly was part of a group that delivered these training sessions to new hires and when hiring new faculty was put on hold so were the training programs. As an incumbent, Scott needed to learn new technologies and delivery modes before training others. Molly and Scott were dedicated to the faculty training programs and so was the organization.

Talking to and observing others were ways a new hire learned about an organization. With few people around, and no formal training program for new adjunct faculty when she was hired, Patsy formed her cultural understanding of the organization based on student workers, students, and maybe an occasional encounter with another faculty member.

[T]hey just gave me a classroom and they said, here's your schedule and here's your class list. (Patsy, full-time)

Without prior teaching experience she was only able to relate her current work experiences as an adjunct to her professional career. She did not participate in a training program nor was she assigned a mentor or anyone to work with when she started teaching.

Other than the person who interviewed and hired her, Patsy said she did not know anyone when she started teaching as an adjunct faculty member. Developing mentoring relationships was a challenge, in part, because of the way classes were scheduled with adjuncts teaching in the evening and full-time faculty teaching in the day. Patsy did not indicate if she developed any informal mentoring relationships. Although she did not participate in a mentoring program as a new adjunct, Patsy did mentor a new adjunct once she was a full-time faculty member. Jack was at one time the acting Associate Dean for the General Education department and one of his responsibilities was to observe the adjunct faculty and act as a formal mentor. At some point the administration realized there needed to be more guidance for new hires so they teamed up new and newer adjunct faculty with full-time faculty. Jack thought a mentoring program was a good idea and would have liked a mentor when he started teaching. Sean also said that new adjuncts needed a mentoring program.

[T]he dean was trying to do something about having adjuncts kind of hanging out on their own, being lost in the shuffle...he [the adjunct] did come in early a couple of times and I went over the curriculum with him...and showed him some of the content I had. (Patsy, full-time)

No [responding to question if he had a mentor], nowadays I hear they do what they call mentor, which is the first term they work with you and I think that's good, if it's true. I don't know if that's true though...I would have liked a little more one on one with the full-time just to be – I wouldn't have minded a mentor in the beginning...it was a research job. You had to go out and you had to find it [information], which was o.k. It worked out good, but it seemed like it shouldn't be that way. (Jose, adjunct)

We also need someone to mentor the other adjuncts which is something I discussed with _____ [the dean]. (Sean, adjunct)

It would have made Jose's transition to the organization easier if information had been given to him. Instead he had to seek information out from full-time faculty. Without a mentoring program, new hires sought information from their co-workers (Jablin, 2001).

Adjunct faculty, because of the nature of the job, did not have many coworker-type relationships and therefore no one to get information from. Sean eventually developed coworker relationships and benefited from them by getting important job-related information. In the beginning of their adjunct teaching careers at Segway both Jose and Sean would have liked to have worked with a mentor.

In addition to curriculum content, Patsy trained her mentee on the lab equipment. Not all of the hired adjuncts had the years of industry experience that Patsy offered. Jack, as acting assistant dean, observed adjunct faculty members' classes and offered feedback to them.

[T]hey [adjuncts] don't understand how the equipment works in the lab...we went down there and I showed him the voice equipment in the labs and gave him a couple of documents on user guides and how to use the equipment....[L]ast term we communicated via his mailbox. I put the question in his mailbox and he would answer it in my mailbox...but I have not seen him physically but a couple of times. (Patsy, full-time)

[Y]ou really learn stuff when you observe people's classes...I would get in touch with them and we'd set up a time for me to come in and I'd either chat with them personally; or I'd send them a review, a written review, depending on the person. (Jack, full-time)

Patsy's former mentee was still teaching for the organization, and they maintained a mentor/mentee relationship even though they had opposite teaching schedules. Her experiences made her realize how important a mentoring relationship was to a new adjunct faculty member. Jack established relationships with adjunct faculty by visiting their classes and discussing their work. He took the opportunity to not only observe the adjunct in class but also to learn from their teaching techniques.

Jack said the adjunct faculty were generally receptive to the observation process and some of them expressed interest in his feedback and suggestions. He was able to offer one adjunct faculty member in particular practical teaching suggestions for course he had taught for years.

She was really open and looking for suggestions and stuff...I've been teaching that for a long time. So I had various like practical suggestions for her. (Jack, full-time)

A copy of Jack's written observations also went to the dean. Although he occasionally observed an adjunct faculty member more than once, he "...never saw anything that really got me upset where I'd want to just see someone not teaching anymore" (Jack, full-time). Both Patsy and Jack had developed professional relationships with adjunct faculty. Patsy's motivation was her experiences as a new adjunct and her understanding of the challenges. Jack was in an administrative role and he took the opportunity to learn from, and not only critique, adjunct faculty members.

Information Giving and Seeking

Participants in this study experienced both information giving and information seeking. The information given was in the form of curriculum materials, e-mail, meetings, and minutes. Sometimes these adjunct faculty members experienced information overload. Jose, Rick, and Sean sought information in order to better perform their jobs. The type of information most frequently sought by new hires was task or technical in nature (Jablin, 2001). New hires took a risk in seeking information because they were revealing what they did not know. By seeking task or technical information the

new hire was not disclosing a lack of content knowledge but, rather, a lack of job knowledge (Jablin, 2001).

Jose, adjunct, knew who to go to for information, and he also knew what type information would be shared with him. Prep materials, for example, were made readily available to both Jose and Rick for new classes. At first, Sean had difficulty getting the information and materials he needed to teach, but then, he found out whom to go to for necessary information. Adjunct faculty members were advised of others who were teaching the same course or subject area and were able to offer insights or materials. Full-time faculty members who received these requests were willing to offer their help and materials.

I got the whole thing. I got quizzes; I got homework assignments; I got class activities; I got labs; I got curriculum guides; I got syllabuses; I got everything...I got a book. (Jose, adjunct)

Yeah I've had no problem with that, they've gotten me what I needed and quickly and have actually sent them to my house on occasion, if they're short time and I didn't have time to get up here, that kind of thing, they're accommodating about that, and the course description documents are all available on the web (Rick, adjunct)

If you put an exorbitant amount of time prepping for a class, you're not likely to hand it to somebody else. That's just, whatever you want to call it, I don't see a whole lot of that going on and if there's somebody who gives me something, I will give them a set of my notes. I gave my working notes to somebody who gave me some real nice labs he put together. [T]here's a lot of materials flowing back and forth... he [one of the deans] drops off a book for me to find when I come in to teach...I get a lot of information from here. It's not just the professors, it's the people in the IT room, the people in the lab, there's a lot of knowledge. Last night I did some labs with some of the actual test equipment which I wouldn't have attempted a semester or two ago because Doug who runs the lab here spent a couple of days working with me... (Sean, adjunct)

So informally what's been done I think for all faculty is there's an informal go to person. They'll say, I heard you're teaching _____, do you have anything you can share with me. (Molly, full-time)

Molly did not indicate that she or other full-time faculty members were unwilling to share their course materials or knowledge with colleagues. Unlike the adjunct faculty members who, according to Molly, were "out of the loop," she did not indicate that she did not have the information she needed to do her job. The faculty members in this study were willing to share teaching materials with one another and full-time or adjunct status was not an indicator of how this material was shared.

There was a combination of information giving and seeking. When Sean started at Segway he sought out information, and if he did not seek out information, no one would have offered it to him. Patsy sought information on her own to learn how to function in the organization as an adjunct faculty member. She discovered where the coffee was by walking up upon it, for example. Fortunately, the front desk of the academics department was staffed with student workers who could answer Patsy's questions.

...there's this whole learning curve... You don't just come here and you're not presented everything you need to know. You need to know the e-mail system, the labs, how to get around, where to go, how to get things turned on in the classroom...who to call...(Sean, adjunct)

I've gotten more information out of them [student workers], like where's the cafeteria and where's the faculty lounge...[T]here is so much that they [adjuncts] have to learn on their own...I felt sorry for myself when I was doing it. (Patsy, full-time)

Some services such as the Testing Center and Faculty Advisor Assistants (student employees who help faculty with grading and other course-related tasks) Patsy simply did

not know about. Patsy's experiences as a new adjunct faculty member motivated her to participate in the mentoring program and give information to new adjuncts and foster relationships. After teaching for several semesters, Sean developed relationships with staff, deans, and other faculty and these relationships resulted in information giving in addition to information seeking.

As mentioned earlier, there were professional risks for new hires who sought information from incumbents (Jablin, 2001). With a formal mentor this risk was reduced because there was an expectation that the new hire would request information from the mentor (incumbent). Too, the new hire had a dedicated contact to go to for information. If the mentor did not know the information needed, he or she found out for the new hire and reduced the number of incumbents the new hire needed to talk to in order to get the necessary information. Although the informal mentoring program was in existence perhaps even when Patsy was hired, the participants in this study did not know who to go to for information when they were hired.

Relationship Development

Peer and supervisory relational development was another part of organizational entry and assimilation. As an adjunct faculty member, one key relationship Patsy developed was with her supervisor who was the only person she knew when she started. Molly and her full-time colleagues seemed to have fairly cohesive relationships with few personality conflicts. Because of lower enrollments full-time faculty were scheduled to teach throughout the day and on weekends. With the new approach to scheduling full-time faculty were not likely to see each other as often. Molly said this was not a detriment to their cohesiveness. The campus computer labs facilitated relationship development.

The computer labs were large enough for two classes to be scheduled in them at the same time. Faculty had the opportunity to interact as they monitored their classes. As an English professor Jack's classes had labs. During downtime in the lab, or a break from an evening class, Jack talked with the other faculty members who were teaching in the labs and began to develop relationships. Scott valued the relationships he developed with his colleagues over the years. His office mate taught in the same department and was the dean who hired Scott for his adjunct position at Segway.

[supervisor's name], that was it. I had no clue who anyone was. (Patsy, full-time)

We do not have anybody that has any kind of--this is odd to say, to my knowledge, any kind of real big personality conflict, professionally... We don't see each other, but we know it's there. But when we're in our meetings together, it comes out. And then we kind of--you know how you kind of kibbutz and moan and support each other all the time. We have to do that. (Molly, full-time)

[T]here was this one gal I used to sit with and we were in the C lab together and we'd sit there and just trade stories and talk and stuff...[T]here's one guy here that I'm friendly with, an adjunct who's in the electronic staff...Since I'm at night a lot, so I get to meet some of these guys. (Jack, full-time)

I share an office with another guy, so I have that really good relationship. That actually is the guy who hired me, so I've known him now for 15, 16 years. He went back to teaching... down my corridor is primarily all Gen Ed people anymore, all the English teachers and so when we're around, we kind of hang out in each other's offices like a little dorm area (laughter). That's kind of cool. (Scott, full-time)

Even with the new approach to scheduling, adjunct faculty were still primarily scheduled to teach night and weekend classes making it difficult for them to form peer relationships. Supervisory relationships developed more readily. Patsy did not discuss her relationships with her full-time colleagues.

Molly had worked with her colleagues for a number of years and developed relationships that were maintained even though they did not see each other as often as they had in the past. Jack developed relationships with some of the evening adjunct faculty because he was scheduled to teach night classes. The faculty members in Scott's department fostered strong interpersonal relationships and, even with opposite teaching schedules, made time to connect with one another. One way they ensured their on-going relationships was spending time in each other's offices while they were at work. Most workplace relationships were acquaintances and not friends (Jablin, 2001). The workplace relationships for Scott, Jack, and Molly had, in some cases, developed into friendships.

The relationship a new hire had with her or his supervisor was critical to how the individual was assimilated to the organization. Scott's relationship with his office mate followed Graen and Uhl-Bien's (as cited in Jablin, 2001) model of relationship development. In the first stage the individuals acted in roles such as adjunct and dean. The second stage was identified as the acquaintance phase with increased interaction and exchanged favors. The third stage of the model described developed relationships in which the individuals relied "...on each other for loyalty, mutual respect, and support" (Graen & Uhl-Bein as cited in Jablin, 2001, p. 778). Scott, full-time, expressed mutual respect, support, and a developed relationship with his office mate which were components of the third stage in Graen and Uhl-Bein's (as cited in Jablin, 2001) model.

Supervisory relationships helped new hires assimilate to the organization. The supervisor served as a role model and gate keeper. This person also offered feedback on work performance and had positional power. As an adjunct, Sean believed he had good

working relationships with his deans and he spent time talking to them when he was on campus. These developed relationships fell into the Stage 2, acquaintance phase, of Graen and Url-Bien's (as cited in Jablin, 2001) model. In this phase there was increased interaction between the supervisor and the employee with the two often exchanging favors. Sean stated that he often spent time in a dean's office talking to this individual. Jose also developed relationships with administration, faculty, and staff. When he first started at Segway, Jose relied more on the Evening Dean. After developing relationships with some of the full-time faculty and other staff members, Jose went to them for information instead of the dean. The need to talk about different issues with the dean lessened for Rick. He had been teaching at Segway since 2000 and did not feel a need to interact with the dean as frequently.

All the deans here are approachable. I mean Dean _____ is outstanding. He's just been that way all along. He's super good. We're like this and I'm usually in his office, so I'm one of the few people that stop in to tell him what's going on, so he's great, but again I'm also going to the graduation, involved in the faculty days...the assistant dean... door's always open, she's been great. _____ has been around Segway since day one, so again he's great. _____ used to work at Bell Labs and I'm good friends with him. A lot of companies I used to work with he had worked at, so he's great. (Sean, adjunct)

So yeah, I've become kind of less dependent on them [deans], so I'm kind of not sure who it is at this point (laughter). I think--yeah, I just know a lot of people in the office, so when I ever need to interact with maybe a policy issue or something, I'll just go ask whoever. I say, I'm not really sure who my dean is at this point. (Jose, adjunct)

I've been doing this for a long time, so I feel less of a need. Although if it's something I'm not real familiar with, or I haven't done before, then it helps to get some kind of advice from them. The deans that I've had to deal with, well mostly the CET dean now because I've been teaching these classes for a while, we've talked fairly often about how the senior project stuff is going to work and how this stuff is going to work, so there has been pretty good interaction there. (Rick, adjunct)

For all three of these adjunct faculty members the relationships they had with their deans changed over time. When they first began working at Segway, they had a lot to learn and relied upon the dean to teach them what they needed to know to be successful. Their conversations changed from immediate tasks to topics relating to curriculum or policy issues.

Even though Jose knew who was full-time and who was not, teaching schedules dictated who he would see on campus. Sometimes he would frequently see a faculty member and then not see him or her for many semesters because of schedule changes. Like many adjunct faculty, Rick came to campus to teach his classes. He did not spend time with other adjuncts and would not recognize other adjunct faculty. When he was hired there were 15-20 new adjuncts in the orientation program. He was not sure how many of them were still teaching at Segway, and he doubted he would recognize them if he saw them.

I bump into people all the time. Schedules vary, so you never know one term you won't see a guy or girl for the whole year and then all of a sudden you're back because your schedules sort of mix a certain way and same with full-time. Sometimes I'll see a full-time guy there. Everyday I come in, he's there and then I won't see him for two years because his schedule just gets phffft. He doesn't do Tuesday, Thursdays. (Jose, adjunct)

I didn't really spend any time with any of them [other adjunct faculty], so I probably wouldn't recognize them...I usually come in and just come up here, up to the office, look in my mailbox, see if there's anything there, I'll chat with anybody that's around and that's usually about the amount of time I spend up here. (Rick, adjunct)

Peer relationships were a challenge for Jose because of staffing changes. His teaching colleagues had different schedules which reduced their opportunities for interaction. Rick knew who the full-time faculty were because he saw them in the academic offices and they dressed differently than the students. When he arrived on campus he would interact informally with others who were in the Academics suite and when he needed to talk to people they were available.

Jose commented that full-time faculty members made themselves more available to him than when he first started teaching at Segway. Sean developed relationships with both deans and full-time faculty. He did not mention relationships he developed with his adjunct peers. The peer relationships he discussed were with full-time faculty.

They've [full-time faculty] been very, communicating well, but in the early days it was a little tough to get them to sit down with you. So then I got to know those people and I don't go to the dean anymore; I go right to them. So that's why I don't need the dean anymore (Jose, adjunct)

Very good. Especially in ECT I know most of them and some EET. Again there's some very good people we have. I know mostly people both here and Archer and it's extremely good. I know Professor _____, Professor _____ but also some of the very good people like _____ so even some people in EET, like Professor _____ ... and I've built up relationships. (Sean, adjunct)

Typically new hires had more contact with their peers than their supervisors and adjuncts saw more full-time faculty than other adjunct faculty. Jose developed relationships with full-time faculty and went directly to them with his questions or concerns. It was not obvious to Jose who was a full-time faculty member and who was an adjunct faculty member. "It took a long time to figure that out..." (Jose, adjunct). Sean knew some of the

full-time professors very well. The peer relationships Sean developed by attending faculty meetings and graduation ceremonies had a work-related focus.

Organizational Changes

Segway's Hillsburg campus experienced organizational changes during its years of operation. The changes that impacted employees were changes in enrollment, hiring, scheduling classes, and facilities. The participants in this study had been employees at Segway for a minimum of four years and as many as 23 years. This section will highlight organizational changes that the participants discussed and the impact of these changes on adjunct and full-time faculty relationships.

The Segway, Hillsburg campus had grown to two locations and this changed the way In-service day, an in-service professional development day for faculty and staff, was planned and delivered. Lower enrollments brought changes to the campus. In the past there were more students on campus which meant more adjuncts and more flexibility in a full-time faculty member's teaching schedule. Higher enrollments allowed the campus to enforce stricter requirements for students who wanted to register for courses offered in a non-standard delivery. The remodeled building changed the way faculty interacted with one another. Beliefs, behaviors, and relationships were based on how the organization functioned and changes to the workplace environment required individuals to respond and think differently. At times, organizational members re-negotiated their roles and relationships and evaluated how they fit into the evolving workplace.

Enrollment

Prior to the dot-com bust in 2001 there were waiting lists for students to get into the technology-related degree programs at this university. This was no longer the case in 2006 and enrollment was down. Scott commented that the number of students in his General Education courses was lower because enrollment in the college overall was lower. Rick also experienced smaller class size in his technology classes which, in the past, had been between eight and ten students. The classes Rick taught were required for graduation and were offered even with very few students. Enrollment in Jose's classes decreased in the years he taught at Segway. He was concerned that these small classes indicated a decreased interest in technology fields and a change in the industry overall.

The humanities class I teach...that one has unlimited enrollment. I shouldn't say unlimited. I want to say 55 is the cap, but I haven't had a class that size in years, plus our total enrollment is down. (Scott, full-time)

[Enrollment is] down a little bit...four in one and six in the other... I know it's not much and they have to offer these because everybody in _____ has to take these two courses (Rick, adjunct)

...the least I've ever had was four and the most I've ever had was 50... in the last four years or so, I've had ten average... it's nice, but it's not nice because ... nobody's getting into the field, so you feel like you're, maybe hopefully it'll be more popular, but things have, because of the local economy and some of the jobs that have moved out. But in the little area that I'm in; it shrunk and it shrunk and it shrunk and it shrunk and it's almost going to disappear. I'm thinking there probably is a way to make it a little more applicable to the local business just to save it. (Jose, adjunct)

This enrollment change reflected a different marketplace with fewer students interested in this type of educational program because fewer technical jobs were available. The classes were offered, even with small enrollments, because they were part of an academic

program. Jose was seeing his field slowly diminish and stated that input from the business community might be a way to improve enrollment figures.

Enrollment had a big impact on the number of adjuncts on staff, professional development opportunities, and full-time faculty teaching preferences. Although they were still invited to department meetings, fewer adjuncts attended. Jack attributed this lower attendance at department meetings to fewer adjuncts being hired. Enrollment had an impact on who was scheduled to teach, who was available to teach and whether or not a course was cancelled.

[T]here are fewer [adjuncts] now...Occasionally in the old days some of them might show up [to department meetings], but I haven't seen anybody in awhile...Probably because there are so few of them, especially in English. I'm not sure how many adjuncts work in General Education right now. (Jack, full-time)

The rule used to be, well, be real careful putting too much time into it because what if you don't have enough students, and here's where at one point will the class go through. I mean I was really scared this semester that my one class was not going to go through because I didn't have enough students. Different campuses have different requirements. Five was the minimum. We used to say here in Hillsburg you have to have five people in there. (Sean, adjunct)

The economy had an impact on the number of students enrolled, the number of courses available for adjuncts to teach, and the availability of full-time industry experts to teach as adjuncts. Lower enrollment meant that classes were cancelled.

Hiring Freeze

Low enrollment had an impact on faculty hiring. When Scott was hired for his full-time position he had been teaching as an adjunct. Full-time positions were no longer being filled with adjunct faculty simply because full-time teaching positions were not

available. Low enrollment was the cause for the hiring freeze of both full-time and adjunct faculty. Scott was trained to mentor both full-time and adjunct new hires. Unfortunately, due to the hiring freeze, Scott was not mentoring new faculty. Adjunct faculty had less opportunity to become full-time faculty than in the past. Sean said more full-time faculty were scheduled to teach classes typically taught by adjunct faculty.

There's...a hiring freeze for full-time people here for five, six years now...and that's just because our enrollment's not been great. It's starting to come back up now as you know, but we don't hire. I can only think of a handful of people that have been hired as adjuncts that have actually become full-time people. I don't think there's been a full-time person hired since we started that...So I went through all this training for really nothing. I take that back. I mentored let's see, four different new adjuncts, of which two became full-time teachers later. So that's kind of cool. (Scott, full-time)

I was just looking for something to do, and I started teaching adjunct in the evening, in the spring in March of '98 just to see if this something I'd like. I liked it, so I asked if for the summer I could be full-time and at the time they were looking for a full-time instructor... there was an instructor that had just left after the spring term...so it was good timing. (Patsy, full-time)

Well that's simply a function of the numbers. Enrollment's gone down and they laid off two part-time teachers [permanent part-time and not adjunct] here, but we haven't laid off anybody in Gen Ed since then...Let's say that the campuses are really built up and enrollments go up; I imagine that instead of hiring a lot of more full-timers, then they would just start expanding and getting maybe some more [adjuncts]... (Jack, full-time)

I think more cutting back. Our enrollment's dropped pretty much at this location, so I don't think there's been [new hires], not that I'm aware of anyway...I have no clue, but I would guess not. ...We have a full-time faculty member in psychology that started as an adjunct. We have _____ full-time in Gen Ed that started as an adjunct. So there was movement a long time ago, but it's pretty – very stable. (Molly, full-time)

It's kind of light right now as far as classes, so a lot of the adjuncts aren't getting assignments. Where we had this huge need two or three years ago, there's less of

a need right now. There's more full time people coming in taking the adjunct classes, so there's a lot of people we see in the evenings where we never saw before. (Sean, adjunct)

With decreased enrollment there was no need to hire additional full-time faculty and the mentoring program was on hold. This decreased the opportunity for adjunct and full-time faculty to develop at least formal relationships with one another.

Scheduling

Full-time faculty, like Jack and Molly, were teaching evenings and weekends and in alternative delivery modes such as accelerated and compressed. These classes were historically staffed with adjunct faculty but as a result of decreased enrollments full-time faculty were scheduled to teach them. Full-time faculty needed to teach certain number of courses to meet their teaching load. Fewer daytime offerings had forced full-time faculty into the evenings, weekends, Segway University Centers (off-campus facilities), and alternative deliveries. Jose had a full-time job in industry and taught at Segway only at night. He had taught in a variety of delivery modes over the years but always as part of the night staff.

I generally try to stay away from those [compressed and accelerated classes] because I feel I'm the most effective as a standard, old, traditional gal. That's what I think my strengths are... I'm teaching compressed now and next term I'll be teaching some accelerated... I've been given a night class pretty consistently on Mondays, but it's only six to eight... I have taught... at night until ten and I'm not real effective... I don't go to the campus centers. Well you know what I think hampers that [opportunity to interact with colleagues], is times the people are here. I'm here to cover X classes and so _____ is probably not here because he's covering X classes somewhere else or some other time. I would guess that some of that time that they [adjuncts] were teaching, we're now covering. (Molly, full-time)

I'll be here in the evening next week, but I'll be teaching a class. So I can't sit down and chit chat with anybody because I have a class. (Patsy, full-time)

Yeah, well I teach both day and night. I don't have any edge on courses now...enrollment has dipped. So in order to keep us all busy, we have to teach anything, anywhere, any time...I'm willing to do that [teach at a campus center] if I have to. (Jack, full-time)

...it was just a little more busy at that time, so the classes were all bigger and so--again, there was one, there was a blend of full, part-time and the adjunct. The philosophy's changed. It's gone in sort of cycles, where the full-timers get a little more of the evening work and then they say on no, no; do it with the adjuncts more and then they go back and they put the full-timers a little bit more. So it's a philosophy change that kind of shifts back and forth... You get everything; it evolves. (Jose, adjunct)

Enrollment had an impact on Jack's teaching preferences. The staffing trend on this campus was to schedule day classes with full-time faculty and evening classes with adjunct faculty. Weekend classes were scheduled with both full-time faculty and adjunct faculty. Not only was Jack teaching classes scheduled for evenings and weekends he was aware that he could be scheduled to teach at a center, located much further from his home, in order to meet his teaching load. In addition to an increasingly varied teaching schedule, class sizes were smaller.

Staffing faculty at both Segway campuses and centers as part of their teaching load, reduced the opportunities for informal faculty interaction. The full-time faculty group was fairly small in General Education with fewer than 20 full-time faculty teaching courses throughout the day, evening, and weekend. This, too, led to less interaction among the full-time faculty since they were on campus at different times throughout the day and week to teach classes that were scheduled from 7:00 a.m. until 10:00 p.m. on

Mondays through Saturdays. Adjunct faculty did not know if they would be scheduled to teach or what they will be scheduled to teach because of changes in staffing practices.

Facilities

In a campus remodel an adjunct office was created and classrooms were changed into teaching labs. The adjunct faculty had a place to grade and work on their classes in the new space. This office, however, was separated from the full-time faculty offices which reduced their opportunities for interaction. The updated teaching labs allowed faculty to seamlessly transfer from lecture to lab activity and integrate the lab assignments into the lecture. Faculty did not need to lecture in a classroom and then physically move to a dedicated lab. This was better learning for students and easier planning and teaching for faculty. But it changed relationships because faculty did not have the opportunity to interact with one another informally in the labs during classes. When faculty were on campus, they were often teaching with little time to talk to one another. The time to develop relationships with colleagues was reduced with the teaching labs.

Q: Do you ever go in the adjunct room?

A: Mm, mm (no)...It's been there a while, but it was supposed to be an adjunct room and then a developmental room where we can go in and learn all this new technology...but that kind of went by the wayside. (Molly, full-time)

They've got a room like back through here...there's a whole like adjunct work area...it's a lot nicer than anything I had at any other place (laughter). They've got their whole big area...they just don't have their own separate office. (Scott, full-time)

We used to sit and share a lot, sit and talk...we were both in the same lab...when you have two people in there, you can't help it. Well we have a lot of teaching labs now and if there's a teaching lab available, you're in a teaching lab. (Jack, full-time)

The new adjunct faculty office physically separated the adjunct from the full-time faculty. Full-time faculty did not use this space or visit. Unless the two groups made an effort, the opportunity for interaction was reduced and the relationships diminished or undeveloped. Jack's experience in the teaching lab supports this diminishing relationship as he discussed his reduced interaction with his adjunct colleagues. He perceived a relationship with some of the adjuncts he worked with in the lab which were compromised as faculty were no longer teaching in this shared space.

In-Group And Out-Group Affiliations

This section discusses the participants' in-group and out-group affiliations. In-group and out-group affiliations, as previously explained, were created by and understood by group members. In-group members were socialized to interact with one another and perceived each other to be part of the same group fostering relationship development. Out-group members were socialized to not interact with one another because they were different from the primary group. Out-group members were often viewed unfavorably. The participants in the study indicated in-group orientations when they discussed job insecurity, job security, adjunct teaching experiences, and inequities associated with the adjunct position. They indicated out-group orientations with the organizational culture and their full-time and adjunct colleagues.

In-group: Job Insecurity

Fear of losing their jobs was a shared perspective among both adjunct and full-time faculty. The needs of local employers were changing and the demand for graduates with technical backgrounds was decreasing. These faculty members taught at a technical college with a career-focus. If industry did not need technical workers, students did not enroll in a technical program. Enrollment was decreasing, and one year prior to data collection, some full-time faculty were laid-off in the Segway system. The participants in this study survived the lay-offs from the previous year. Full-time faculty who understood the profit-driven nature of the organization were concerned about losing their jobs to adjunct, and cheaper, faculty. Adjunct faculty were concerned about not being staffed for a class at all. Adjunct and full-time faculty had an in-group affiliation with one another in relation to job security.

[A]s a full-timer, you're sort of embarrassed by the way the adjuncts are treated, but on the other hand, you don't want to jeopardize your own position because of this uneasy relationship between full-timers and part-timers; because you look at a part-timer and you know that they should be getting paid more and everything.
(Jack, full-time)

I'm going to say we lost about seven... I think they're probably going the route of weaning out full-time faculty. I wouldn't be surprised... Yeah, it seems to be what corporate America is doing, unfortunately, with the elimination of the pension funds, pension plans and--it's sad. I don't know what you're supposed to do as an employee, but it seems to me that's what's happening (laughter). (Patsy, full-time)

Well I think the only negative thing is the uncertainty every 15 weeks and not every eight weeks about whether you have a job or not. But fortunately I've gotten over that anxiety because it's worked out pretty well. But I can imagine someone that really needs the income and they just start and they tell them that

well you're in a pool and we might call you and we might not. That'll be a little scary. It's like, well gosh I better find a more permanent job. (Jose, adjunct)

They're hesitant to hire full time people, which has been to my detriment, but on the other hand, that means that they don't have this wild fluctuation as much because it's always easier to not hire somebody for a class part time than it is to fire somebody and need them back later and all of that. (Rick, adjunct)

As a full-time faculty member Jack viewed adjunct faculty as a potential threat, and he expressed that other full-time faculty members thought similarly. Patsy, who retired from industry before she began teaching full-time, also had an in-group affiliation with her full-time colleagues. She expressed a sense of powerlessness as the administrative decisions to eliminate full-time faculty were made without input from the faculty. Jose's perspective on job uncertainty in his teaching position was different from Jack's and Patsy's because he had a full-time job in industry and taught as an adjunct. Rick, like Patsy, was retired from industry. He taught as an adjunct and identified with the job insecurity of this position and he would like to be full-time. Although he understood some of the reasons for hiring adjunct instead of full-time faculty, he would like the opportunity to be full-time even though he recognized that it probably would not happen. All of these individuals had job loss on their minds, whether it was a full-time or a part-time position, and this indicated an in-group affiliation. However, as Jack indicates, full-time faculty were afraid of losing their jobs to adjunct faculty. Full-time faculty understood the adjunct faculty position and, yet, they expressed a competitive relationship with them. Adjunct faculty were concerned about losing their jobs, too, to full-time faculty who needed to make their teaching loads. This also led to a competitive relationship from the adjunct faculty perspective.

In-group: Adjunct Experiences

All of the participants in this study were either teaching as an adjunct at the time of the interview or had taught as an adjunct in the past. Because of their adjunct experiences, the full-time faculty understood the adjunct faculty issues, concerns, and challenges. Too, because of their adjunct experiences, they appreciated their full-time status with the organization and the benefits it offered. These full-time faculty all had adjunct teaching experiences. Except for Patsy, they all had taught at other schools as an adjunct faculty member and brought those perspectives to their current working environments. They shared an in-group perspective with the adjunct faculty because of their experiences.

I adjunct currently at the _____, but online. I teach online for them, but up until just this last year, I had been a face to face adjunct instructor at _____ and also _____... I'll teach a full load here ...And then I'll pick up one or sometimes two classes at the other places, whatever they have available ... I originally started wanting to teach as an adjunct because I started here... [as] an adjunct for the first semester and I taught three classes that first semester... and then they hired me full-time. (Scott, full-time)

When I came, I just came to teach that one class. In March of '98, I had no intention of going full-time. But after I taught it and I realized, oh I kind of enjoy this. And then I found out that it was a professor that was leaving in my department, so I asked the dean if I could come on full-time in July and fortunately that slot was available. (Patsy, full-time)

I was teaching part time and acting as the Writing Lab Coordinator at _____ College and about two weeks into Segway's semester... the person who was the speech specialist left. So they called ... the different community colleges in the area and asked do you have somebody who's part time who's looking for a full time job who's good? I guess ... the Department Chair at _____ must have really talked me up because when I went in, I had the feeling I already had the job. (Jack, full-time)

I was working in industry and had been teaching before that and wanted to get back in teaching... I had worked as an adjunct, not at Segway, but at _____ Community College many, many years ago, so I kind of have a little bit perspective as how it was that many years ago, I went wherever I was assigned... So I had a little bit of experience as an adjunct. (Molly, full-time)

Prior to teaching as an adjunct at other local institutions Scott's entire teaching career had been at Segway. Teaching as an adjunct gave him the opportunity to expand his professional experience while keeping his full-time job. Both Scott and Patsy started teaching at Segway as adjuncts and then became full-time faculty. Jack was teaching as an adjunct at another local college and was hired at Segway as full-time. Molly was working in industry and had adjunct teaching experience before applying for a full-time teaching position at Segway. She, like Jack, was hired as full-time.

Surprisingly, the adjunct faculty seemed unaware of the adjunct experiences of the full-time faculty. The full-time faculty had an in-group perspective with the adjunct faculty as Patsy expressed. Jose talked about how he did not know how the full-time faculty felt about the adjunct faculty.

I do kind of feel sorry them because there is so much that they have to learn on their own. (Patsy, full-time)

I don't know how full-time people view the adjuncts. Sometimes over the years I think I've become close enough to them to get to know them, to know that we respect each other, but I don't know if that's always been that way or if some of them are a little, like what you're doing, taking my job kind of a feeling. But I don't know if that's just a weird feeling sometimes or not. (Jose, adjunct)

The full-time faculty had all been adjunct faculty at some point in their careers and understood the adjunct perspective but the adjunct faculty did not know that. And neither group was clearly sharing their perspectives with one another. Yet, Jose perceived a

respectful relationship between himself and the full-time faculty even if there were feelings of competition.

In-group: Inequities

The participants in this study expressed concerns for themselves and their colleagues, and they all understood the inequities between adjunct and full-time faculty. Their experiences here and at other institutions fostered understanding for what it was like to teach as an adjunct. These common expressions indicated an in-group affiliation for the participants even though some were adjunct and some were full-time faculty. The full-time faculty in this study had all taught as adjuncts either at Segway or another institution so they had a concrete understanding of what the adjunct faculty were experiencing. Too, the full-time faculty had experienced the uncomfortable relationship between adjunct and full-time from both perspectives and they recognized the different statuses.

It's like a second tier and as a full-timer, you're sort of embarrassed by the way adjuncts are treated...because you look at a part-timer and you know that they should be getting paid more. (Jack, full-time)

They're [adjuncts] considered outside contractors. So they have to pay their own state and federal taxes. They're responsible for that themselves and ... full-time faculty that teach adjunct are in a different tier, so they do get taxes taken out and they are considered employees ... But the adjuncts that are here just for an evening class or one or two classes, they're not considered employees of the company. (Patsy, full-time)

I have a couple of statuses, I'm not really an independent contractor, because they have those here...I came in before that so I'm a part-time employee, I'm sort of a part-time employee. (Rick, adjunct)

Another component of the uneasy relationship between the groups was the status differential. The four tiers, or statuses, that were evident at this location were full-time faculty, full-time faculty who added a class to their schedules as an adjunct, adjunct faculty, and independent contractors. Full-time faculty received all of the benefits of a full-time employee including medical benefits, paid vacation and sick days, 401K, tuition reimbursement and the like. Adjunct faculty were eligible for some benefits, such as a tuition voucher, and their social security was paid by the organization. Independent contractors did not have their social security paid by Segway. Jack, and his colleagues, recognized the adjunct faculty were lower in status than the full-time faculty because they had been in adjunct positions themselves. When it came to the requirements for the job, Jack saw little difference between the adjunct and full-time positions other than required attendance at meetings.

Outgroup: Full-time with Adjunct

Scott had an out-group affiliation with adjunct faculty members, in part, because of how classes were staffed and when meetings were scheduled. Full-time faculty were, typically, staffed in day classes and adjunct faculty were, typically, staffed in evening and weekend classes. The way the classes were staffed reduced the chances of full-time and adjunct faculty members seeing each other. Department meetings were scheduled during the day and did not accommodate adjunct faculty schedules. In-service day, an in-service event, had an evening session for adjunct faculty. Adjunct faculty were invited to the day sessions, and some did attend, but the evening session was better for their schedules. Full-time faculty were disconnected from adjunct faculty. Adjunct faculty were out-group members in relation to full-time faculty groups who were on-campus in the day. This

schedule did little to encourage interaction between the adjunct faculty and other members of the campus community.

Again, I'm here primarily in the day, so I don't see a whole lot of the true adjuncts at night. Most of them are at night here, at this campus anyway. (Scott, full-time)

I'm gone when they come in, I never—when I was an adjunct, that was the situation, I never saw anybody... there's no way to mesh...the daytime full-time people and the evening adjuncts to mesh that time so that information sharing can happen. (Patsy, full-time)

When we have our meetings, they're at work or maybe teaching at another locale. So they can't very well come to our meetings either...it's always been that way, so it doesn't feel strange...I don't think it's very inclusive with them. (Molly, full-time)

I think they actually have their own separate one (In-service day). And it's usually in the evenings to accommodate their schedules; I think that's why they do it, but I have seen some adjuncts come to our In-service days... [T]hey're [department meetings] typically during the daytime. Again, most of our adjuncts anymore are nights or weekends. (Scott, full-time)

I think it's hard to be an adjunct just by the nature of the position you are out of the loop and you are asked to be very much independent, to be independent and to work independently. (Molly, full-time)

Molly had an out-group affiliation with adjunct faculty. She expressed this when she talked about her limited interactions with them as a group and when asked if she knew who the adjuncts were she replied "...[N]o, I really don't". Some of the reasons for the out-group affiliation seemed to be logistical. Staff meetings were scheduled during the day to accommodate full-time faculty schedules. Adjunct faculty could not attend staff meetings with full time faculty because they had other commitments. This reduced the opportunity full-time faculty had to interact with them and get to know them. There was

an out-group affiliation because they did not have the opportunity to know one another, in part, because of class scheduling but also because adjunct faculty had other commitments.

When it came to job security, Scott had both an in-group and out-group affiliation with adjunct faculty. Since he taught as an adjunct at other schools he understood the transient feeling adjunct faculty had. Adjunct faculty were, for example, lugging teaching materials to campus. Scott, in his full-time position, knew he had a place to keep his teaching materials and develop long-term relationships. This demonstrated his out-group affiliation with adjunct faculty and an in-group affiliation with his full-time colleagues. Too, adjunct faculty had a work place that was separate from the full-time faculty cubes. The location of this work place did not encourage interaction. It was down a hallway separate from the full-time faculty cubes and was inconvenient for full-time faculty to visit.

The security is nice. You always know or at least you always feel like you have a place, even if it's just a cubicle. You don't feel like you're teaching out of a bag, so to speak. It's nice to have, believe it or not, file drawers and shelves where your stuff goes and you know where it is and you have your own computer and you're not just constantly bouncing. I've done that, so I know what that feels like. You just don't feel like you have a home and that's probably, as a full-time that's probably the best feeling that you have a home, home base, so to speak. As an adjunct you just feel like you're transient. You just, you're constantly here—again, there were times that I was teaching here and then two other places and then depending on the day, I'd go one place or the other and you're making copies here to take to the other place; you just don't feel settled. (Scott, full-time)

Yeah, but I guess that's where the adjuncts go (laughter). I think they have filing cabinets there. There's computers there. I know they see little posting signs, but that's a foreign land to me. I have no reason to (laughter) go in there...I don't go down that hall. (Molly, full-time)

Molly did not have a reason to go into the adjunct room because, in addition to not needing to use the resources of the room, she did not have relationships with adjuncts that would encourage visiting the room. Molly had an out-group affiliation with adjunct faculty. Patsy, Scott, and Molly expressed their out-group association with adjunct faculty. Key characteristics that supported this association were opposite teaching schedules, adjuncts with outside work/life commitments, and a separate and unofficial space at the college. The outside commitments and opposite teaching schedules limited the opportunity for interaction because the two groups were not physically together. The separate spaces for adjunct and full-time faculty encouraged the limited interaction even when adjunct faculty were on campus. For the most part both full-time and adjunct faculty had in-group affiliations with one another and out-group affiliations with the organizational culture and decision-making.

This chapter discussed the findings of the study using the theoretical lenses of organizational socialization, organizational culture and change, and in-group/out-group affiliations. The phase of Jablin's (2001) organizational socialization model that emerged was organizational entry and assimilation. The sub-categories of this phase that related to this case study were socialization strategies, training and mentoring, information giving and seeking, and relationship development. The participants also experienced organizational changes that impacted their perceptions of their relationships. Changes to enrollment, hiring, class scheduling, and facilities had an impact on how adjunct and full-time faculty developed relationships. Finally, in-group and out-group affiliations also influenced how adjunct and full-time faculty perceived their relationships with one another. The participants expressed in-group affiliations with job security, adjunct

teaching experiences, and workplace inequities. They also expressed out-group affiliations with one another. The next section discusses the implications of this study.

CHAPTER 5: SUMMARY, IMPLICATIONS, AND CONCLUSIONS

I don't know how full-time people view the adjuncts. Sometimes over the years I think I've become close enough to them to get to know them, to know that we respect each other, but I don't know if that's always been that way or if some of them are a little, like what you're doing, taking my job kind of a feeling. But I don't know if that's just a weird feeling sometimes or not. (Jose, adjunct)

I find it a deep irony that the university which is suddenly a repository of democratic values, relies so much, and Segway less than others actually, relies so much on temporary laborers, who are the adjuncts who don't have insurance and who are getting paid maybe a third of whatever their cohorts are and often they're delivering excellent instruction. (Jack, full-time)

Some of the reasons for hiring adjunct faculty to teach in higher education have changed. What was once an "add on to this unit here" (Jose, adjunct) is now an integral component of the teaching force. Adjunct faculty are not only hired because of their real-world professional expertise or because a class was added at the last minute but because the institutions cannot offer the classes and programs without them. These contingent workers allow colleges and universities to offer courses to meet student and programmatic demands without investing in long-term, full-time faculty. Hiring adjunct faculty allowed the institutions to save money and be more flexible with course offerings.

Adjunct faculty were part of the instructional unit of an institution and not simply added on to the full-time faculty group, as Jose, an adjunct, succinctly phrases it.

Adjunct faculty are more integrated with full-time faculty and the institution than previously. In some colleges and universities the adjunct faculty outnumber the full-time faculty. What was anticipated at the start of the study was a lack of understanding of the relationships between full-time and adjunct faculty teaching at a for-profit university and the possible workplace tensions. The literature on for-profit institutions did not discuss the relationship between these two faculty groups. It covered the number of adjunct faculty at certain institutions and the teaching conditions that existed for both full-time and adjunct faculty, but relationships between the groups were not discussed. Literature on adjunct faculty teaching at non-profit institutions addressed adjunct faculty in terms of their workload, tiered status, and lack of stability.

The purpose of this case study was to describe the perceived relationships between adjunct and full-time faculty at one campus of a for-profit university. A case study conducted with adjunct and full-time faculty at a for-profit will begin to describe the relationships between the two groups. A Segway University campus in a large metropolitan suburb was selected as the case study location. Participants discussed their relationships with their faculty peers, both adjunct and full-time, and an understanding of their perceptions of their relationships emerged.

In this chapter, I will revisit the original research questions and relate them to the three concepts that served as the theoretical lenses for the data analysis. The research questions that guided the interviews were: (1) What is the relationship between adjunct and full-time faculty at a for-profit university; (2) How is this relationship perceived by

adjunct faculty members at a for-profit university; and (3) How is this relationship perceived by full-time faculty members at a for-profit university? The theoretical lenses that were used during data analysis were Organizational socialization, organizational cultural changes, and in-group/out-group affiliations.

Findings and Implications

This case study explored the relationships between adjunct and full-time faculty working at a for-profit university. The lenses used to analyze the data were organizational socialization (Jablin, 2001), in-group and out-group relationships (Gudykunst & Kim, 1984), and organizational culture and change (Shokley-Zalabak, 2009; Eisenberg & Riley, 2001). Organizational socialization identified the experiences new hires had as they joined and learned about the organization. Socialization experiences for these participants included how they gathered information and developed relationships. In-group/Out-group affiliations considered an individual's primary social and work groups. Members relied on stereotypes to maintain in-group membership and exclude out-group members. Uncertainty reduction theory and stereotypes were instrumental in understanding how individuals developed and maintained in-group and out-group relationships (Gudykunst & Kim, 1984). Finally, organizational changes influenced the relationships faculty had with one another. For example, when full-time faculty schedules were changed to include evening classes it increased their opportunities for interaction with evening adjunct faculty and decreased their opportunities for interaction with their full-time day colleagues. The findings in this study have implications for Segway University. Other colleges and universities may find these findings helpful in their understanding of faculty relationships.

Competitive Relationships & Limited Interaction

Adjunct faculty indicated a respectful, although at times competitive, relationship with their full-time colleagues. A defined relationship with a formal mentor when they started their jobs would have made the transition easier and less competitive. They felt isolated when they began their jobs, and then as they learned who was who, they became comfortable in asking full-time faculty for information. The adjunct faculty in this study did not know the full-time faculty had, in essence, “been in their shoes”. Initially the deans were the contact point for the adjunct faculty, but the longer they taught for Segway the more developed their relationships became with the full-time faculty. This supports Jablin’s (2001) discussion of a new hire’s first relationship at a new job was with her or his supervisor and eventually with peers. Jablin (2001) also states that the most developed relationships an employee has in an organization is with their peers. In this context the adjunct peers would be other adjuncts, but in this study the adjunct faculty participants had more developed relationships with their full-time peers even though those relationships were limited.

The implication for for-profit colleges and universities is to encourage interaction between full-time faculty incumbents and adjunct faculty-new hires. Seeking information from the hiring dean will help the adjunct faculty member understand academic policies and procedures but curricular and classroom structure concerns are better addressed by full-time faculty. The full-time faculty were the content specialists at this institution and would be best able to assist adjunct faculty with learning some of their job-related duties. A competitive relationship can be fostered by administration by not directly encouraging the full-time faculty to work with the adjunct faculty. Because of their temporary status,

the administration can encourage the working relationships between adjunct and full-time faculty by offering opportunities for interaction and discussion. Scheduled events such as a brown bag lunch with a speaker or discussion topic would provide opportunities for meeting colleagues and interacting with them.

Factors that influenced limited interaction were teaching schedules and the facility. Adjunct faculty were scheduled to teach evening classes when full-time faculty were typically not on campus and adjunct peers were teaching at the same time. Adjunct faculty were not on campus for the same amount of time as full-time faculty. This was supported by the literature (Benjamin, 2002; Straw, 2002; Smith, 2001; Crannell, 1998; Haeger, 1998; Wilson, 1999; Frick, 1997). Adjunct faculty were working other jobs or had other responsibilities (Lane, 2002; Foster & Foster, 1998; Hickman, 1998). At this campus, two of the adjunct participants were retired from their industry jobs and were on-campus during the day to either teach or prepare for classes. They had increased opportunities to interact with full-time faculty and, yet, the adjunct faculty work room was separated from the full-time space by a long hallway. All of the adjunct faculty perceived a positive workplace relationship with the full-time faculty, and they were comfortable enough with them to share and ask for teaching materials. The adjunct faculty, however, did not know how many of the full-time faculty had adjunct teaching experience. Too, adjunct faculty perceived full-time faculty were given preference to class schedules and loads which had taken classes away from the adjuncts. This perception added a competitive element to their relationship.

Another implication for for-profit universities is to work with faculty in developing class schedules. Planning academic schedules in advance helps not only

faculty but also students and advising and recruitment staff. Keeping faculty posted on the schedule status will help alleviate some feelings of competitiveness experienced by adjunct faculty. Informing adjunct faculty of how and why schedules are developed, staffing more full-time faculty in the evening sections for example, will help them understand the institutional planning process. Adjunct faculty will feel more involved and respected. Future planning, although a challenge in times of low enrollments can help adjunct faculty predict their future earnings and their time commitment to the institution.

Mentors

It was feelings of abandonment when she started teaching as an adjunct at Segway that encouraged one of the full-time participants to become a mentor. Being a mentor and fostering a formal relationship with adjunct faculty was important to the full-time faculty. They were willing to share materials and help a new adjunct transition to the organization and the roles they exhibited were as trainers and observers. The full-time faculty primarily perceived a formal relational role with the adjunct faculty. They understood the challenges of teaching as an adjunct so they also understood the importance of easing an adjunct's transition into the job. Full-time faculty, like the adjunct faculty, explained their limited interaction with the adjunct faculty as the result of opposite teaching schedules and an updated facility. Informal relationships were fostered when full-time faculty shared teaching space, in a lab for example, with an adjunct faculty member.

Full-time faculty also perceived adjunct faculty as professionals in industry who did not have the time or ability to come to campus during the day. Literature on adjunct faculty supports that they had few opportunities to come to campus (Lane, 2002; Foster and Foster, 1998; Hickman, 1998). As adjuncts themselves, the full-time faculty

understood the inequities of the adjunct job and they also perceived the adjunct faculty as a threat to their positions. Unlike the adjunct faculty, the full-time faculty described cohesive relationships with their full-time peers.

Perhaps because of their work experiences in industry the participants indicated they would have benefited from a mentoring program. At the time of the study a program had been implemented but it was after these participants had been in their positions for some time. The concept of a mentoring program was supported by the participants. Jose (adjunct) indicated “I would have liked a little more one on one with the full-time...I wouldn’t have minded a mentor in the beginning”. Mentoring relationships offered the new hire the opportunity to ask questions and garner feedback without risking his or her professional reputation. Mentors were challenged by their position and often learned as they supported the new hires. Scott (full-time) said “So we had to learn LMS ourselves and become trained in that and then we had to train [the adjuncts]”.

Developing an on-going, formal mentoring program is a third implication for for-profit colleges and universities. Teaming full-time faculty with adjunct faculty will give each group opportunities to learn from one another. It is challenging for an adjunct faculty member to seek out a full-time faculty member because of differences in status, availability, and time on campus. Mentoring relationships that are encouraged as an adjunct begins her or his teaching position may not be pursued or continued. A teaming approach will give both faculty members a formal channel to exchange information about teaching, subject matter, policy changes, or student issues.

In this context both faculty members can learn from one another instead of one individual possessing greater status and information than the other. Developing these

teaming relationships must be done with consideration to the time and personalities of the individuals and must be permitted to dissolve. If a team is not working, another one will need to be developed, perhaps in another subject area. Because more adjunct faculty members may be on staff than full-time faculty member, in some institutions, a full-time faculty member may have a team of more than one adjunct. Another way to approach this is to team administrators or other staff members who teach as adjuncts with the adjunct faculty. This team would share subject matter expertise and the administrators or staff members can offer insights to the institutional culture.

Group Affiliation

Part of learning about a new organization, job roles, and workplace relationships was determining group affiliation. The full-time faculty participants all had adjunct teaching experience and they expressed an understanding of the adjunct position. Adjunct faculty roles were not unfamiliar to them because they had been adjunct faculty. Adjunct faculty expressed an understanding of full-time faculty and perceived a generally collaborative relationship that was, at times, competitive. The adjuncts in this study all came from full-time industry jobs. One of them, Jose (adjunct), was still working full-time while teaching and understood the administrative benefits of adjunct staff. Further, the adjunct faculty members ended up interacting more with full-time faculty than their adjunct colleagues. This led to them developing relationships with the full-time faculty, instead of the adjunct faculty, and perceiving the full-timers as in-group members.

These two groups expressed in-group affiliation in terms of job insecurity, job security, adjunct teaching experiences, and workplace inequities. Full-time faculty expressed an out-group affiliation with adjunct faculty in terms of scheduling and the

opportunity to interact with one another. Both groups, adjunct and full-time, expressed an out-group affiliation with the organizational culture.

An implication from the in-group/out-group affiliation for adjunct faculty teaching at a for-profit college or university is to encourage peer interaction. Adjunct and full-time faculty perceive each other as in-group members with some experiences. Both groups do rely upon stereotypes, which fosters a competitive and at times, tense, relationship. Encouraging in-group affiliations with adjunct faculty member peers is recommended. The nature of the adjunct faculty enterprise leads to limited time on campus and for interaction. Adjunct faculty arrive on campus to teach their classes and leave. Occasional, once per a semester or year, adjunct faculty meetings scheduled in the evening during breaks in the academic schedule will give adjunct faculty the opportunity to meet one another and begin to develop in-group affiliations. The more cohesive the group members are the less tension there will be. If face-to-face meetings are not a possibility, an on-line forum can be developed. Some items to be included should be discussion boards, institutional updates, policy manuals, live chats, videos of past meetings, and announcements of web casts.

The overall implication from this study for for-profit colleges and universities and community colleges was the workplace relationships between the adjunct and full-time faculty was collegial. Both faculty groups identified workplace relationships with one another and they were willing to share information when asked. Both groups experienced job insecurity and expressed competition for available classes. Developing schedules early and clearly communicating this information with full-time and adjunct faculty will reduce some of this job insecurity. Faculty meetings or projects that group both adjunct

and full-time will increase the opportunities for interaction and relational development and understanding and reduce tense workplace relationships.

Recommendations for Future Research

Data analysis and the emerged themes present opportunities for future study. One area of additional investigation is the consideration of in-group/out-group affiliations and their impact on relational development. Combining Teboul's (1997) concepts of "insider" and "outsider" in the organizational communication context with in-group and out-group affiliations will offer a more in-depth understanding of faculty teaching in these for-profit college and universities. Some participants were in-group members with fellow adjunct faculty and yet expressed an outsider perspective with their peer group. Some participants also had an out-group affiliation and yet possessed an insider perspective. For example, some of the faculty were out-group members with administration and yet, perhaps because of their industry experiences, had insider perspectives with administration. They understood why certain administrative decisions were made and sometimes agreed with the decisions. Exploring these phenomena in combination will offer teaching institutions the opportunity to better assist new faculty as they assimilate to the organization and also provide insight to administration on how to best leverage the range of professional expertise the faculty, both adjunct and full-time, can provide.

Full-time faculty in this study identified formal relationships with their adjunct colleagues. Changing the nature of this relationship may require different working hours or reaching out in another manner. Do full-time faculty want to do this or do the formal relationships give them a sense of control? Future research can ask full-time faculty to change their working hours and try to increase the informal interaction with the adjunct

faculty in their department or on their campus. Would there be an impact on their workplace relationships and will the groups better understand each other? Is there a benefit to faculty or the institution in doing this? The literature states adjunct faculty are not involved in campus activities (Benjamin, 2002; Straw, 2002; Smith, 2001; Crannell, 1998; Haeger, 1998; Wilson, 1999; Frick, 1997). Will improving or developing informal relationships change this and facilitate information sharing?

The full-time faculty expressed that they understood the adjunct faculty experienced inequities. Two of the participants in this study, one adjunct and one full-time, stated the Segway teaching environment was better than what they had experienced at other local colleges. Are inequities evident or is the insecure nature of the adjunct position creating perceptions of inequity? Do full-time faculty teaching at a for-profit institution have a voice for the adjunct faculty teaching there and is a voice necessary? Will the perceptions of inequity and competition be reduced if faculty, both adjunct and full-time, are given more certainty about their teaching schedules? Is there a benefit to the institution in doing so?

Adjunct faculty were not required to attend the same number of meetings or functions as full-time faculty. Adjunct faculty that participated in department meetings, professional training sessions, and graduation expressed more developed relationships with full-time faculty. Is there a benefit of requiring adjunct faculty to participate in certain on-campus or campus-related events? Would a stipend or increased salary make mandatory attendance more acceptable for the adjunct group? Can events, such as department meetings, be web cast or recorded so interested adjunct faculty who are working during the event still be involved? What other technologies will foster this

participation? Will this improve the information sharing between full-time and adjunct faculty? Is there a benefit to students?

Finally, adjunct faculty members, by the nature of their work, did not have the opportunity to interact with one another and develop workplace relationships. When they were on campus they were in a classroom or preparing to go to class. Adjunct peer relationships were virtually non-existent on this campus. In fact, adjunct faculty did not even know one another. Would there be a benefit in developing a formal mentoring relationship between adjunct faculty? Would the formal relationship develop into an informal peer relationship? These opportunities for future research can offer a deeper understanding of the working relationships between adjunct and full-time faculty at a for-profit university. Better understanding of these relationships will lead to better workplace environments and improvements for students.

Conclusion

Adjunct and full-time faculty teaching at Segway University had developed workplace relationships with one another. These relationships, however, were different from what I anticipated they would be at the onset of the study. Based on the literature review and my personal experiences I anticipated a much more hostile and less collaborative and supportive working relationship. My expectations for relational conflict were heightened because of recent lay-offs of full-time faculty at the Metropolis campus. This study revealed a professional relationship between and within the two groups that warrants further investigation. Tensions existed between the two groups in regards to information sharing. The insights to these professional relationships are of benefit to both

full-time and adjunct faculty teaching at institutions such as Segway and at community colleges and also to their administrations.

I did not expect the study to examine the themes that emerged from the data. The questions to guide the interview were not written with the intent of exploring organizational socialization, in-group/out-group affiliations, or organizational and cultural changes and yet this was what the participants discussed. Granted, these concepts were inherent to organizational life and the interviews were conducted at their place of employment so maybe this was why the interviews went in the directions they did. At any rate, the participants freely offered their experiences and perspectives which lead to areas for future research.

The study's findings are most applicable to Segway University. These participants were dedicated to their fields, their students, and the organization. Community colleges and career-related colleges such as Segway may find the findings helpful to their institutions. Universities and colleges are continuing to evolve in their structure, instructional delivery, and alternative offerings. Professional and academic credentials are almost essential in order to meet the demand for new academic programs. Understanding how faculty members with career-related rather than research-related experiences interact with one another and respond to the organization will maximize the opportunities for all.

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Appendix A

Critique Checklist (adapted from Stake, 1995 as cited in Creswell, 1998)

1. Is the report easy to read?
2. Does it fit together, each sentence contributing to the whole?
3. Does the report have a conceptual structure (i.e. themes or issues)?
4. Are its issues developed in a serious and scholarly way?
5. Is the case adequately defined?
6. Is there a sense of story to the presentation?
7. Is the reader provided some vicarious experience?
8. Have quotations been used effectively?
9. Are headings, figures, artifacts, appendixes, and indexes used effectively?
10. Was it edited well?
11. Has the writer made appropriate interpretations?
12. Has adequate attention been made to the context?
13. Were sufficient raw data presented?
14. Were data sources well chosen and in sufficient number?
15. Do observations and interpretations appear to be triangulated?
16. Is the role and point of view of the researcher apparent?
17. Is the intended audience clear?
18. Is empathy shown for all perspectives?
19. Are personal intentions examined?
20. Does it appear that individuals were put at risk?

Appendix B

Invitation to Participate in a Study

TO: All Segway University Faculty – Hillsburg Campus
FROM: Sarah Kays, Associate Professor, Metropolis Campus
SUBJECT: Invitation to Participate in Qualitative Research Study of the Relationship
Between Adjunct and Full-time Faculty at a For-Profit University
DATE: January 20, 2006

I am an Associate Professor of Communication at the Metropolis campus of Segway University. For the past five years, I have been working with several of your colleagues at the Hillsburg campus in the Educational Leadership Ph.D. program at Colorado State University. Like your colleagues, I am now at the dissertation stage of the program.

The main purpose of this e-mail is to invite you to participate in my qualitative research study, relating to the relationship between adjunct and full-time faculty teaching at a for-profit university. I am looking for twelve participants for my study. I have talked with your campus president, and have permission to invite you to participate in this study and to conduct my study at your campus. Any communications about participation in the study will be kept strictly confidential, as will any data collected through the study.

The purpose of my qualitative research study is to describe the relationship between adjunct and full-time faculty teaching at a campus of a for-profit university. Findings from the study may be used to begin to offer an understanding of the relationships between full-time and adjunct faculty teaching at Segway University and other similar institutions.

Twelve faculty members from Segway will be selected to participate and every effort will be made to ensure diversity among participants. If you are interested in participating, please email me at skays@Segway.edu or call at XX3-929-8500. If you have questions about the study before deciding to participate, please contact me.

As a participant in the study, you will be interviewed two times over the next four months—February, March, April, and May. With your permission, the interviews will be audio recorded and then transcribed. Once transcribed, the recordings will be kept in a locked file cabinet at Colorado State University and destroyed after three years.

As a participant, you will have the opportunity to review data collected and to edit contributions as you see fit.

If you are interested in participating in this study, please e-mail me or call by February 7, indicating your interest.

If you have any questions or wish to participate, please contact me at XX3-929-8500, [skays@ Segway.edu](mailto:skays@Segway.edu) . My advisor, Dr. Tim Davies is also able to address questions about the study and can be reached at Colorado State University (davies@cahs.colostate.edu).

I look forward to hearing from you and working with you in this study.

Appendix C

Probing Questions for Face-to-face Interview

Interview Questions:

1. What led you to teach at Segway? Other professional experiences.
 - what do you like about teaching here
 - what would you like to see changed or improved
 - what would make your teaching experience better
 - what courses to you teach
 - when do you usually teach
 - how long have you been teaching here

2. When you're on campus what is your routine? What is a workweek like for you?
 - how do you get information from Segway
 - do you get the information you need to do your work here
 - are you given too much or useless information
 - what are your experiences with class scheduling? Rooms, times, enough courses
 - attendance at staff meetings? Department meetings?
 - are there classes you would like to teach but not currently doing so? Why do you think that is

3. Campus relationships – who do you normally interact with on campus?
 - do you have the opportunity to interact with other faculty while you are on campus?
 - How would you describe interactions?
 - Where do these interactions usually occur? When?
 - When interacting with faculty – usually adjunct or full time?
 - Do you know who the adjunct/full-time faculty are? How do you tell?
 - Are there benefits to being an adjunct/full-time faculty member? Downside?

4. What do you want to tell me about the relationships you have with adjunct faculty?
With full-time faculty?