

Community college adjunct faculty inclusion: Variations by institution type

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ABSTRACT

The present article derives from a larger study about the academic and social inclusion of adjunct faculty at representative public, 2-year colleges in Texas. The research identified a significant difference in adjunct faculty inclusion by institution type. Subject institutions represented Basic Carnegie Classification categories: rural, suburban, and urban. Data from survey responses of 75 adjuncts were analyzed using a variety of statistical methods. Results indicated that adjuncts from the rural community college were included in academic and social campus cultures more often than were adjuncts from the suburban and urban community colleges, but anomalies emerged that warrant further investigation. Because a majority of community college students receive instruction from part-time faculty, it is important to understand how adjuncts interact with and perceive their relationships to their institutions and students.

Keywords: academic and social inclusion, adjunct faculty, Carnegie Classifications, community colleges, part-time faculty

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INTRODUCTION

American community colleges are responsible for the higher education of a growing and increasingly diverse student body (Carr, 2009). Altogether, adjunct faculty teach more community college students than their full-time peers (Edenfield, 2010). According to the National Center for Educational Statistics (2011, Table 259), part-time faculty outnumber full-time faculty by more than two to one in public 2-year institutions. Nevertheless, adjuncts are regarded and treated as peripheral to an institution's mission (Levin, Kater, & Wagoner, 2006; Meixner, Kruck, & Madden, 2010). Studies of adjuncts' role in higher education have tended to generalize about their experiences at and their impact on the colleges and students they serve (Charlier & Williams, 2011).

The present study derives from an investigation of adjunct faculty inclusion at three Texas community colleges. The sample was chosen from among 50 public community college districts representing the Basic Carnegie Classifications for associate degree-granting institutions: rural, suburban, urban. Findings indicated that adjuncts in the 2-year sector may have substantially different experiences and interactions with their institutions according to the type of campus they serve. The purpose of this article is to describe those differences and their implications for institutional practices related to adjunct recruiting, hiring, and support.

BACKGROUND LITERATURE

Higher education scholarship regularly confirms the importance of adjunct faculty in fulfilling the community college mission (Green, 2007; Lydic, 2011; McLaughlin, 2005; Tittle, 2009). Indeed, core characteristics of the community college reflect those of adjunct faculty—flexible, adaptable, and there to serve the specific needs of students. Alternately described as the “heart” (Gappa, Austin & Trice, 2005, p. 32) of the community college and the connection between the institution and student learning, adjunct faculty currently are employed in record numbers but often are disconnected, both academically and socially, from their institutions. As a result, adjuncts “become not only marginal but also alienated from the organization which, in turn, deprives [them] from the personal satisfaction, relatedness, and meaningfulness of participating in a college's culture” (Levin et al., 2006, p. 2). As Frias (2010) emphasized “If institutions fail in their responsibility for [integrating] part-time faculty, there will be significant consequences; part-time faculty are often the primary institutional contact for first and second-year students, who are in the ‘risk zone’ for retention” (p. 185).

Years ago, the literature revealed issues related to adjunct faculty inclusion that remain unabated (Coalition on the Academic Workforce [CAW], 2012; Diegel, 2010; Frias, 2010; Hinkel, 2007; Reid, 1996; Roueche, Roueche, & Milliron, 1996). One such issue is adjunct faculty status. Counter to their historical image when part-time teaching fellows were held in high esteem as visiting professors who brought scholarly prestige to institutions of higher education (Ridley, 2010; Wallin, 2004), part-time faculty today lack status in the academic hierarchy. Full-time faculty at 4-year colleges and universities are perceived to rank above community college teaching faculty; at community colleges, full-time academic faculty rank first, followed by full-time occupational faculty who are followed by part-time faculty (Weisman & Marr, 2002). While part-time faculty allow colleges to expand programs and course offerings due to their specialized knowledge, relevant work experience, and flexible employment, their service routinely is intended to counter decreasing financial resources (Green, 2007; Merriman,

2010; Mrozinski, 2008; Tittle, 2009). Jacobs (as cited in Wallin) explained that part-time faculty often are regarded as a “contingent expendable workforce that allows colleges to quickly respond to changing environmental conditions while saving considerable dollars by not employing full-time faculty” (p. 375). Regarding status, McLaughlin (2005) posed the question that has informed much of the research: “How can professors who join the faculty as part-timers be sufficiently integrated into the academic culture to prevent feelings of marginalization” (p. 189)?

Because community college leaders are responsible for “strengthening the academic culture of the college” (Riggs, 2009, p. 31), McLaughlin’s (2005) question points to another recurring issue: different perspectives between college administrators and the adjuncts they employ. Reid (1996) explored these differences and found that adjunct faculty recruiting and hiring practices were not regulated and that administrators “expressed dissatisfaction and frustration” (p. 136) while adjuncts were satisfied with the simplicity of the processes. Reid also found divergent views about the socialization of adjunct faculty into the campus culture; administrators believed adjuncts were provided ample chances for integration, but adjuncts reported “few opportunities to meet peers or to interact with administrators” (p. 140).

Hinkel (2007) compared community college administrators’ and adjuncts’ perceptions of the importance of institutional support for part-time faculty. She found a significant difference between the two groups’ perceptions of orientation and professional development, access to support services, and evaluation and recognition. Administrators indicated that adjuncts needed to be monitored closely to ensure academic integrity but also expressed the need for greater divisional inclusion of adjunct faculty in support of quality teaching. Similar to Reid’s (1996) study, adjuncts in Hinkel’s study indicated the need for more opportunities to interact socially with others on campus. Administrators further acknowledged that they needed to recognize adjunct faculty more often, including taking time to say “thank you” and “we appreciate you.” Summing up the reasons why campuses need to attend to their adjunct faculty better, Lyons (as cited in Hinkel) explained:

In an age where legislators, students and the community are expecting increased instructional quality and accountability, community colleges can no longer afford to provide greater support of full-time faculty members without doing the same for their increasingly critical part-timers. (p. 88)

The differences in perceptions between administrators and adjuncts reflect a third recurring issue: the disconnect of adjunct faculty from “the life of a college” (Pearch & Marutz, 2005, p. 34). Citing the need to include adjunct faculty as “valuable organizational players” (p. 34), Roueche et al. (1996) created the Part-Time Faculty Integration Model to assess how adjuncts identified themselves within the organizational culture. Their research revealed that adjunct faculty often were estranged from the collegiality of their campuses due to lack of institutional support, socialization, and integration and that “few college administrators [were] aggressively and systematically directing their colleges’ efforts toward integrating part-time faculty” (p. 39). Their research also identified integration strategies that model colleges used to improve adjunct faculty connections, including discussion groups to explore adjunct issues on campus, occasions for participating in college life such as advising and social functions, activities to permit interactions with full-time faculty, a faculty center to support adjuncts, and recognition programs for years of service and teaching excellence. Roueche et al. emphasized that adjunct faculty socialization, communication, and integration strategies should be interwoven into community college systems and asserted that the “largest faculty cohort deserves

that inclusion” (p. 44). They acknowledged, however, that the inclusion of adjunct faculty was not happening readily.

The CAW (2012) affirmed the lack of progress in achieving adjunct faculty inclusion. To access current working conditions, the CAW compiled survey responses of nearly 30,000 teaching faculty from institutions of higher education across the nation in fall 2010, including slightly more than 20,000 contingent faculty. Of the sample, most respondents taught part time at Carnegie associate’s institutions. Consistent with Wallin’s (2004) description of the treatment of adjunct faculty as “second-class citizens” (p. 373), the CAW reiterated that “the large and growing majority employed in contingent positions [still] is rendered largely invisible, both as individuals on the campuses where they work and collectively in the ongoing policy discussions of higher education” (p.1). Participants reported low compensation rates, lack of career recognition, and lack of inclusion in academic decision making:

The respondents paint a dismal picture, one that clearly demonstrates how little professional commitment and support part-time faculty members receive from their institutions for anything that costs money and is not related to preparing and delivering discrete course materials. The findings also reflect a lack of processes and resources to include part-time faculty members in the academic community of the college. (p. 13)

Evident from the literature is adjunct faculty’s central role in meeting community colleges’ instructional mission and the need to ensure proper support and inclusion of adjuncts in their institutions. Many studies have focused on a single institution and a substantial amount of qualitative research has reflected the voices and perceptions of adjunct faculty (Diegel, 2010; Edenfield, 2010; Hinkel, 2007; Ridley, 2010; Tomanek, 2010). Notwithstanding this body of research, many concerns identified in earlier literature persist, especially the disconnect between adjunct faculty and the colleges that depend upon them.

CONTEXT AND METHOD

Data for this article were collected from a study that examined adjunct faculty inclusion in relation to adjuncts’ years of service and reasons for teaching part time. Results of the original study indicated neither years of service nor reasons for teaching part time made a significant difference in adjunct faculty inclusion. However, the study revealed a significant difference in adjunct faculty inclusion by institution type according to Basic Carnegie Classification. Carnegie Classification of Institutions of Higher Education is a framework widely used in research studies about higher education since 1973 (Carnegie Foundation, n.d.). Historically, all 2-year institutions were identified as a single category within the Carnegie Foundation for the Advancement of Teaching system (McCormick & Zhao, 2005). In 2005, a new classification was created to subcategorize associate’s colleges according to their geographic locations and institutional size (Carnegie Foundation). The present study utilized Basic Carnegie Classifications, specifically identifying subject institutions according to their physical location and area population: rural, suburban, and urban. As Charlier and Williams (2011) pointed out, “This classification scheme recognizes that community colleges are ultimately defined by the populations they serve,” (p.161) and “few researchers have explored the impact of [the geographic location of colleges] on adjunct faculty members” (p. 161) and their experiences within the college structure. Derived from empirical evidence about colleges and universities, the Carnegie Classifications establish a common realm of discourse for this and future studies about adjunct faculty.

To understand the extent to which adjunct faculty are academically and socially included and connected to their campuses, the present study examined three questions:

1. What are the demographic characteristics of community college adjunct faculty by Basic Carnegie Classification?
2. What are the inclusion experiences of community college adjunct faculty members by Basic Carnegie Classification?
3. Are there differences in the inclusion experiences of community college adjunct faculty members by Basic Carnegie Classification?

Sample

Subject institutions represented Texas public 2-year colleges by Basic Carnegie Classification. A list of 1,714 of the nation's 2-year colleges that award associate's degrees was compiled from the Carnegie Foundation website and was narrowed to include only public 2-year colleges in the state of Texas. Data from the Integrated Postsecondary Education Data System (IPEDS) website and from colleges' websites were gathered to identify the number of adjuncts employed and in which disciplines at potential sample colleges. Because the majority of adjuncts across the nation teach high-volume, entry-level, general education courses such as English, humanities was chosen as the target academic division (Charlier & Williams, 2011; CAW, 2012; Frias, 2010; Gose, 2010; Lydic, 2011; Mrozinski, 2008). According to pre-existing criteria of Carnegie's Basic Classifications, 32 possible colleges of study were grouped into four categories: medium rural, large rural, suburban, and urban. To maximize sample size, colleges with larger numbers of adjunct faculty were identified, and one campus from each of the four categories was invited to participate. Permission was granted by the Institutional Review Boards (IRBs) of all four invited colleges and the researchers' home institution.

Next, institutional points of contact—vice presidents of instruction, deans, assistant deans, department chairs—were identified for each college to request names and e-mail addresses of adjuncts who taught face-to-face courses in the humanities during the spring 2012 semester, the data collection period. Because this study utilized e-mail as the primary means of communication with participants, the medium rural community college was omitted from study once it was learned that adjuncts were not provided institutional e-mail addresses. To protect anonymity of the three remaining colleges, pseudo names were derived from Carnegie Classifications: (a) Rural Community College (RCC), (b) Suburban Community College (SCC), and (c) Urban Community College (UCC). A total of 215 adjuncts were invited to complete the survey. Participant self-selection by voluntary consent determined a sample size of 75 adjuncts. Of those, 19 (25.3%) taught at RCC, 25 (33.3%) taught at SCC, and 31 (41.3%) taught at UCC.

The larger study of adjunct faculty inclusion from which data presented in this article emerged did not utilize institution type as a specified independent variable, and the sample represented adjuncts across the three institution types. When considered separately, samples from each specific classification were small, thereby limiting the generalization of the study's results. However, findings offer insight for professional conversations and add to the minimal amount of research on adjunct faculty inclusion by college classification.

Instrument

Data for this study came from a two-part survey created by the primary researcher from a synthesis of the literature (Bogert, 2004; Diegel, 2010; Hinkel, 2007; Holmes, 2007; McLaughlin, 2005; Roueche et al., 1996; Tomanek, 2010; Turner, 2003). In its development, the survey was reviewed by three teaching professionals outside of the study: a community college adjunct faculty member with over 40 years teaching and administrative experience, a university adjunct faculty member with over 30 years teaching experience, and a university full-time faculty member with over 40 years teaching and administrative experience.

To safeguard validity further, the survey was pilot-tested by a group of community college adjuncts outside of the study. Clarifications and revisions were made to the survey as a result of reviewers' and pilot-test participants' feedback. To safeguard reliability, Cronbach's Alpha was run utilizing pilot-test results to verify the internal consistency of the survey's constructed questions (Pallant, 2007). As a result, the survey included six constructs which served as the study's dependent variables of adjunct faculty inclusion: (a) socialization; (b) communication and participation in decision making; (c) institutional support services and resources for adjunct faculty; (d) orientations, professional development, and evaluations; (e) interactions with students; and (f) recognition.

The first section of the survey collected participants' demographic information, including (a) age, (b) gender, (c) ethnicity/race, (d) highest degree completed, (e) years of service to the institution, (f) past full-time employment with the institution, (g) part-time teaching load, (h) specific course(s) taught, and (i) reasons for teaching part time. The second survey section collected participants' self-assessments of their academic and social inclusion experiences as adjunct faculty. Participants responded to questions by rating their levels of inclusion according to a six-point Likert scale (1 = Not Offered by My Institution, 2 = Never, 3 = Rarely, 4 = Sometimes, 5 = Usually, and 6 = Always).

Data collection was open for one month. Within an e-mail invitation to participate and three reminder e-mails, adjuncts were provided a link to the online survey. At the conclusion of the data collection period, data were downloaded into the Statistical Package for the Social Sciences (SPSS), Version 19, for analysis.

RESULTS

Adjuncts' demographic data were sorted by Carnegie Classification for comparison. While participating adjuncts shared some traits—age, ethnicity, and highest degree earned—noticeable differences surfaced. Most SCC (69%) and UCC (62.5%) adjuncts were female, whereas most RCC adjuncts (57.1%) were male. The mean age of adjuncts ranged from a low of 45.3 years at RCC to a high of 52 years at UCC. In terms of ethnicity, RCC showed the least diversity with 95% of the adjuncts reporting themselves Caucasian. Part-time faculty at SCC seemed the most diverse with 24% African-American, almost 7% Hispanic, and 58.6% Caucasian. UCC showed some diversity with 15.6% of part-time faculty African-American, 3.1% Hispanic, and 75% Caucasian. In terms of educational preparation, over 80% of adjuncts reported holding a master's degree with a high of 93% at SCC. Almost 20% of RCC adjuncts held the doctorate followed by 15.6% of UCC and 6.9% of SCC.

Most SCC (65.5%) and UCC (65.6%) adjuncts taught one or two face-to-face classes, whereas most RCC adjuncts (57.1%) taught three or more face-to-face classes as indicated in

Table 1 (Appendix). Years of service reported by RCC adjuncts ranged from the first year to 35 years ($M = 6.7$, $SD = 9.2$), and years of service reported by UCC adjuncts ranged from 2 to 29 years of service ($M = 6.5$, $SD = 5.7$). However, SCC adjuncts reported from the first year to 11 years of service ($M = 3.9$, $SD = 2.7$). Under a taxonomy created by Bogert (2004), most SCC (65.5%) and most UCC (56.3%) adjuncts were dependent upon their part-time teaching positions for income or wished to teach full time. Most RCC adjuncts (52.4%) were not dependent upon their part-time teaching positions but had other sources of income or taught part time for the flexibility or enjoyment of it as indicated in Table 2 (Appendix).

Descriptive statistics indicated that participating RCC adjuncts had highest means of inclusion in socialization; communication and participation in decision making; orientations, professional development, and evaluations; and recognition. UCC adjuncts had the highest means of inclusion in institutional support services and resources for adjunct faculty, as well as interactions with students as indicated in Table 3 (Appendix).

Because descriptive statistics pointed out varying means of inclusion among participating adjuncts, a one-way multivariate analysis of variance (MANOVA) was conducted to examine further the relationship between adjunct faculty inclusion and institution type. Six dependent variables related to adjunct faculty inclusion were used: (a) socialization; (b) communication and participation in decision making; (c) institutional support services and resources for adjunct faculty; (d) orientations, professional development, and evaluations; (e) interactions with students; and (f) recognition. The independent variable of study was the Carnegie Classification of each institution: rural, suburban, urban.

Preliminary assumptions tests of the data were conducted to validate the MANOVA of adjunct faculty inclusion by Carnegie Classification. At the $p < .001$ level, Box's Test of Equality of Covariance Matrices ($p = .036$) indicated that the assumption of homogeneity of variance-covariance matrices was not violated. At the $p < .05$ level, Levene's Test of Equality of Error Variances indicated that the assumption of equality of variance was violated for two of the six dependent variables: interactions with students ($p = .029$) and recognition ($p = .027$). Therefore, a stricter level of $p < .025$ was set for univariate testing of these two dependent variables.

As rendered by Wilks' lambda test of significance at the $p < .05$ level, the MANOVA indicated a statistically significant difference among the three groups of adjunct faculty by Carnegie Classification on the combined dependent variables of inclusion [Wilks' $\lambda = .653$, $F(12, 134) = 2.655$, $p = .003$, $\eta^2 = .192$]. Results of Tests of Between-Subjects Effects revealed significant differences in adjunct faculty inclusion by Carnegie Classification in four areas: (a) socialization; (b) communication and participation in decision making; (c) orientations, professional development, and evaluations; and (d) interactions with students as indicated in Table 4 (Appendix). Results of four separate one-way ANOVAs with Tukey HSD post-hoc tests pin-pointed specifically where significant differences of inclusion existed among the three groups of adjuncts for each dependent variable that was significant in the MANOVA:

Socialization

Adjuncts rated their inclusion in areas related to socialization, including how often they attended college-sponsored social functions, socialized with departmental colleagues, socialized with colleagues in other departments, attended extracurricular college events, and attended graduation. From highest to lowest, means of socialization for participating adjuncts were (a)

RCC ($M = 3.32$, $SD = .758$), (b) UCC ($M = 3.07$, $SD = .696$), and (c) SCC ($M = 2.79$, $SD = .528$).

The ANOVA conducted to explore the impact of Carnegie Classification on socialization rendered a significant F at the $p < .05$ level, indicating differences among the three groups of adjuncts [$F(2, 72) = 3.44$, $p = .038$, $\eta^2 = .09$]. The medium effect size, calculated using eta squared, indicated that 9% of the variance in mean scores of socialization among the groups could be explained by Carnegie Classification. Tukey HSD post-hoc tests indicated that the socialization of UCC adjuncts did not differ significantly from either RCC or SCC adjuncts; however, RCC adjuncts socialized significantly more than SCC adjuncts as indicated in Table 5 (Appendix).

A side-by-side comparison of RCC and SCC adjuncts' survey responses revealed where their social inclusion experiences varied. The majority of RCC adjuncts (57.9%) sometimes or often attended college-sponsored social functions whereas the majority of SCC adjuncts (56%) rarely or never attended such events. In addition, the majority of RCC adjuncts (57.9%) sometimes or often socialized with their departmental colleagues; however, the majority of SCC adjuncts (76%) rarely or never socialized with their departmental colleagues. The majority of RCC (79%), UCC (84.4%), and SCC adjuncts (100%) adjuncts never attended graduation—a disappointing finding since adjuncts likely provided the majority of graduates' instruction.

Communication and Participation in Decision Making

Adjuncts rated their inclusion in areas related to communication and decision-making. Areas of interest included how often they communicated with departmental part-time faculty, full-time faculty, and directors or other administrators; how often they served on part-time faculty committees or college-wide committees; and how often they participated in department or college-wide meetings. From highest to lowest, means of communication and participation in decision-making for participating adjuncts were (a) RCC ($M = 3.53$, $SD = .593$), (b) UCC ($M = 3.34$, $SD = .501$), and (c) SCC ($M = 3.08$, $SD = .497$).

The ANOVA conducted to explore the impact of Carnegie Classification on communication and participation in decision making rendered a significant F at the $p < .05$ level, indicating differences among the three groups of adjuncts [$F(2, 72) = 4.18$, $p = .019$, $\eta^2 = .10$]. The medium effect size, calculated using eta squared, indicated 10% of the variance in mean scores of communication and participation in decision making among the groups could be explained by Carnegie Classification. Tukey HSD post-hoc tests indicated that the involvement of UCC adjuncts in communication and participation in decision making did not differ significantly from either RCC or SCC adjuncts; however, RCC adjuncts were engaged in communication and decision making significantly more than SCC adjuncts as indicated in Table 6 (Appendix).

A side-by-side comparison of participants' survey responses revealed that the majority of RCC adjuncts (84.2%) sometimes, often, or always communicated with departmental full-time faculty; however, the majority of SCC adjuncts (52%) rarely or never communicated with departmental full-time faculty. The majority of RCC (57.9%), UCC (68.8%), and SCC (96%) adjuncts rarely or never communicated with administrators (i.e. vice presidents, deans, and/or assistant deans).

Orientations, Professional Development, and Evaluations

Adjuncts rated their inclusion in orientations, professional development, and evaluations. Questions focused on how often they attended an adjunct faculty orientation, an all-faculty orientation, or college professional development sessions; how often they collaborated in planning adjunct faculty orientation or presented professional development sessions for their colleges; how often they received course evaluations and feedback from students or a supervisor; and how often they participated in setting goals for teaching improvement. From highest to lowest, means of inclusion in orientations, professional development, and teaching evaluations for participating adjuncts were (a) RCC ($M = 4.48$, $SD = .694$), (b) UCC ($M = 4.04$, $SD = .519$), and (c) SCC ($M = 4.02$, $SD = .541$).

The ANOVA conducted to explore the impact of Carnegie Classification on adjunct faculty inclusion in orientations, professional development, and evaluations rendered a significant F at the $p < .05$ level, indicating differences among the three groups of adjuncts [$F(2, 72) = 4.33$, $p = .017$, $\eta^2 = .11$]. The medium effect size, calculated using eta squared, indicated that 11% of the variance in mean scores of inclusion in orientations, professional development sessions, and teaching evaluations among the groups could be explained by Carnegie Classification. Tukey HSD post-hoc tests indicated that RCC adjuncts were included in orientations, professional development sessions, and evaluations significantly more than SCC and UCC adjuncts as indicated in Table 7 (Appendix).

A comparison of participants' survey responses revealed that 100% of RCC adjuncts sometimes, often, or always received feedback from student evaluations; however, 12.6% of UCC adjuncts and 16% of SCC adjuncts rarely or never received feedback. Also, more adjuncts from SCC (40%) than from RCC (21.1%) and UCC (21.9%) rarely or never were involved in setting their own teaching improvement goals.

Interactions with Students

Adjuncts rated their inclusion in areas related to their interactions with students, including how often they held scheduled office hours, advised students outside of class times and office hours (in person or via e-mail), and sponsored a student club or campus organization. From highest to lowest, means for participating adjuncts' interactions with students were (a) UCC ($M = 4.19$, $SD = .649$), (b) SCC ($M = 3.59$, $SD = 1.047$), and (c) RCC ($M = 3.54$, $SD = .621$).

The ANOVA conducted to explore the impact of Carnegie Classification on adjunct faculty interactions with students rendered a significant F at the $p < .025$ level, indicating differences among the three groups of adjuncts [$F(2, 72) = 5.60$, $p = .005$, $\eta^2 = .13$]. The medium-large effect size, calculated using eta squared, indicated that 13% of the variance in mean scores of interactions with students among the groups could be explained by Carnegie Classification. Tukey HSD post-hoc tests indicated that UCC adjuncts interacted with students significantly more than RCC and SCC adjuncts as indicated in Table 8 (Appendix).

A comparison of participants' survey responses revealed that a large majority of UCC adjuncts (97%) sometimes, often, or always held scheduled office hours. However, fewer SCC adjuncts (60%) and even fewer RCC adjuncts (31.6%) did the same.

CONCLUSION

Institution type affects institutional practices with respect to the academic and social inclusion of adjunct faculty at rural community colleges more often than at suburban and urban colleges. This conclusion is supported by the research of Charlier and Williams (2011) who maintained that rural community colleges “are less successful in attracting part-time faculty” (p. 175) because the pool of qualified adjuncts is smaller in rural settings than suburban and urban areas. It serves to reason that rural community colleges attempt to retain qualified adjuncts once they are hired because adjuncts are less available than in the more populated locations of suburban and urban community colleges.

IMPLICATIONS

Especially because the academic and social inclusion of adjunct faculty has not improved over time to reflect their importance, this study’s findings point to implications for inclusionary practices and emphasize the need for further inquiry. To begin, the inclusion of adjunct faculty should be intentional, more than just sometimes as adjuncts from all three institution types reported. In their recruiting and hiring efforts, administrators should take into account adjuncts’ reasons for teaching part time because these factors may influence their commitment to the institution. Counter to the majority of SCC and UCC adjuncts in this study, most RCC adjuncts were not dependent upon their part-time positions according to Bogert’s (2004) taxonomy. Nationally, the majority of adjuncts are dependent with nearly 75% seeking full-time teaching positions (CAW, 2012). Understanding adjuncts’ career objectives would help administrators address the needs of adjuncts within inclusionary practices.

Social inclusion is a basic means of developing a connection—a sense of organizational belonging—between adjuncts and the colleges that depend upon them (Merriman, 2010). Perhaps RCC adjuncts experienced more social inclusion among their full-time peers because they carried heavier teaching loads than SCC and UCC adjuncts. With more time on campus, RCC adjuncts may have had more opportunities to interact with colleagues, thereby strengthening their inclusion in campus networks (Frias, 2010). As Frias explained, informal and formal socialization opportunities are important especially to new adjuncts as they “learn the values, norms, and skills associated with a given organization” (p. 3). To foster connections, administrators could provide adjuncts with passes to athletic and fine arts events, invite them to participate in community service projects, and invite them to attend graduation as faculty. In addition, full-time faculty could invite adjuncts to join departmental groups at campus events.

Adjuncts feel supported as teaching professionals when they are welcome to communicate their ideas and to participate in decision making processes. Of this study’s sample, RCC adjuncts experienced these opportunities more than SCC and UCC adjuncts. Nationally, adjuncts reported minimal professional support and minimal inclusion in academic decision making (CAW, 2012). To improve academic inclusion, instructional leaders should involve adjuncts in the planning and development of adjunct orientations, include them in full-time faculty convocations, and invite them to present professional development sessions on behalf of their colleges. Importantly, adjuncts should receive feedback from teaching evaluations and should be involved in growth plans for their teaching and career development.

Student success is enhanced when students have opportunities to interact with teaching faculty beyond the classroom (Center for Community College Student Engagement, 2012).

While technology allows for various means of interaction and communication, entry-level college students often need to interact face-to-face with their professors (Achilles, Byrd, Felder-Strauss, Franklin, & Janowich, 2011). This suggests that UCC students had an advantage over RCC and SCC students given that nearly 100% of UCC adjuncts held scheduled office hours whereas RCC and UCC adjuncts did not. It is not uncommon for community college students to receive instruction from adjuncts who spend little time on campus, often in meager office spaces. To increase opportunities for interactions between adjunct faculty and their students outside of class, adjuncts should be provided well-equipped office spaces near departmental full-time faculty. If adjuncts were expected and paid to hold office hours, students would have more access to the majority of community college teaching faculty.

RECOMMENDATIONS FOR FURTHER RESEARCH

In practical application, areas of adjunct faculty inclusion (socialization; communication and participation in decision making; institutional support services and resources for adjunct faculty; orientations, professional development, and evaluations; interactions with students; and recognition) “are not mutually exclusive” (Roueche et al., 1996, p. 38). Inclusion in one area contributes to inclusion in another. Likewise, exclusion in one area contributes to the exclusion in another. Because adjuncts in this study experienced significant differences of inclusion, a study of inclusionary practices and policies at multiple colleges according to Basic Carnegie Classifications would help identify effective systems and means for including adjuncts in academic and social cultures.

Because the employment of part-time teaching faculty is a common practice across higher education, studies of adjunct inclusion at multiple colleges/universities according to other Carnegie Classifications (e.g., Undergraduate Instructional Program Classification, Enrollment Profile Classification, Size and Setting Classification) would clarify further the relationship between adjunct faculty inclusion and institution type. Finally, given the differences that emerged in the present study among the three types of institutions, it is recommended that, whatever the focus of their inquiry, researchers consider differentiation by institution type as an important factor in future investigations.

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APPENDIX

Table 1. Adjunct Faculty Number of Classes by Carnegie Classification

Classification	Number of classes	Frequency	Percentage
Rural	One	3	14.3
	Two	6	28.6
	Three	7	33.3
	Four	2	9.5
	More than four	3	14.3
Suburban	One	4	13.8
	Two	15	51.7
	Three	10	34.5
Urban	One	4	12.5
	Two	17	53.1
	Three	7	21.9
	Four	3	9.4
	More than four	1	3.1

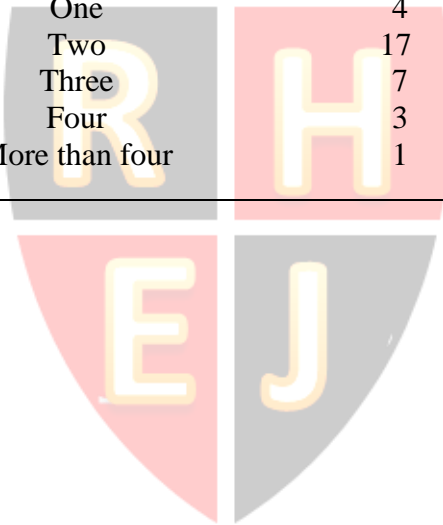


Table 2. Adjunct Faculty Reasons for Teaching Part Time according to Bogert's (2004) Taxonomy by Carnegie Classification

Classification	Reason for teaching part time	Frequency	Percentage
Rural	Stable		
	In addition to full-time career	3	14.3
	Flexible schedule	1	4.8
	Love of teaching	7	33.3
	Dependent		
	Primary source of income	1	4.8
	Desire full-time teaching position	9	42.8
Suburban	Stable		
	In addition to full-time career	2	6.9
	Flexible schedule	5	17.3
	Love of teaching	3	10.3
	Dependent		
	Primary source of income	6	20.7
	Desire full-time teaching position	13	44.8
Urban	Stable		
	In addition to full-time career	5	15.6
	Flexible schedule	5	15.6
	Love of teaching	5	12.5
	Dependent		
	Primary source of income	3	9.4
	Desire full-time teaching position	15	46.9

Table 3. Adjunct Faculty Inclusion by Carnegie Classification

Area of inclusion	Classification	M	SD
Socialization	Rural	3.32	.758
	Suburban	2.79	.528
	Urban	3.07	.696
Communication/decision making	Rural	3.53	.593
	Suburban	3.08	.497
	Urban	3.34	.501
Institutional support services/resources	Rural	4.25	.626
	Suburban	4.17	.554
	Urban	4.39	.493
Orientations/development/evaluations	Rural	4.48	.694
	Suburban	4.02	.541
	Urban	4.04	.519
Interactions with students	Rural	3.54	.621
	Suburban	3.59	1.047
	Urban	4.19	.649
Recognition	Rural	3.25	1.124
	Suburban	2.78	.682
	Urban	3.15	.920

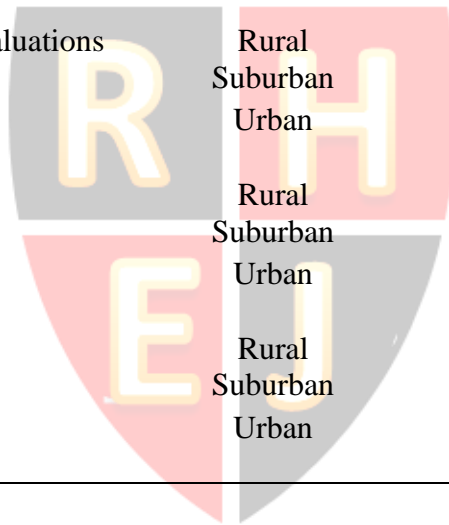


Table 4. Results of Tests of Between-Subjects Effects for Dependent Variables of Adjunct Faculty Inclusion by Carnegie Classification

Construct/dependent variable	SS	df	MS	F	p	η^2
Socialization	3.012	2	1.506	3.438*	.038	.087
Communication/decision making	2.296	2	1.148	4.175*	.019	.104
Institutional support services/resources	.701	2	.351	1.162	.319	.031
Orientations/development/evaluations	2.860	2	1.430	4.332*	.017	.107
Interactions with students	7.132	2	3.566	5.602**	.005	.135
Recognition	2.863	2	1.432	1.725	.185	.046

*p < .05 determined statistical significance. **p < .025 determined statistical significance.

Table 5. Tukey Post-Hoc Analysis for Adjunct Faculty Socialization by Carnegie Classification

Classification		ΔM	SE	p
Rural	Suburban	.524	.201	.03
	Urban	.245	.193	.42
Suburban	Rural	-.524	.201	.03
	Urban	-.279	.178	.27
Urban	Rural	-.245	.193	.42
	Suburban	.279	.178	.27

p < .05

Table 6. Tukey Post-Hoc Analysis for Adjunct Faculty Communication and Participation in Decision Making by Carnegie Classification

Classification		ΔM	SE	p
Rural	Suburban	.453	.160	.02
	Urban	.190	.153	.43
Suburban	Rural	-.453	.160	.02
	Urban	-.263	.141	.16
Urban	Rural	-.190	.153	.43
	Suburban	.263	.141	.16

p < .05

Table 7. Tukey Post-Hoc Analysis for Adjunct Faculty Inclusion in Orientations, Professional Development, and Evaluations by Carnegie Classification

Classification		ΔM	SE	p
Rural	Suburban	.459	.175	.03
	Urban	.440	.167	.03
Suburban	Rural	-.459	.175	.03
	Urban	-.019	.154	.99
Urban	Rural	-.440	.167	.03
	Suburban	.019	.154	.99

p < .05

Table 8. Tukey Post-Hoc Analysis for Adjunct Faculty Interactions with Students by Carnegie Classification

Classification		ΔM	SE	p
Rural	Suburban	-.043	.243	.98
	Urban	-.650	.232	.02
Suburban	Rural	.043	.243	.98
	Urban	-.607	.214	.02
Urban	Rural	.650	.232	.02
	Suburban	.607	.214	.02

p < .025

