

A QUALITATIVE STUDY OF COMMUNITY COLLEGE
FACULTY DEFINED THROUGH THE LENS OF
SOCIOLOGICAL THEORIES RELATING TO
PROFESSIONALISM AND
DE-PROFESSIONALISM

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CHAPTER I.

DESIGN OF THE STUDY

Background

The American community college has been in existence since the early years of the twentieth century. Community colleges are defined as “any institution accredited to award the Associate of Arts or the Associate of Science as its highest degree” (Cohen & Brawer, 1996, p. 5). From their beginnings until recently, the term junior college was commonly applied to two-year institutions. By the 1970’s, the term community college was used to describe lower division branches of private universities, two-year colleges supported by churches, or organized independently and comprehensive, publicly supported institutions (Cohen & Brawer, 1996).

“Since 1973, the share of Americans who make it to college has more than doubled” (Carnevale & Desrochers, 2001, p. 9). Correspondingly, there has been a dramatic growth in community colleges. According to Altbach (1995) more than one-fourth of postsecondary institutions are community colleges. Approximately half of all students in higher education are enrolled in two-year institutions (Striplin, 2000). The substantial number of two-year institutions is necessary to meet an objective of American society which is “the peculiarly American belief that people cannot be legitimately educated, employed, religiously observant, ill, or healthy unless some institution sanctions that aspect of their being” (Cohen & Bawer, 1996, p. 1).

Community colleges are the “largest and most comprehensive delivery system of formal education to adults in our society” (Katsinas, 1994, p. 3). Community colleges offer open-door policies, flexible scheduling, low tuition and a combination of course offerings that include both vocational and academic programs. Because of these attributes, “community colleges are well situated to accommodate the diverse needs of a populace experiencing an increasingly rapid rate of societal change” (Closson, 1996, p. 3).

Business and industry rely on college degrees to demonstrate knowledge of general skills and employers have come to depend on community colleges to certify competence in more specialized skills. There has been an increase “in demand for skills that help workers keep pace with a changing economy” (Carnevale & Desrochers, 2001, p. 8). Community colleges assist in meeting that demand by collaboration with other educators, business and community leaders, professional societies and unions (Carnevale & Desrochers, 2001). What has emerged is a dialogue about the “new knowledge economy” with community college faculty playing a central role.

Since the existence of community colleges, emphasis has been on the importance of teaching. The community college system began as an extension of the K-12 school system and “from the start...were defined as teaching institutions rather than research institutions” (Parilla, 1986, p. 1). Many faculty members hired during the growth period of the 1960’s came into the community college from public education with backgrounds in certification-based education. They were trained and accomplished as teachers (Cohen & Brawer, 1996). The prevailing culture in community colleges continues a commitment to teaching.

“There is no doubt that teaching occupies a hallowed spot in community colleges”

(Outcalt, 2000, p. 57). “Community college faculty stand out from many of their professorial colleagues because of the size and diversity of their sector of higher education, but also because teaching—far more than research or service—is the heart of the profession” (Huber, 1998, p. 12). “One of the most powerful resources of any dean, president or board of trustees is the professionalism of the faculty” (Roberts & Donahue, 2000, p. 365).

Statement of the Problem

Historically, academic community college faculty are known for their commitment to teaching (Cohen & Brawer, 1996). However, there is a current need for vocational “on-the-job” knowledge at community colleges that necessitates those who do not come from a teaching background to be involved in instruction (Carnevale & Desrochers, 2001). The academic areas of English, math and science require instructors with foundations in those subjects. However, vocational related coursework requires a dissimilar foundation; there is a need for faculty who possess experience and “cutting-edge” information applicable to career related coursework. Community college instruction must meet the growing student demand to teach, “state-of-the-art” job skills combined with a liberal arts curriculum. In this context, changes in the focus of community colleges, redefines professionalism of community college faculty.

Four areas of focus in professionalism literature are knowledge acquisition, service ethic, autonomy and commitment to calling. Traditional researchers on professionalism, Vollmer and Mills (1966), would explain the development of a new and different expertise from teaching to work related experiences as a redefinition of the characteristics of the profession. It is possible that instead of the knowledge base of the community

college professional being academic coursework, it is now vocational work-related experience. It is also possible, in terms of service ethic that, the community college professional is not influenced by a collegial atmosphere but, a diversity of career disciplines. It is also possible, in terms of autonomy that, the community college professional is guided by the institution's administration and not the profession's national and regional organizations. And, it is possible that in terms of commitment to calling, instead of a "central-life-interest", a dedication to the role of teaching does not carry the significance of a deep life-long commitment to and identification with their work. The dedication and desire to advance their discipline relates to a vocation outside the classroom.

Purpose of the Study

The purpose of this study is to explore the myriad definitions of professionalism given the tensions between academic and vocational functions of community colleges.

Specifically, the following will be done:

1. Describe professional perspectives of vocational and academic community college faculty in both full-time and adjunct roles.
2. Analyze these perspectives through the lens of professionalism/de-professionalism in occupations.
3. Report other realities that may be revealed.
4. Assess the usefulness of professionalism/de-professionalism as a lens for understanding these perspectives.

Theoretical Framework

Professionalism entails commitment to a particular body of knowledge and skill.

Professionals have a mission to preserve, refine and elaborate that knowledge for the purpose of application to good works. To carry out their mission, professionals must have freedom to exercise discretionary judgment. Codes of ethics and professional associations are necessary to preserve the integrity of the professions (Freidson, 1994).

Knowledge Acquisition

There is an assumption that professional work requires highly specialized sets of skills, intellectual functioning and a knowledge base that is not easily acquired.

Professionals are often called “knowledge-based” professions as with law and medicine.

“A teacher possesses a body of knowledge and skills related to and essential for the business of teaching” (Vollmer & Mills, 1966, p. 157). Preparation for a profession involves study and formal education in theory. Professionals acquire an understanding of the body of knowledge relevant to their chosen occupation. Theory is not a part of learning to be a pipe fitter or bricklayer therefore pipefitting and bricklaying are occupations, not professions. Occupations that move toward professional status evolve because of the need for a formal education in theory (Vollmer & Mills, 1966).

Service Ethic

An essential component of the teaching profession is commitment to service.

“Although secondary to teaching, other aspects of the faculty role included service both to the community and to the college” (Fugate & Amey, 2000, p. 3). Every profession has a built-in code of ethics, which requires principled behavior on the part of its members. Formal written codes are typical of professions (Roberts & Donahue, 2000). Through a code of ethics, which regulates behaviors, the professional commits to the welfare of society.

One of the strengths of the community college is its' commitment to students. Service ethic in this study involves more than concern about society and the institution that employs them. Service ethic is illustrated in teaching with a caring attitude toward students. "A student-centered ethos has become the hallmark of the community college" (O'Banion, 1972, p. 23).

Autonomy

Professionals have a high degree of autonomy. Teachers have traditionally exercised considerable autonomy and academic freedom over their basic working conditions. "Teaching is generally acknowledged to be solo performance; the door to the classroom is jealously guarded" (Cohen & Brawer, 1996, p. 96). The classroom remains the instructor's domain and they are typically given autonomy outside of class. There are variations based on institutional types, with faculty at community colleges subject to more restraints on autonomy than professors at four-year institutions. However, the teaching profession continues to offer significant autonomy in higher education (Altbach, Berdahl & Gumport, 1994).

Commitment to Calling

The career concept is central to the professional culture. At the heart of the term career is a certain attitude which is unique to professions. There is an intense personal involvement with their profession, which means work activities and after-work activities are not separate. "To the professional person his work becomes his life" (Vollmer & Mills, 1966, p. 17).

"A career is essentially a "calling", a life devoted to "good works" (Vollmer & Mills, 1966, p. 17). Helping or educating people are values in themselves. The professional

works at their occupation primarily for intrinsic and self-less reasons. Monetary gain is secondary to the inherent rewards of their service, although most professionals are well paid. Their dedication transcends personal concerns.

Procedures

This study is a qualitative, naturalistic inquiry among community college faculty. “Qualitative research occurs in a natural setting, where human behavior and events occur” (Creswell, 1994, p. 162). This type of research can produce richness in depth and breadth. Geertz (1973) defines this depth and detail as “thick description.”

Researcher

I, the researcher, am the principal instrument in data collection. I am a middle-aged divorced female from a small farming community. I grew up in a middle-class family and although my parents attended college after high school, neither of them graduated from college. I have been in the counseling profession for 16 years and worked in higher education for ten years as a community college counselor and instructor. I graduated with my first degree in Liberal Arts from the same rural community college I was employed with. I have a family connection to community colleges with a grandmother and a mother who were previously employed with the same institution.

My former community college duties involved academic, career and personal counseling for the main campus. I was coordinator for the Disabled Student Services program for 3000 students enrolled on two campuses. I enjoyed teaching Sociology and Freshman Orientation and sponsoring a variety of organizations. I was required to be engaged in diversity of committees and groups on campus. I am currently employed as a college counselor in a historically black college/university.

The community college environment has its own culture. I am conducting this research with an insider's perspective. I understand both the positive aspects and frustrations of community college faculty. The participants will know that we have shared experiences and I have a familiarity with their world. "Having technical knowledge of the field makes it easier to ask questions that will elicit detailed answers" (Rubin & Rubin, 1995, p. 78).

Coming from a counseling background is also helpful in eliciting information. I am accustomed to probing and searching for information in a non-threatening way. My background brings certain biases to this study because it shapes the way I present and analyze the data. However, I also believe my previous experience brings a unique capability to interpret the community college culture. I have a strong familiarity with my institution. My biases will be reduced, by studying a community college in another state.

Data Needs

"The idea of qualitative research is to purposefully select informants that will best answer the research question{s}" (Creswell, 1994, p. 148). The purposive sample in this study includes eight vocational and eight academic community college faculty and a full-time administrator. The sample has been varied by age. Ages of the faculty ranges from 23 to 61. The terms vocational and academic refer to the classes taught by the faculty members. Since balance is important, this study is comprised of both full-time and adjunct faculty. Adjunct faculty is defined as instructors with less than full-time teaching responsibilities. Participants were chosen for their differences in experience, expertise and perspectives.

Descriptive demographic data from community college faculty were necessary for this

study. Public documents such as mission statements, codes of ethics, faculty handbooks, catalogues, professional resumes, vitas, and public records augmented the study.

Data Collection

“The interview is one of the main data collection tools in qualitative research. It is a very good way of assessing people’s perceptions, meanings, definitions’ of situations and constructions of reality. It is also one of the most powerful ways of understanding others” (Punch, 1998, p. 174-175).

Given these benefits, interviews were the data collection strategy of choice. Each participant was asked to provide consent to being interviewed and audio tape-recorded during in-depth and shorter follow-up interviews. Interviews began with demographic questions and expanded to open-ended questions drawn from studies on professionalism. Interview questions were used to assess differences in professional perspectives of full-time and adjunct community college faculty members from both the vocational and academic programs. The interview protocol is included in Appendix A. The interviews flowed smoothly and were not as structured as the interview protocol appears.

Data collection began with my observations of the environment. As, the researcher, I was a facilitator in these interviews, not a participant. I had ample time and involvement at the site of inquiry. A minimum of one-hour interviews were used to meet this criteria. This choice of method allowed the subjects to tell their stories in their own voices because “qualitative interviewing is a way of finding out what others feel and think about their worlds” (Rubin & Rubin, 1995, p. 1).

All participants were interviewed a minimum of one hour. Seven full time faculty members and one administrator were interviewed twice. Two adjunct faculty members

were interviewed twice. Two vocational adjunct faculty members were interviewed by email.

Sixteen community college faculty members were asked to participate, including four full-time academic, four adjunct academic, four full-time vocational and four adjunct vocational. An administrator was interviewed for an additional perspective. Two of the full-time faculty members have administrative responsibilities.

Interviews were conducted at an out-of-state community college with a goal of producing a coherent, focused study on the professionalism of faculty. Documents including mission statements, codes of ethics, faculty handbooks, catalogues, professional resumes, vitas, and public records were collected to refine the study. Administration provided the adjunct faculty handbook, a schedule of classes and catalogue.

Data Analysis

The theoretical framework of professionalism in occupations serves as the lens through which the data was examined and analyzed. This two-step process began with a review of the data collected (including interviews, descriptive field notes, and documents) and resulted in coding of the data into broad categories consistent with the themes defined in the literature on professions: knowledge acquisition, service ethic, autonomy, and commitment to calling. All data provided was coded and categorized. From new categories, additional themes describing professionalism in community colleges were defined and presented. Because the design was flexible, adjustments were made to the design of the survey when the administrator interview took place. “Adjusting the design as you go along is a normal, expected part of the qualitative research process”

(Rubin & Rubin, 1995, p. 44).

Before proceeding with the research study, I submitted my proposal and received approval to proceed with the study from the Oklahoma State Institutional Review Board. Appendix B has a copy of the Institutional Review Board approval form.

Research Criteria

Certain criteria must be met for a qualitative study to be considered trustworthy. These criteria include credibility, transferability, dependability and confirmability (Guba & Lincoln, 1989). Trustworthiness is defined as “the degree to which we can rely on the concepts, method, and inferences of a study, or tradition of inquiry, as the basis for our own theorizing and empirical research” (Mishler 1990, p. 19). Multiple perspectives add to the trustworthiness of the study. Using vocational, academic, full-time, and adjunct faculty allows for observation of overlapping and different perspectives. Accurate descriptions will also foster trustworthiness.

Credibility

“Researchers judge the credibility of qualitative work by its transparency, consistency-coherence, and communicability; they design the interviewing to achieve these standards” (Rubin & Rubin, 1995, p. 85). In-depth interviews and shorter follow-up interviews, where the participants are given an opportunity to challenge will be used to achieve credibility.

Member checking is a method of using members of the group to ensure that what is written is an accurate portrayal of the interviews and interpretation of those interviews. Informal member checking at the data gathering and formal member checking at the analysis stage enable a more complete picture of events, which also promotes credibility.

Transferability

Transferability refers to the possibility of applying a study's findings to other situations and participants. Transferability focuses on two features, diversity and descriptiveness. First, the sampling must be diverse in order to allow transfer of the findings to other situations (Punch, 1998). These interviews incorporate full-time vocational instructors, adjunct vocational instructors and full-time and adjunct academic faculty along with an administrator so that disparate perspectives could be examined. Second, transferability is enhanced by the descriptiveness of the data. Data will be presented with rich and thick description. This allows the reader to judge the use of the research for other situations (Punch, 1998).

Dependability

Dependability is concerned with the stability of data over time (Guba & Lincoln, 1989). Dependability means being reasonably sure that the findings would be replicated if the study were conducted with the same participants in the same context. Data collection from community college faculty will lead to dependability by showing an audit trail. The audit trail includes field notes from interviews, transcripts, tapes and documents.

Confirmability

Confirmability is defined as being sure that the findings are reflective of the subjects and the inquiry itself rather than the product of the researcher's biases and prejudices. This means that data can be tracked to the sources, which leads to logical interpretations in a coherent narrative (Guba & Lincoln, 1989). The audit trail includes taped interviews so that the original data can be confirmed. Documents including mission statements,

codes of ethics, faculty handbooks, catalogues, professional resumes, vitas, and other public records will be available for verification. Additionally, under data collection, it was noted that this study is conducted at a community college in another state. Using this site further reduces researcher biases and achieves confirmability.

Significance

This research provides insight into community college faculty members' professional perspectives. Additionally, this study gives a voice and an opportunity for reflection to community college faculty and administration. The information from this study will be valuable to research, practice and theory. The possibilities for this research include recognition of the differing perspectives of this significant group of educators.

Research

Community colleges are struggling to find a sense of balance between their "education and training missions" (Carnevale & Desrochers, 2001, p. 17). Faculty members must possess professionalism in order to meet those challenges. The interest in the professionalism of teaching has gained recognition today. Cross (1990) predicted that the quality of faculty would be an important issue for higher education in the 1990's.

Community college faculty perform a vital role in education and yet community college research is incomplete. "There is no generally accepted national research agenda for community colleges, no consistently funded national agenda charged with studying institutions as unique entities, and few educational researchers directing their attention towards them" (Cohen & Brawer, 1996). Only a small number of qualitative studies appear in the literature each year. Prominent community college researchers Cohen and Brawer (1996), state that qualitative studies can provide significant information and

insight about community college functioning during the course of interviewing staff members.

“Despite the growth of community colleges in our society and the claim that the strength of these colleges is their faculty, very little research has been done in recent years to provide insight into this group of academic professionals” (Fugate & Amey, 2000, p. 1). There is a need to further explore and clarify professionalism among community college faculty. This study can add to sociological and educational research and encourage further research.

Practice

Community colleges are expected to expand their offering of both academic and vocational programs. Employers want more job specific skills, but they also acknowledge the need for employee proficiency in problem solving, communication, and interpersonal skills. Community college faculty members face many unique needs and challenges. Are we “educators or trainers?” (Carnevale & Desorchers, 2001, p. 83).

Educators recognize the worth of job specific skills in relation to today’s changing economy. Yet, they also remain committed to providing transfer curriculum and a liberal arts education that promotes learning for its own sake (Carnevale & Desorchers, 2001). “This all-things-to-all people mission causes tension between the academic and vocational functions of community colleges, even though their synergy clearly expands opportunities for individuals while making community colleges more effective in meeting their communities’ economic needs” (Carnevale & Desrochers, 2001, p. 15).

This study illuminates an important issue in the field of higher education. It allows for reflection on the two different functions of community colleges. A contemporary

definition of professionalism can enhance practice by encouraging recognition of the changes in the community college system. Additional understanding can also contribute to faculty development. Academic and vocational faculty can share their knowledge and work together for improvements in the community college system.

Caine (1999) argues in his systems approach book that community colleges need to clarify their mission and move beyond confusion and ambiguity. Bottery and Wright, 1996, p. 96) state, “Teachers, in order to better defend themselves better. In particular, all teachers need to be better acquainted with and be able to debate the implications of differing conceptions of the reflective practitioner” This study can provide insight, which allows administrators and faculty to re-evaluate their missions and come together with cohesive goals.

Theory

There are different concepts of what is meant by professions, professionals and professionalism. A professional is committed to the profession, the body of knowledge and their field of specialization. The theoretical framework of professionalism in occupations is used to clarify community college faculty roles. “Few studies have focused on developing two-year models or on beliefs about and constructions of the community college faculty role” (Fugate & Amey, 2000, p. 1). The study can add to theory by coherently integrating concepts from sociological literature and education and painting a picture of the professional community college faculty member. In this context, this study redefines professionalism among community college faculty given the tensions between vocational and academic perspectives.

Summary

The purpose of this study is to examine professionalism of community college faculty given the tensions between academic and vocational functions. Sociological literature on professionalism in occupations provides a lens to examine full-time and adjunct academic and vocational community college faculty. Faculty members are divided into four categories, full-time academic, adjunct academic, full-time vocational and adjunct vocational. An administrator was interviewed for an additional perspective. Knowledge acquisition, service ethic, autonomy and commitment to calling were the characteristics examined. Qualitative methods were used to assess the professional perspectives of faculty members. This study gave a voice to community college faculty and thus encourages further reflection, insight and research by administrators and faculty.

Reporting

Chapter Two contains a review of literature pertaining to community college faculty. Sociological literature on professionalism/de-professionalism in occupations will also be explored. Chapter Three includes an account of how the data was collected followed by a description of the site and a portrayal of the participants. Chapter Four presents the data collected. Chapter Five includes analysis and interpretation of the data. Summary, reflection and conclusions will comprise Chapter Six.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of literature pertaining to community colleges in America. The review begins with the history of community colleges and their significance in today's educational system. Next, the essential role of community college faculty is explored using sociological theories from professionalism and de-professionalism. Finally, the myriad definitions of professionalism and de-professionalism are examined with a focus on knowledge acquisition, service ethic, autonomy and commitment to calling.

Community College Background

The American community college has been in existence since the early years of the twentieth century. Community colleges are defined as “any institution accredited to award the Associate of Arts or the Associate of Science as its highest degree” (Cohen & Brawer, 1996, p. 5). From their beginnings until recently, the term junior college was commonly applied to two-year institutions. By the 1970's, the term had been changed to community college and was used to describe lower division branches of private universities, two-year colleges supported by churches, or organized independently and comprehensive, publicly supported institutions (Cohen & Brawer, 1996).

“Since 1973, the share of Americans who make it to college has more than doubled” (Carnevale & Desrochers, 2001, p. 9). Correspondingly, there has been a dramatic growth

in community colleges. According to Altbach (1995), more than one-fourth of postsecondary institutions are community colleges. Approximately half of all students in higher education are enrolled in two-year institutions (Striplin, 2000). Even though college graduates have doubled since 1970-71, the liberal arts degrees have declined. “This includes not only all of the humanities and social sciences (except psychology), but also the physical sciences and mathematics” (Brint, Riddle, Turk-Bicakci & Levy, 2005, p. 159).

Community colleges are the “largest and most comprehensive delivery system of formal education to adults in our society” (Katsinas, 1994, p. 3). Community colleges are faced with meeting the needs of a diverse student population. Their “all-things-to-all people” mission involves a balancing act between a liberal arts education and vocational training. Pulled in many directions, these institutions are seeking ways to educate a broad range of students. Community colleges are continually updating and expanding their curriculum (Carnevale & Desrochers, 2001). Grubb and Lazerson (2005, p. 2) agree that in American higher education there has been “a dramatic expansion of access” and “a greater emphasis on vocational purposes.”

Community colleges are the new entrepreneurs in our society. They are responsive to the needs of their local communities and economies. Community colleges offer more variety in teaching and include more diversity in their student population than four-year institutions (Carnevale & Desrochers, 2001). “The community college certainly serves a broader sector of the local population than does any higher education institution” (Cohen & Brawer, 1996, p. 57). Community colleges offer open-door policies, flexible scheduling, low tuition and a combination of course offerings that include both

vocational and academic programs. They boast about smaller classes and courses linked to a more personal learning community (Grubb & Lazerson, 2005). Because of these attributes, “community colleges are well situated to accommodate the diverse needs of a populace experiencing an increasingly rapid rate of societal change” (Closson, 1996, p. 3).

“Most jobs now require educational attainment beyond high school” (Carnevale & Desrochers, 2001, p. 50). In order to achieve what Tyack and Cuban (1995) label the integration between school and work, higher education must offer updated and current curriculum. Business and industry depend on college degrees to demonstrate knowledge of general skills and employers have come to rely on community colleges to certify competence in more specialized skills. Employers want job-specific expertise, but also require proficiency in written and verbal communication combined with problem-solving and interpersonal skills (Carnevale & Desrochers, 2001). There has also been an increase “in demand for skills that help workers keep pace with a changing economy” (Carnevale & Desrochers, 2001, p. 8). Community colleges assist in meeting that demand by collaboration with other educators, business and community leaders, professional societies and unions (Carnevale & Desrochers, 2001).

Legislation has addressed the changing needs of society. “The Morrill Act in 1862 formally recognized the role of higher education in preparing people for vocations. Each state received federal land to establish at least one institution” (Grubb & Lazerson, 2005, p. 3). Critics believed that academic training would be irrelevant and college was not the place to prepare for employment. However, land grant leaders viewed their institutions as not as technical or trade schools, but as universities. In 1944, the federal government

funded the G.I. Bill and thus further promoted higher education. States expanded their offering of public institutions, including more community colleges (Grubb & Lazerson, 2005).

In more recent years, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 advocated the combination of academic and career education to meet the needs of economically and educationally disadvantaged students by funding programs such as the Tech Prep Education Act of 1990 and the School-to-Work Opportunities Act of 1994. One of the goals of legislation was to integrate knowledge and skills so that there is a link between the classroom and the workplace. Tech Prep began in secondary schools and encouraged an alliance between the high schools and community colleges. It emphasized technical preparation and a smooth transition from high school to postsecondary education to include academic and technical knowledge (Perin & Boehlen, 1999). School-to-Work continued the integration of knowledge and skills by encouraging institutions and industry to form partnerships. “The three core elements of School-to-Work are (1) school-based learning, (2) work-based learning and (3) connecting activities, all of which increase student exposure to real workplaces” (Perin & Boehlen, 1999, p. 125).

The *Secretary’s Commission on Achieving Necessary Skills* (SCANS) Report of 1991 recommended that workers improve their skills in reading, writing, mathematics, decision-making, problem-solving, and knowing-how-to-learn. The Report provides guidance on how to prepare students to meet the academic needs necessary for success in college (Perin & Boehlen, 1999). Additionally, *Goals 2000: Educate America Act of 1994* links academic skills to employment. The premise is that career education has too

narrow a focus if it only trains the student in job skills. Functional literacy is necessary to find a job and knowledge of interpersonal relationships is needed for sustaining employment (Perin & Boehlen, 1999).

It is important to note that all higher education including graduate school is career education. “The poverty-proud scholar, attending college for the joy of pure knowledge, is about as common as the presidential candidate who was born in a log cabin. Both myths deserve decent burials” (Cohen & Brawer, 1996, p. 402). The nature of work has evolved from occupations in industry to occupations in technology. Grubb and Lazerson (2005) suggest that some college will be necessary for all jobs in the future, a perspective they describe as “College for All”.

Community colleges, like any other institution need to demonstrate their usefulness to society if they expect to have continued support (Cohen & Brawer, 1996). Hata (1999, p. 28) states that “ President Clinton’s 1997 State of the Union Address recognized that “community colleges provide a critical component in the effort to prepare the population for the postindustrial world of work”

The missions and goals of two-year colleges are now multifaceted, serving the diverse needs of their local populations with increasingly sophisticated vocational training for the high-tech workplace, lifelong learning opportunities, and a multitude of specialized programs to directly and pervasively affect and improve the quality of life in their communities. On the eve of the twenty-first century, community colleges are equal and complementary partners in U.S. higher education (Hata, 1999, p. 11).

“Community colleges face an increasingly complex environment that demands

reconciling increased social obligations, rapid technological change, and public accountability with the reality of limited resources. At the intersection of these often conflicting demands lies the work of community college faculty” (Dickson, 1999, p. 23). What has emerged is a dialogue about the “new knowledge economy” with community college faculty playing a central role.

“One of the most important changes in American higher education over the last 30 years has been the gradual shrinking of the old arts and sciences core of undergraduate education and the expansion of occupational and professional programs” (Brint, Riddle, Turk-Bicakci & Levy, 2005, P. 151). There is a current need for vocational “on-the-job” knowledge at community colleges that necessitates those who do not come from a teaching background to be involved in instruction. The academic areas of English, math and science require instructors with foundations in those subjects. Those who advocate arts and sciences argue that those disciplines are necessary to enhance learning. Students need to develop “skills in analysis, written and oral communication, and critical thinking” (Bowen & Bok, 1998, p. 209-216). However, vocational related coursework requires a dissimilar foundation; there is a need for faculty who possess experience and cutting-edge” information applicable to career related coursework. Community college instruction must meet the growing student demand to teach, “state-of-the-art” job skills combined with a liberal arts curriculum. In this context, changes in the focus of community colleges, redefines professionalism of community college faculty.

Community College Faculty

Community college faculty plays an important role in higher education, teaching 39% of all higher education students and 46% of all freshmen (Huber, 1998). Since the

existence of community colleges, emphasis has been on the importance of teaching. The community college began as an extension of the K-12 school system and from the beginning, “were defined as teaching institutions rather than research institutions” (Parilla, 1986, p. 1).

Many faculty members hired during the growth period of the 1960’s came into the community college from public education with backgrounds in certification-based education. They were trained and accomplished as teachers (Cohen & Brawer, 1996). The prevailing culture in community colleges continues a commitment to teaching. “There is no doubt that teaching occupies a hallowed spot in community colleges” (Outcalt, 2000, p. 57). Community colleges are unique institutions in higher learning because of their focus on teaching. “One of the most powerful resources of any dean, president or board of trustees is the professionalism of the faculty” (Roberts & Donahue, 2000, p. 365).

“Community college faculty stand out from many of their professorial colleagues because of the size and diversity of their sector of higher education, but also because teaching--far more than research or service--is the heart of the profession” (Huber, 1998, p. 12). If a college community is analogous to a human body then faculty is the heart of the institution. Faculty has a crucial role in the community college mission, laying the foundation for a student’s success. The college president and the board of regents are the head of the community college. However, the need for strong leadership is only a factor in the dynamics of how a community college functions. “The faculty – their training, expertise, professionalism, attitudes – set the tone and the reputation of a college” (Wallin, 2003, p. 317).

Professionalism

The word profession originates from the Latin *profiteri*, meaning to profess, to declare aloud, to make a public vow. The expression was first used in the English language in the 13th century, to represent a person who makes a public oath to enter the religious service. In the 16th century, the meaning of the term was expanded to signify that someone had publicly declared their intention to enter into an occupation that saves life or soul, usually referring to the work of priests, physicians and lawyers (Abeloff & Reynolds, 1994). For example, the declaration of the Hippocratic Oath is a public commitment to a set of values. Teaching has long been recognized as a profession along with religion, medicine and law.

When the phrase “professional” appeared in the nineteenth century it was used as an adjective to describe a calling or profession, executed by a professor. “Professor” was used interchangeably with “professional man.” Professors of religion and professors of law were included with professors of education. It is interesting to note that while early male teachers were addressed as “Professor”, female teachers were still called “Miss.” Between the Civil War and World War II, educators became more concerned with career commitment to their profession. The term “Professor” is commonly applied to teachers in colleges and universities today. (Kimball, 1992).

Professionalism is a social paradigm that has evolved over time from affiliation with a craft guild as the primary characteristic of a specialist or an expert to association with a university as the principal means of determining when a person became an expert. A professional is universally distinguished from an amateur because they are involved in a full-time paid occupation. They make their living from working as a professional in their

field. Many times members of an occupation proudly refer to themselves as professionals, such as professional secretaries or professional auto mechanics or professional brick layers. They believe because they have standards for their performance and are employed full-time in their occupation that they are professionals. Social scientists have separated professions from other occupations by the degree of expertise and complexity involved in the work itself (Vollmer & Mills, 1966).

Vollmer and Mills (1966) state that according to sociologists, professionalism of the person is represented by the individual characteristics of the members of the profession; the attitudes that identify members as professionals. This allows sociologists to distinguish professions and professionals from other kinds of occupations and workers. (Vollmer & Mills, 1966). Characteristics which differentiate a profession from other occupations are:

- A specialized knowledge base and shared standards of practice
- A strong service ethic, or commitment to meeting clients' needs
- Strong personal identity with, and commitment to, the occupation
- Collegial versus bureaucratic control over entry, performance evaluations, and retention in the profession (Talbert & McLaughlin, 1996, p. 129).

Today, there are a myriad of definitions for the term professional. Four characteristics focused on in sociology literature are knowledge acquisition, service ethic, autonomy and commitment to calling. Professionalism entails commitment to a particular body of knowledge and skill. Professionals have a mission to preserve, refine and utilize that knowledge for the purpose of application to good works. To carry out their mission, professionals must have freedom to exercise discretionary judgment. Codes of ethics and

professional associations are necessary to preserve the integrity of professions (Friedson, 1994).

Knowledge Acquisition

According to Grubb and Lazerson (2005), higher education transforms occupations into professions. They believe that students should have a “broad understanding of underlying theories” and concepts and this understanding distinguishes “professionalism from trade training” (Grubb & Lazerson, 2005, p. 17). There is an assumption that professional work requires highly specialized sets of skills, intellect and a knowledge base that is not easily acquired. Professionals are often called “knowledge-based” professions as with law and medicine. Friedson (1994) stressed that professionals have control over an exclusive body of knowledge. Extended professional preparation is necessary and a mastery that requires lengthy training.

Professionals have a broad formal education, generally possessing a minimum of a baccalaureate degree (Moore, 1976). Preparation for professions involves study and formal education in theory. Professionals are “learned”, not merely experienced. They learn a skill and the theory that underlies that skill. Professionals acquire an expertise, an understanding of the body of knowledge relevant to their chosen occupation. Theory is not a part of learning to be a pipe fitter or bricklayer, therefore pipefitting and bricklaying are occupations, not professions. “Professional work is distinguished from craft work by being a theoretically based discretionary specialization” (Friedson, 1999, p. 3).

Professional expertise has come to require “greater scientific understanding” and “school-based knowledge has become more highly prized than work-based knowledge” (Grubb & Lazerson, 2005, p. 5). Occupations that move toward professional status evolve

because of the need for a formal education in theory (Vollmer & Mills, 1966). This specialized body of knowledge is highly prized by society. For example, there is a significant body of specialized content that is fundamental to the preparation of competent teachers. It is esoteric, abstract, theoretical and complex, requiring thorough study. Teacher's professionalism is supported by the rationale that professionals are judged as professional by the complexity of the work tasks and teaching is considered multifaceted (Goodson & Hargreaves, 1996).

“A teacher possesses a body of knowledge and skills related to and essential for the business of teaching” (Vollmer & Mills, 1966, p. 157). Professionals maintain a monopoly over use of this specialized knowledge. They limit access into their chosen profession by requiring entrance exams, academic degrees, membership in professional organizations, credentials, certifications of competency or licensures. Educators have recently advocated more relevant preparation for teachers and demanding standards for entry into the profession. In addition to theory, teachers need to know about discipline and classroom management. (Grubb & Lazerson, 2005). The monopoly professionals enjoy raises their status, allows them membership in elite organizations and enhances their value in the market-place (Gitlin & Larabee, 1996).

Service Ethic

An essential component of the teaching profession is a commitment to service. “Although secondary to teaching, other aspects of the faculty role included service both to the community and to the college” (Fugate & Amey, 2000, p. 3). Every helping profession has a built-in code of ethics, which requires principled behavior on the part of its members. Formal written codes are typical of professions Professionals necessitate a

low level of supervision because they have the public interest in mind. (Roberts & Donahue, 2000). Teachers recognize that they are in the public eye and thus understand the need for a standard of conduct. Through a code of ethics, which regulates behaviors, the professional commits to the welfare of society.

There is a high level of trust and confidence in professionals. Society values teachers for their commitment to their students and their commitment to their profession. The National Education Association has adopted a Code of Ethics which proclaims two principle commitments. Principle I is a commitment to the student and Principle II is a commitment to the profession.

Principle I – Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

Principle II – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons (NEA,

1999, p.1).

There is a theme of altruism among professionals. Professionals exalt service above personal gain. They are motivated by a desire to serve and contribute to the interest of their clients and the community, not their own (Moore, 1976). Professions have written standards of behavior and peer review in cases of violations. They are respected because of their ethics and commitment to service. The public trusts professionals to regulate themselves. Professionals resist external controls, as this implies de-professionalism (Roberts & Donahue, 2000).

One of the strengths of the community college is its' commitment to students. Teachers are committed to their career and to the service objectives of that career. Service ethic in this study involves more than concern about society and the institution that employs them. Service ethic is illustrated in teaching with a caring attitude toward students. "A student-centered ethos has become the hallmark of the community college" (O'Banion, 1972, p. 23).

Autonomy

Autonomy refers to the professionals' "freedom and power to regulate and control their own work behavior and conditions" (Roberts & Donahue, 2000, p.367) Professionals routinely have a high degree of autonomy. The rationale behind a high degree of autonomy is to place appropriate levels of control into the hands of those who are the most knowledgeable. It is the right and the responsibility of the professional to perform their job in an independent manner. Sociologist Elliott Friedson (1987) states that autonomy plays a key role in professionalism. An important characteristic of professionalism is the freedom to make independent decisions. We have confidence in

the knowledge and skills of professionals and thus we trust them to use their authority constructively. Professionals are allowed to use their own judgment in the delivery of their services. As specialization increases, so does the autonomy of the specialist (Moore, 1976).

Teachers have traditionally exercised considerable autonomy and academic freedom over their basic working conditions. In post secondary education, instructors have input in the selection of textbooks and have academic freedom in the classroom. “Teaching is generally acknowledged to be solo performance; the door to the classroom is jealously guarded” (Cohen & Brawer, 1996, p. 96). Professionals monitor their own work behavior. They do not want or need supervision. Professionals receive minimal supervision because others outside of the profession do not have the expertise to judge the quality of their work (Roberts & Donahue, 2000). Professional educators are considered experts to whom considerable control should be given. “A teacher’s job is a series of classes, with the door metaphorically if not physically closed” (Grubb, 1999, p. 49).

Professionalism represents status and prestige and this leads to autonomy. “By contrast, professionalism refers to teachers’ rights and obligations to determine their own tasks in the classroom, that is, to the way in which teachers develop, negotiate, use and control their own knowledge”(Helsby & McCulloch, 1996, p. 56). The classroom remains the instructor’s domain and they are typically given autonomy outside of class. There are variations based on institutional types, with faculty at community colleges subject to more restraints on autonomy than professors at four-year institutions. However, the teaching profession continues to offer significant autonomy in higher education

(Altbach, Berdahl & Gumpert, 1994).

Commitment to Calling

The career concept is central to the professional culture. At the heart of the term “career” is a certain attitude, which is unique to professions. Being a member of a profession brings along with it a responsibility to benefit society. There is an intense personal involvement with their profession, which means work activities and after-work activities are not separate. “To the professional person his work becomes his life” (Vollmer & Mills, 1966, p. 17).

“A career is essentially a “calling”, a life devoted to “good works” (Vollmer & Mills, 1966, p. 17). Helping or educating people are values in themselves. Teachers who are passionate about teaching give their whole selves to teaching and their identity is in their profession. Being a member of the teaching profession is a life career and a permanent membership (Stinnett, 1968).

“It is not uncommon for professionals to do their work after retirement because of the meaning they gain from the activity” (Roberts & Donahue, 2000, p. 367). They are typical of professionals who work at their occupation primarily for intrinsic and self-less reasons. Monetary gain is secondary to the inherent rewards of their service, although most professionals are well paid. Higher standards of behavior are expected from professionals than for nonprofessionals. Beneficence is expected from professionals and their dedication transcends personal concerns.

De-Professionalism

De-professionalism is a change in an occupation from a professional to technical status. In this transformation, technical skill is given precedence over knowledge (Hoyle,

1995). Services previously performed only by professionals are now able to be delivered by non-professionals for lower wages. De-professionalizing or deskilling occurs through subcontracting. Legal research and legal writing is an example. If an attorney needs a brief on a particular issue, a paralegal might be hired to conduct research and prepare the brief. In the medical community, dentists rely on dental hygienists to clean teeth and specialized suppliers to produce crowns and dentures for their patients and doctors depend on physician assistants to treat patients. Professionals no longer have a monopoly over their knowledge. As tasks become specialized, it is possible that others will acquire the limited set of skills needed to provide specific services traditionally delivered by professionals. Generally, non-professionals can perform these services at lower cost. (Kritzer, 1999).

In academe, as elsewhere in society, the goal of management is to limit the number of permanent, salaried employees by hiring temporary employees who are paid on a fee-for-service basis and do not receive benefits provided their full-time colleagues. Michael Walzer (1997) described this trend in society, using the example of the successful United Parcel Service (UPS) strike. It was not a strike for higher wages but to protest the transformation in UPS from full-time workers with benefits and job security to one of part-time workers without benefits and job security. Walzer (1997) observes that this phenomenon is happening in academe, with a growing number of undergraduate classes being taught by adjuncts who work on short-term contracts for less than full-time wages and without benefits or job security.

In 2000, through a random national sample, over 1500 community college faculty were surveyed on their professional practices and attitudes. Data revealed that faculty had

significant differences in terms of their personal and professional characteristics. Full-time faculty and doctoral seekers exhibited higher levels of commitment to teaching, to their profession and to their institution (Cohen & Outcalt, 2001). Over 200 separate items were used in the Cohen and Outcalt survey. Questions used to create the construct of curriculum and instruction included hours spent teaching, the desire to spend more time teaching, the revision of the teaching syllabus, and receipt of awards for teaching. The assumption being that there would be a relationship between curriculum and instruction and good teaching. However, the quality of teaching was not evaluated (Cohen & Outcalt, 2001). Questions used to create the construct of professional involvement included attendance at professional meetings, reading professional journals, and publishing works related to the respondents discipline. The questions used to measure the respondent's degree of involvement with their colleges included measures of time spent performing professional duties on campus, statements of desire to spend more time on their duties, and positive ratings of respondent's experience with his/her institution (Cohen & Outcalt, 2001).

A national study revealed that "in the average community college, almost one out of three courses is taught by a part-time faculty member" (Roueche, Roueche & Milliron, 1995, p. 31). Adjunct or part-time instructors today outnumber full-time faculty members in many academic departments according to data collected by the Coalition on the Academic Workforce (CAW), a group of 25 institutions, came into being partly because of a graduate student caucus in the Modern Language Association (MLA). A summary of the CAW data was released by the MLA and stated that full-time tenured track instructors at community colleges taught 31.8% of English courses and only 26.2%

of language courses (Townsend, 2000).

Lankard (1993) contends many adjunct faculty are not hired for their teaching skills, but for another type of professional competence. They have real-world vocational experience. They are experts in their chosen occupations, not teachers. They did not prepare for a career as a teacher and do not have the academic degrees that full-time faculty have acquired. However, many times adjuncts are currently working in the field they teach and have a more practical knowledge of the course.

Community college researchers Cohen and Brawer (1996), state that “The part-timers are difficult to classify because they are only marginally connected with the profession. They may be people highly professionalized in another field.....” (p. 87). Their professional dedication may be related to their vocation outside of the teaching profession. A recent study on professional practices and attitudes among community college faculty actually found that adjunct faculty members reported spending more hours in professional association work than full-time faculty (Cohen & Outcalt, 2001).

In a recent article, Roberts and Donahue (2000, p. 365) discuss several factors that contribute to “de-professionalization of college faculty”. They call faculty “the heart of the intellectual life of any university” and point to an increase in the use of adjunct faculty to teach basic courses in the curriculum as evidence of de-professionalization (Roberts & Donahue, 2000, p. 365). “The divide between full and part-time faculty highlighted in the literature is a key fault line in the academic profession” (Rhoades, 1998, p. 133).

Adjuncts do not participate in advising. Many do not have office hours or committee responsibilities. They are not included in departmental meetings and do not sponsor

student organizations. Adjuncts are not given the support, respect and autonomy that full-time faculty members are. They are hired to teach classes, not to choose curriculum and not to contribute full-time service to the institution (Rifkin, 1998). Often, adjuncts have full-time professional commitments elsewhere and do not have time for the additional responsibilities that full-time faculty members carry. “Ultimately, they are not an integral part of the profession and as such express less interest than full-time faculty in scholarly endeavors” (Rifkin, 1998, p. 15).

Many adjuncts recognize and express concern about their inferior status. Jill Carroll (2001), author of *How to Survive as an Adjunct Lecturer: An Entrepreneurial Strategy Manual* states that adjuncts have contacted her about the lack of professional treatment they receive in academia. They cite lack of office space, lack of benefits and low pay as examples of discrimination. “Part-time faculty are asked to serve with loyalty and dedication without enjoying reciprocal trust and professional respect from their institutions” (Wyles, 1998, p. 90). They are merely a “faculty of convenience” (Wyles, 1998, p. 92).

Roberts and Donahue (2000) contend that the predominant use of part-time academicians represent a focus on the bottom line and a concentration on financial savings. Adjuncts rarely receive benefits and most are paid less than \$3,000 per course with one-third receiving \$2,000 or less per course. They could earn equivalent salaries as fast food workers or in other minimum wage occupations (Townsend, 2000). Adjuncts are like disposable workers who will teach when needed and fade away when their services are no longer needed.

It is possible to describe the workforce as two groups, the full-time elite workers with

job security and benefits and the temporary part-time workers living from paycheck to paycheck and part-time job to part-time job (Roberts & Donahue, 2000). Many times they are chosen arbitrarily because their employment is not a long-term commitment; therefore administration does not expend a great deal of time and money in the selection process (Cohen & Brawer, 1996).

Many adjunct faculty members receive no orientation, no mentoring and no preparation for teaching. Adjunct roles are ambiguous. They are assigned a course to teach and are expected to perform (Roberts & Donahue, 2000). The assumption of some administrators is that, with 24 hour notice, anyone can take over the role of a college instructor. All that is needed is a textbook to teach from. Some departments, in search of consistency and quality control require faculty to use the same textbook and the objectives are standardized, reducing instructor autonomy and reducing faculty to “technicians implementing someone else’s curriculum” (Roberts & Donahue, 2000, p. 379).

The widespread trend to use adjunct faculty is not expected to end soon. Adjunct faculty offer an economic life-saver for community colleges who are the low end of receiving funds. With financial resources dwindling, higher education is forced to search for alternative methods to deliver services (Avakian, 1995). Part-timers, amateurs or newcomers to a profession are often not paid as well as the professional. An adjunct can be hired for little to nothing compared with the cost of a full-time faculty member (Cohen & Brawer, 1996). Adjuncts are hired by contracts, which can be renewed each semester. When matriculation drops, the number of adjuncts are easily adjusted. This allows the community college flexibility in meeting enrollment demands (Lankard, 1993; McGuire,

1993). However, the adjunct has virtually no job security.

Chapter Summary

In Conclusion, American community colleges have a significant function in today's educational system. Their enrollment includes approximately half of all students enrolled in higher education (Striplin, 2000). The community college mission is to balance a liberal arts education with vocational training. They have diversified their curriculum to correspond with that twofold mission and have also diversified their faculty to meet those needs. Economic necessity requires that the academic and vocational faculty consist of more adjunct than full-time faculty members. "Fiscal considerations are primary. It is cheaper to hire part-time faculty than full-time faculty; it entails less of a commitment to hire temporary rather than tenure-track, tenured, or even long-term contract faculty" (Jacobs, 1998, p. 12).

Teaching has long been recognized as a profession. It is a challenge for adjunct faculty members to maintain educational professionalism when they have full-time responsibilities to other professions. In this context, changes in the focus of community colleges redefine professionalism among community college faculty. This study describes professional perspectives of vocational and academic community college faculty in both full-time and adjunct roles and analyzes these perspectives through the lens of professional/de-professionalism in occupations.

CHAPTER III

DATA COLLECTION, STUDY SITE AND PARTICIPANTS

The purpose of this study is to explore the myriad definitions of professionalism given the tensions between the academic and vocational functions of community colleges. Specifically, the study examines the professional perspectives of vocational and academic community college faculty in both full-time and adjunct roles. This chapter includes an account of how the data was collected followed by a description of the site and a portrayal of the participants. The description of the site and portrayal of the participants contributed to the study by giving context to the interviews.

Data Collection

This study is a qualitative, naturalistic inquiry among rural community college faculty. Research began by visiting the college web site and printing off the employee directory, which was helpful later on when searching out faculty members for interviews. The web site provided phone numbers, email addresses, job titles and campus assignments of full-time employees. I was acquainted with one full-time and one adjunct faculty member through my community college counseling position. They were both accommodating and volunteered to participate in interviews. I was also acquainted with one former faculty member who allowed me to use her name as a reference. However, only a few faculty members she had taught with were still at the institution and the only administrator she was acquainted with was the college president.

Phase I - Setting the Stage

This study was initiated with a phone call and subsequent visit to the office of the Vice President of Student and Academic Affairs on the main campus. The college grounds were easy to find because of their location in a small rural community with numerous signs directing visitors to the campus. The July 31, 2002 visit was an informal meeting, held in the Vice President's office, seated at a round conference table. The environment, sitting directly across from each other without a desk as a barrier, set the tone for an open forum. The Vice President was interested in the idea of a study about professionalism among community college faculty and was pleasant and helpful.

She asked questions about the Oklahoma State University doctoral program and expressed a desire herself to pursue a doctorate. She asked for a request in writing regarding the interviewing of faculty and offered to submit the request with a copy of the interview questions at the next division chair meeting which would be held in early August before the fall 2002 semester. Additionally, she volunteered to recommend to the division chairs that the institution cooperate with the study. All other contacts with her were by telephone and email. She also visited the office of the Associate Dean of Curriculum and Instruction the day of my interview with him nine months later. Therefore, my first visit on campus was with the Vice President and my last visit on campus included a conversation with her. Her manner was again open and friendly.

After the July 31, 2002 meeting, I submitted my request in writing to the Vice President's office and contacted her in August, 2002 by email to verify the approval of the division chairs. At that time, I found out that she had not received the request and thus had not discussed the study with division chairs at their August meeting. She asked me to

re-submit the request. I used both email and fax to re-submit the request. I then followed up with a phone call a few days later and she agreed to bring the study to the immediate attention of the division chairs. I again waited several days and called the Vice President. She had followed through and had obtained approval for the interviews. She had also discussed the study with several faculty members and gave me the names of those willing to participate. Her only other recommendation was that I use the Associate Dean of Curriculum and Assessment as a resource. That advice led me to use him as my administrator interview. His interview was held after the faculty interviews so that any questions to clarify processes could be asked.

The interviews flowed one to the next with faculty member suggesting other faculty members. Division chairs were an asset because they laid the groundwork by communicating with their faculty and informing them of the possibility that they might be contacted for interviews. The interview process ran into a roadblock with the adjunct interviews. Contact was made with the Associate Dean of Curriculum and Instruction in February 2003 to assist with the scheduling of adjunct interviews. He emailed adjuncts, inquiring about their willingness to be interviewed and forwarded the names and contact information of those available to participate.

The purposive sample in this study includes eight academic and eight vocational community college faculty and a full-time administrator. The sample has been varied in multiple ways. Ages of the faculty range from 23 to 61. Since balance is important, this study is comprised of full-time and adjunct faculty. Participants were chosen for their differences in experience, expertise and perspectives. The terms vocational and academic refer to the classes taught by faculty members. Adjunct faculty are defined as instructors

with less than full-time teaching responsibilities. Faculty are given pseudonyms reflecting their status as full-time academic or vocational faculty (F.A. or F.V. respectively) or adjunct academic or vocational faculty (A.A. or A.V. respectively). The Associate Dean of Curriculum and Instruction is referred to as Mr. Boss and the Vice President of Student and Academic Affairs is referred to as Ms. College. The pseudonym used for the institution is ABC Community College and when other colleges are referred to they are given pseudonyms.

Phase II – Collection of Data

Interviewing and observations began on October, 2002 and ended on May, 2003. Interviews were held in the offices of all of the full-time faculty members except one individual, Ms. F.V. Scarlet, who shared an office with two other faculty members. Her interview was held in a classroom down the hall from her office. It would have been difficult to discuss personal concerns in her office because of the lack of privacy. She did have her territory staked out, with a bookcase and personal items aligned nearby so that it was obvious which side of the office was hers.

All full-time academic faculty members were interviewed on two occasions to allow them adequate time for reflection on their professional perspectives. All except one full-time vocational faculty (Mr. F.V. Boddy) were interviewed on two occasions as well and for the same reason.

Only two of the eight adjunct participants were interviewed on two occasions because of their time constraints. Two vocational adjunct faculty members (Mr. A.V. Brown and Mr. A.V. Gray) were interviewed via email because of scheduling conflicts. They were not available on any occasions I visited the campuses. Mr. A.V. Brown teaches at nights

on the main campus and Mr. A.V. Gray is an adjunct at an off-campus center located sixty miles from the main campus.

Ms. A.A. Orange was interviewed at an off-campus center 51 miles from the main campus. The satellite campus consisted of three buildings in the downtown area of a small rural community. The three buildings and college parking made up the central portion of the downtown. Interactive television and on-campus courses both were offered for students.

The administrator interview with Mr. Boss was divided into two meetings. His interview gave depth and an additional perspective to the study. The interview protocol was adjusted to adapt to the administrator's view of the faculty's responsibilities. Mr. Boss clarified faculty procedure and was able to provide up-to-date numbers on full-time and adjunct faculty. Public documents including an adjunct handbook, a college schedule and a college catalogue containing the mission statement were provided by Mr. Boss. A full-time faculty handbook was in the process of being prepared. When asked about a code of ethics, Mr. Boss referred to the master contract for the full-time faculty which speaks of ethics and requires the faculty to sign a commitment to the profession, a commitment to the institution and a commitment to the student. Mr. Boss suggested the school website as a resource for information.

During her second interview, Ms F.A. Peach went out of her way to assist with the location of adjuncts. She looked up email addresses from a list of adjuncts she had access to and supplied me with several suggestions and even volunteered to allow her name to be used as a reference. This was valuable in making adjunct contacts.

Permission was obtained from each faculty member to audio-tape record the

interviews. All signed the informed consent forms. One faculty member (Mr. F.V. Boddy) was reluctant to sign the consent form and signed the consent form after the interview was completed. Mr. F.V. Boddy had been contacted via email because of his agreement to be interviewed when the division chair approached him. However, he did not answer any emails. I was on campus interviewing another faculty member and asked the division secretary if he were available. I am aware that some people do not check their email regularly and thought that a request in person might be more effective.

Mr. F.V. Boddy was in the secretary's office and said he was available at that time if I wanted to interview him. At the beginning of the interview, his demeanor was guarded and suspicious. He stated that he would prefer to sign the informed consent form at the conclusion of the interview. As the interview progressed, he became more open and at the completion of the interview was even willing to talk longer than the scheduled time. His comment was, "Maybe I elaborate too much." I assured him that his input was appreciated.

Participants were asked before the interview to provide a copy of their vita or resume. Mr. Boss, the administrator did not provide his vita and many of the full-time faculty members said they did not keep their vita updated since they had been at the institution a number of years. However, most were willing to provide their latest copy. The only full-time faculty member who did not provide a vita or resume was Mr. F.V. Boddy. Three adjuncts, two vocational and one academic faculty member did not provide vitas or resumes. Ms. A.V. White did not want to provide a vita because she stated she did not want to share the personal data. When asked if she would be willing to provide an abbreviated version without the data she believed was personal, she agreed and yet did

not comply, even with reminder phone calls and emails.

As arranged, interviews were audio-tape recorded. On two occasions the tape recorder malfunctioned, however, significant information was still obtained because of the notes and second interviews. Second interviews were an opportunity for clarification and reflection. The interviews were social encounters and were not as structured as the interview questions give the impression. The interviews flowed smoothly with facilitating and guiding of questions to ensure that the important topics were discussed. Most of the participants were relaxed and all were articulate and eloquent.

Adjuncts were difficult to locate because they were on campus for limited periods of time. Their office hours were in the classroom before and after class. Adjuncts were not acquainted with each other and could not recommend other adjuncts to interview as full-time instructors did. Only one adjunct, an academic adjunct from an off-campus center had school email and most did not have campus offices. Thus, they did not have access to telephones or voice mail. Adjuncts do have mailboxes. Adjunct interviews were difficult to schedule because many have full-time jobs in addition to their teaching responsibilities. Adjunct interviews took place in the computer lab, the Student Success Center, a hospital board room, an off-campus center and classrooms.

Interviews were transcribed as soon as possible at the conclusion of each interview. Transcribing interviews was a slow, time-consuming process. An attempt was made to use software advertised to aid in transcription. However, it was more work than the simple procedure of listening to the tapes and typing up the interviews so that idea was abandoned after muddling through the transcription of the first five interviews.

Transcripts of the interviews were hand delivered or mailed to the participants with a

notation for them to check the accuracy of the interview. One faculty member responded that she was teaching different classes than she had been at the time of the interview and wanted that information noted. However, none of the participants reported any fault with the accuracy of the transcripts.

Site Description

ABC Community College and Area Vocational Technical School was established in 1922 to serve the students of the local school district. The college initially shared facilities with the local high school. In the early 1950's a campus was built to accommodate the college's expanded instructional programs. Current curriculum includes both general education and vocational-technical programs and provides training to businesses and industries in their service area. The Director of Study Skills and Adult Education reports that students do not have to have a high school diploma or GED to be admitted; however, they do have need to have those credentials to qualify for financial aid. The 15 building, 13 acre main campus is located in the downtown area of a rural community in the northwestern United States.

The mission statement from the college catalogue states that ABC County Community College and Area Vocational Technical School is committed to learning excellence and personal enrichment in an open-access environment. The name of the institution, community college and vocational technical school suggests its dual mission. Enrollment totals 4,000 for the six campus sites. Several subsidiaries are linked to the main campus through the interactive television (ITV) system. According to administrator, Mr. Boss, faculty includes 48 full-time and 250 adjuncts within the five divisions. Humanities, Social Sciences and Natural Sciences are the three academic divisions, while Business

Technology and Industrial Technology are the two vocational divisions.

The community college accepts all Board of Regents approved vocational-technical school postsecondary credits for evaluation and transfer to college credit. They have developed cooperative agreements with various accredited educational institutions that allow students who have earned credit toward a certificate program to complete an Associate of Applied Science degree. Students can earn an Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Science or Vocational Certificates at the institution.

Mr. Boss, Associate Dean of Curriculum and Instruction is in his first year as an administrator at ABC Community College and has found his job “rewarding and educational.” He provided a college catalogue, an adjunct handbook, schedule of classes and a map that listed the six different sites of ABC Community College. There are two campuses that have the highest enrollment, one rural and one urban. The main campus is rural and the largest outreach campus is located in an urban setting. Mr. Boss commented, “But the two campuses enjoy very unique and very distinctly different cultures. This is a traditional rural, sports, theater, music, choir, traditional community college. Up there is a commuter college. Our student population, when you look at them varies widely. Down here we have 18, 19, 20 year olds. The two cultures are very distinct. They have different needs. They require different focuses.” He added that the average age at the urban campus is 27 and average age at the rural campus is 23. We also “have an institute of lifetime learning which is a wonderful community outreach that is here on our campus that services hundreds of retired and older students.”

Portrayal of Participants

This section contains a description of the participants and their academic environment. The background of these faculty members is diverse. The academic faculty members include adjuncts who have moved into full-time employment, a 26 year community college educator, 24 year educator, seven year educator, former high school teachers, a vice-mayor of a small community, and former employee of a financial institution. Many vocational faculty members had experience in industry, such as computers, aircraft, machine shop, welding and drafting. One full-time vocational faculty member had 40 years of experience in education.

Full-Time Academic Faculty

A total of four full-time academic faculty participated in this study. Mr. F.A. Plum was an award-winning public education teacher and an adjunct at another institution before accepting a position with ABC Community College. He is in his third year of employment which is the year during which he will get tenure. He is happy with his change to higher education, "I'm glad I did because it's very well worthwhile. The pay was good, an easy transition." He wants to continue teaching in higher education. "Maybe, someday a department chair, but no administrative." He added, "I thoroughly enjoy it. It's been so far so good. I'm looking forward to sweating the, 'Do I get tenure or do I not get tenure?'"

Mr. Plum stated that technology in general has been the biggest change he has seen in education. He referenced interactive television courses and power-point presentations when discussing technology. "There has been a push for, not down your throat, but they really want you to use the technology part, power-point and I've just now started to use

power-point. I'm still old-fashioned, lecture, test on such and such date."

Ms. F.A. Yvette came into teaching from a business setting. Before she went back to school she was employed with a financial institution. "Our savings and loan was bought out, found out my job could go to Omaha, which was not anywhere I was interested in going." She had always wanted to go back to school and decided it was "now or never." She said,

You either give up that dream and you're never going to do it now because you're going to make a major change anyway so I went back. I went back initially thinking that I would teach at high school level, but I thought I want to go on and teach at college level. I just really enjoy it here and I've been really happy since I made that decision.

"In my other life, my favorite part of the job was training supervisors and managers. So, when I decided to change careers I went this direction and I've never been sorry." Her goal for the future is to "keep doing what I'm doing." She would like to continue to grow, become more creative, have more time to write and submit articles. "However I love my teaching and students and that will continue to be my first priority."

Ms. F.A. Peacock has 24 years of experience as a teacher. She was employed with another community college and teaching as an adjunct at ABC Community College when she came on the faculty full-time. Her goal for the future is retirement. "I am getting close to retirement and I am looking forward to that." One of the greatest changes she has seen over the years has been with student participation. "What we would consider the class lecture time, the students are actually participating, doing activities." She went on to comment that incorporating technology in the classroom has been unbelievable. She

considered the contribution of technology a dramatic, yet positive influence on the change in teaching methods. She specifically referred to the use of power-point in the classroom.

Ms. F.A. Peach has 26 years in teaching, received the Advisor of the Year Award in 1991, has served as President of the Association of College Education, is a C.E.A. Master Teacher and is also thinking about retirement. Her goal is to retire and become more involved with literacy and volunteering with an Elderhostel. Not surprisingly, Ms. F.A. Peach goes out of her way to be supportive for students also. She is the Director of Study Skills and Adult Education and is involved in the tutoring program. She has a caring way of relating to her students, which I observed during interviews. Students came in and out of her office freely and I witnessed her personal concern during an exchange with a student outside of her office building. Her office is decorated with gifts from students. One personal item is a piece of art painted by a former student with scenes reminiscent of the farm where Ms. F.A. Peach grew up.

Overall, the F.A. faculty enjoy teaching. They are cognizant of the challenges and difficulties inherent in their profession; however, they are enthusiastic about their students. Even those faculty members who are closely approaching retirement have kept their passion about teaching. Their responses indicate that they perceive teaching as their calling in life.

Full-Time Vocational Faculty

A total of four full-time vocational faculty participated in this study. Mr. F.V. Green is the division chair in Nondestructive Testing and worked in industry before moving into higher education. When students graduate from the two-year program they have the

entry-level skills necessary to become Nondestructive technicians. They learn to examine and measure the performance capabilities of materials, parts and equipment by using testing procedures that do not affect serviceability. The Associate degree includes a computer literacy course and 15 hours of general education that meet the transfer requirements for a Manufacturing Technology and Industrial Technology Bachelor's degree.

Mr. Green is ambitious and would like to see the enrollment for his program double in the next five years. He sees opportunities for his department to grow with an off-campus site expansion. "There is also a very large building vacant that would make an ideal vocational complex. This would give us room to grow in each of the areas." He gives details about his vision,

I am teaching classes of 17-19 in a classroom with 19 chairs. This is ok, but I do not have enough lab equipment for 19 students. My equipment and space will only serve 12-14. So you can see my vision is to see that each student gets enough time on the equipment to prepare them for industry.

Ms. F.V. Scarlet was a substitute teacher in public education, has a state vocational education certificate and began as an adjunct at ABC Community College ten years ago. She believes college is a "better fit" for her. She says she jumped at the chance to move into a full-time position. She enjoys what she calls "the range of students we have here, the flexibility of schedules, the autonomy." Ms. F.V. Scarlet's goal for the future is to stay with her position until she retires. "I love the teaching and have no desire to move into administration. So, I guess my goal is to stay current with and excited about my profession."

Mr. F.V. Mustard received the 2002 ABC Community College Award for Teaching Excellence and is a 40-year veteran instructor. He teaches computers and reflected on his area of teaching by stating that he tells the history teacher “the civil war won’t change.” Yet, computer technology is constantly changing. He is dedicated to staying current and teaching students the latest trends in technology.

Mr. F.V. Boddy came from a Masters in Theology into the drafting field. He elaborated on the changes in his program, “If you’re going to have a professional program you need to keep current with what’s happening.” He has seen an increase in the involvement with industry and “some partnerships with industry.” He enjoys teaching at the community college level, having taught in public education. He observes an extreme dedication in the students. He has a mix of traditional and non-traditional students and does not see a huge difference in their commitment. “And student’s who don’t want to be here, don’t have to be here. They’re paying to be here.” His goal for the future is to “be the best teacher I can until I retire, maintaining a good program in which youth can come into it and learn the necessary skills to get those first jobs and skills necessary to carry them.” He added that he is not sure he would want to teach in a big university. “I like this. This is what I’m going to do until I retire.”

The F.V. faculty members interviewed have been employed in other occupations and feel they have found their niche in higher education. They uniformly believe the community college environment fits with their vision of student-centered teaching. The following section gives the adjunct faculty an opportunity to discuss their own perspectives about teaching in the community college environment.

Adjunct Academic Faculty

A total of four adjunct academic faculty were interviewed in this study. Ms. A.A. Orange was listed in 2002's issue of Who's Who Among America's Teachers, teaches at an off-campus center and enjoys the flexible hours and working close to home. She heard ABC Community College needed help 15 years ago and has been teaching as an adjunct every since. She enjoys teaching as an adjunct at this time, however says perhaps she would consider teaching and advising full-time in the future.

Ms. Orange gave her insight on changes over the years. She has taught at the same off-campus center since they opened in 1988 and felt they were initially seen as competition with the main campus.

So at first, it was like us against them, the main campus. We were an imposition.

And they have their nice little world there and this was not part of it. And then just the growth of our center over the years, it has grown. Now, we've kind of found our niche.

She elaborated on other campus off-site centers and added that Ms. College, the Vice President of Academic and Student Affairs, who began working for ABC Community College through the off-campus center knows all about us.

Ms. A.A. Blue has certification as a reading specialist and was teacher of the year in public education in 1989 and 1996. She enjoys teaching in the community college environment; however, her goal is to teach at a four-year institution. Ms. Blue is employed in the college's Student Success Center, which is a tutoring lab. Ms. A.A. Blue and Ms. F.A. Scarlet both talked about changes in assessment, placement and developmental education as being the most significant changes they have observed.

Students are routinely assessed and placed in courses as needed to make up for their academic deficiencies. The need for developmental education is widespread throughout our country. Developmental education allows students to improve their proficiency at the skills needed for college level courses. Once they have completed remedial courses, they can continue their education.

Ms. A.A. Red states one reason she chose to teach at this institution is that her “colleagues are wonderful.” Her goal for the future is to work on her doctorate and move into “district level administration” in public schools.

Ms. A.A. Rose chose to teach at ABC Community College because she feels the college shares her “philosophy about giving the students a practical application to prepare them for employment or further employment.” She enjoys teaching at a student-focused institution and describes the staff as “friendly and cooperative.” Besides, she says, “It’s only a ten mile commute.” In the future, she would like to teach on a full-time basis with ABC Community College. Ms. A.V. White teaches Applied Economics and Technical Writing and would also like to teach on a full-time basis with ABC Community College.

The adjunct academic faculty members enjoy teaching and interacting with students. Their awards include Who’s Who among America’s Teachers and teacher of the year in public school education. One academic adjunct has certification as a reading specialist. They are as qualified as their full-time counterparts and are seeking to expand their adjunct role to full-time faculty positions.

Adjunct Vocational Faculty

A total of four adjunct vocational faculty were interviewed. Mr. A.V. Gray is a graduate of the paramedic program in which he teaches. His goals for the future are to

complete a bachelor's degree and attend school to become a physician's associate.

Mr. A.V. Black lives in the community where he teaches and says he got "roped into" teaching. He appreciates the college and enjoys the friendly people and the atmosphere. He likes seeing "the light bulb go on" for students. He would like to improve his teaching and complete the two courses he needs for an Associates Degree. He would like to continue in his role as an adjunct. As a computer instructor, Mr. A.V. Black reflected on the changes in computer technology as the most significant changes he has seen in teaching. He specifically noted "working toward getting grades, attendance, mid-terms and communication with students done via the internet with the websites."

Mr. A.V. Brown teaches machine shop. He has observed changes in the push for students to deliver oral presentations. His future plan is to continue teaching as an adjunct and continue working in the aircraft industry.

Three of the four adjunct academic faculty members interviewed were interested in full-time employment in higher education. The fourth faculty member teaches in public education and her goal is to move into an administrative position in public education. Only one of the four adjunct vocational faculty members was interested in teaching on a full-time basis. Adjunct vocational faculty members have positions in industry and business and do not identify themselves as full-time educators.

Administration

Mr. Boss is Associate Dean of Curriculum and Assessment and reports directly to the Vice President of Academic and Student Affairs. He states, "I have a myriad of responsibilities with the instructors, the students, the administrators. When asked what his main responsibility is he said, "Helping students, always, always number one." He

oversees a number of grants and works very closely with the vocational technical faculty. His background is diverse. He has been a teacher in a private school setting, a vocational school teacher, an administrator in a private college, an adjunct faculty member and had a business that created interactive educational software. At the time of the interview he had been with ABC Community College for a year. Commenting on his employment with ABC Community College he said, “You can’t get this kind of education in a classroom. It has been a great year. Ms. College is an excellent person to work with.” Mr. Boss hopes to begin his doctoral studies soon and is interested in “the adult brain and how it processes information and learning.”

Mr. Boss summarized his major goal in relation to faculty is to enable the instructors to feel valued and listened to. “Trust is a big issue.” He explained his view, “I knew when we were moving in, we were clinging to an environment that had a very different management style.” He has discussed with faculty their viewpoint that administrators in their classrooms were out to get them. “It was that kind of always in the back of their mind. Now, I know from my experience with Ms. College, they don’t perceive that to be the case. It is going to take us a while to heal all of those wounds. It is that trust issue. But that has been one major change.”

The table below details multiple respondent demographics including age, number of hours they teach, courses taught, number of years with the institution, years in teaching, degrees earned, interview dates and National Institute for Staff and Organizational Development (NISOD) excellence award winners. The NISOD Award is a prestigious award given to teachers and leaders of member community colleges. Three full-time academic faculty members (Ms. F.A. Yvette, Ms. F.A. Peacock, Ms. F.A. Peach), two

vocational (Mr. F.V. Mustard, Mr. F.V. Boddy), and one adjunct (Ms. A.A. Orange) had been presented the NISOD Award. Various faculty members had been presenters at NISOD. NISOD began in 1978 and emphasizes the importance of excellence in teaching. The NISOD Consortium contains more than 600 community colleges around the world and is dedicated to the professional development of faculty, administrators and staff. The NISOD Awards are presented to faculty members at the annual national convention at the University of Texas in Austin, Texas.

TABLE 1

RESPONDENT DEMOGRAPHICS

Pseudonyms	Age	Courses Teaching	Hours Teaching	Years at Institution	Years of Teaching	Degree	Interview Dates
<u>Full-Time Academic</u>							
Mr. F.A. Plum	43	History, Government, Western Civilization	21	3	19	Masters	10/15/02 02/17/03
Ms. F.A. Yvette*	41	English, American Literature	24	3	7	Masters	04/07/03 04/10/03
Ms. F.A. Peacock*	61	Sociology, Marr/Fam., Nutrition., Education, Child Development	25	17	24	Masters	10/14/02 11/18/02
Ms. F.A. Peach*	58	Reading, Study Skills, Technical Writing	15	22	26	Masters	10/14/02 02/14/03
<u>Full-Time Vocational</u>							
Mr. F.V. Green	55	Nondestructive Testing	21	11	11	Bachelors	10/09/02 11/30/02
Ms. F.V. Scarlet	55	Office Technology Business Math	21	10	13	Masters	12/02/02 02/17/03
Mr. F.V. Mustard*	61	Computers	18	16	40	Masters	10/15/02 11/02/02
Mr. F.V. Boddy*	56	Drafting	18	8	22	Masters	03/14/03
<u>Adjunct Academic</u>							
Ms. A.A. Orange*	49	Algebra	12	15	28	Masters	03/06/03
Ms. A.A. Blue	51	Psychology	6	2	12	Masters	02/25/03 03/13/03
Ms. A.A. Red	51	Marr/Fam, Psychology, Art Appreciation., Western Civ., Nutrition	Varies	5	28	Masters	5/21/03
Ms. A.A. Rose	44	Psychology, Sociology	3	9	9	Masters	01/16/03
<u>Adjunct Vocational</u>							
Ms. A.V. White	57	Applied Economics, Technical Writing	9	1	34	Masters	02/24/03 03/14/03
Mr. A.V. Gray	23	Paramedic Certification	6	5	5	Associate	03/05/03
Mr. A.V. Black	37	Computers	3	3	3	High School	03/11/03
Mr. A.V. Brown	53	Machine Shop	12	0	0	Bachelors	04/03/03
<u>Administrator</u>							
Mr. Boss	40	Associate Dean Curriculum & Instruction	0	1	11	Masters	4/29/03 5/29/03

National Institute for Staff & Organizational Development (NISOD) Award Winners*

The adjunct faculty members ranged from high school level education to master's level. All full-time faculty members except one had completed their master's degree. The full-time faculty member without a masters', Mr. Green commented that he had completed 12 to 14 hours of graduate work.

I'm not sure what I'm going to do with those 12 or 14 hours, whether I'm going to extend those or leave them set there. A grant that I'm involved in keeps me busy and it keeps my time commitment down to be able to jump off and take classes. One of the motivations, it would be good to pick up more information and kind of broaden my scope a little, but I'm at the point that what's in it for me as I invest this time, what kind of money is going to come back to me as far as the school? I might as well teach another class. Because the pay increase between bachelors and masters is not that big of a jump, so a couple of overload classes will pretty well take care of that. And the overload classes tend to appear all the time anyway, so that's one of the real reasons I have tended to stagnate as far as education. You just need to be committed and I guess I'm not committed.

Most full-time faculty members shared a secretary with others in their division. The Nondestructive Testing department head, Mr. F.V. Green had a personal secretary and two of the full-time faculty members had work study students in their office at the times of the interviews. Full-time faculty members have access to mailbox, computer, email, telephone and voice mail. The departmental secretaries provide for their supplies. They report no need to charge at the bookstore as the necessary supplies are readily available through their division. Videos are supplied for their classroom use through their department or through the library.

Ms. A.A. Rose commented, “There is a computer in the classroom with internet access, but no printer. There is no phone in the classroom, but I do have a mailbox at the front reception office, although it is in a different building than where I teach.” Mr. A.V. Black did not know about his mailbox his first semester of teaching. “Someone said they had put something in my box. Box, what box?”

Full-time faculty members are given a vote in the selection of their textbook. Adjuncts have minimal participation in the decision-making. Mr. F.A. Plum explained,

They like full-time faculty to agree on a book. And then one year, one time we changed books. Well, I couldn't agree. I liked a textbook and the other campus didn't like it and so we compromised and found one comparable. And adjuncts are given an opportunity to review them, but it's usually the full-time faculty that wins. And if we come to a stalemate, then it goes to the Department Chair and he resolves it, and if not, somehow, then the Vice President.

Adjunct faculty confirmed this reality. Ms. A.A. Blue and Ms. A.A. Rose report not being involved with textbook selection. Ms. A.V. White notes that she follows her supervisor's requests and is not sure how the entire process works.

Chapter Summary

The similarities and differences among full-time and adjunct faculty were demonstrated in multiple ways throughout the interviews. The description of the site and portrayal of the participants in this chapter begins exploring the different backgrounds and roles of full-time academic, full-time vocational and adjunct academic and adjunct vocational faculty members. The adjuncts did not have campus offices, emails or telephones. Collecting data from the adjuncts was a challenge. Although everyone

interviewed loved teaching, teaching was moonlighting for adjuncts and not their profession. They were not awarded the same privileges and did not have the same responsibilities of full-time faculty. Generally, they were not as involved in the campus environment.

The next chapter elaborates on the professional perspectives of faculty members. The data collected from all respondents is presented through perspectives on teaching, research and service.

CHAPTER IV.

DATA PRESENTATION

This chapter presents a detailed depiction of the study participants' responses to the interview questions organized around issues of professionalism; teaching, research and service. Professionalism reflects respondents' views of their careers as teachers in community college settings while teaching, research and service are explored as the three primary roles of higher education faculty members.

Perspectives on Professionalism

ABC faculty members and Mr. Boss were asked to describe characteristics their colleagues have that they consider professional. Their perspectives were in agreement with the premise that teaching and meeting the needs of the students is the prime concern of community college educators.

Full-Time Academic Faculty

Mr. F.A. Plum described a professional at ABC Community College by focusing on the needs of the students. He portrayed a professional as “working well with students, motivating students, loved by students and being there for students if they have a problem.” He added “very outgoing, dynamic, very popular, goes to all functions, supporter of everything.” Ms. F.A. Yvette agrees that professionals care about their students. In reference to a particular administrator that gets things done she said, “I guess

I always appreciate people who don't micro-manage, but yet are there for support." She added that, "Most of all my colleagues strive to always do their best. They have strong work ethics day in and day out." Ms. F.A. Peacock concurred with the statement that involvement with students and a caring attitude are examples of professionalism. She stated, "Students know they can come and talk to and yet they still know the person is an instructor, not their best friend." She further believes professionals are very involved in what is going on at the school. The recurring theme "good with students and caring" was echoed by Ms. F.A. Peach as well.

Full-Time Vocational Faculty

"Orderly, organized, concerned about doing things correctly, following procedures" were all terms Mr. F.V. Green used to describe a professional. He included considerate and ethical as traits he admired in professionals. He elaborated by telling about an incident involving administrators that he believes illustrates those characteristics. One summer the air conditioner was not working and it was going to be quite a while before the system could be repaired. It was hot in the classrooms and when he came out of class two female administrators had gone up on the roof to look at the air conditioner. "What could you do?" He asked. "Do you know anything about air conditioning?" They just thought they would look and see what they could do to help. Mr. Green viewed these administrators as concerned for the faculty and students.

Mr. F.V. Mustard believes "professionals have the students first in mind." He is a computer instructor so it was predictable that he would also include involvement with technology and the ability to change with times as examples of professionalism. He added "dedication, use of new lesson plans, team player and belonging to professional

organizations” as characteristics of his professional colleagues.

“Concern and dedicated to student’s well-being” were how Mr. F.V. Boddy depicted professionals. He included “knowledgeable and the ability to gain knowledge and improve their life” as additional traits. Ms. F.V. Scarlett referred to high expectations and consistency as important characteristics for professionals. She believes professionals should “Have high expectations, ability to help students achieve expectations and be consistent. Rules apply to all.”

Adjunct Academic Faculty

Ms. A.A. Orange listed caring about students as an important trait of a community college professional. She went on to describe a professional as “knowledgeable, open to different ideas, approachable, respectful, able to keep things confidential, fair, and consistent”. Ms. A.A. Blue believes a professional has a diverse set of skills. She stated,

I consider a professional to be a person who is involved in all areas of the college that pertain to the student’s over-all learning, not only academically, but emotionally and socially. I have a colleague who can step back and look at an issue, see it from all sides before reacting. This person has the wisdom to think before speaking, understands instead of blames and is available no matter how busy their schedule.

Ms. A.A. Red listed specific characteristics reflective of dependability as her definition of a professional, “follow through, time managers, confidential and organized with creativity. Ms. A.A. Rose considers knowledge and helpful as important traits in a professional. She stated “Professionals are knowledgeable in their field and willing to share information and resources so there is consistency in the teaching format.”

Adjunct Vocational Faculty

Ms. A.V. White discussed professionalism from an adjunct's point of view. She says professionals have "A strong desire for the success of their students." She added

I've met so many in just attending the adjunct meetings. Most of the people are enthusiastic even though this is just something they do for an hour or two or maybe three a week and they have full-time jobs elsewhere. They are very concerned about doing a professional job. Many of them definitely have professional backgrounds in education. People here are very concerned about their students.

Mr. A.V. Gray referred to the commitment of a specific person as a professional. "He is an extremely knowledgeable person. He is very open and honest when it comes to students and their performance and education. He cares deeply for this program and has made it his life." He included his belief that "professionals have integrity, openness and honesty." Mr. A.V. Black has come to appreciate the dedication of a specific instructor. "I would have to say Mr. F.V. Mustard since he has kind of been my guide to push me down the road here and since I'm in one of his classes and have been for two years." Professionalism to Mr. A.V. Black is exemplified in seriousness, commitment, and dedication to detail. He added, "commitment to the job, and just the dedication that you see outside of the classroom to present the material, to be able to teach the subject matter to the best." He summarized his views when he said that he has a high regard for professionals who take their job seriously and do it to the best of their ability. Mr. A.V. Brown also referred to a specific colleague. He considers organization, verbal and written communication skills as examples of professionalism. He said, "Ability to organize so

many shop-related classes, communicates well with students, and fantastic at writing applications for grants to continually improve and build on technology.”

Administration

Mr. Boss focused on putting students first, being knowledgeable, caring, and flexible when he described a professional. He also referenced autonomy when he said a professional is “somebody who has a certain amount of leeway in determining how their job gets done.”

The table below lists the descriptive terms agreed on by the faculty groups. The terms were selected to demonstrate the themes in the respective groups. Each term listed was cited by more than one faculty member as a characteristic of a professional colleague. The differences in the academic and vocational faculty members were that A.A. faculty and administration stressed the importance of knowledge, while A.V. faculty discussed the willingness to share that knowledge with others. F.A. faculty members noted that attendance at campus functions and people skills were important while vocational and adjuncts did not discuss that area. Administration added that belonging to a professional organization described a professional. A.V. stressed the importance of dedication for the program he/she teaches. F.V. faculty agreed that organizational skills and following procedures were important while other faculty members did not emphasize those skills. A.A. and F.V. shared the interest in consistency in teaching. The terms listed in the table below indicate that each faculty type described a professional community college educator as committed to the students and the institution.

Table 2

RESPONDENT THEMES OF PROFESSIONALS

<u>Faculty Type and Theme</u>	<u>Terms</u>
<u>Full-time Academic Faculty Themes</u> Involved faculty member who is student-centered and popular among students with good people skills.	Gives 110% Attends campus functions/involved Student oriented/mentors students Popular among students Good people skills
<u>Adjunct Academic Faculty Themes</u> Knowledgeable faculty member who is caring and fair in teaching, approachable and able to keep confidences.	Knowledgeable Caring/Helpful Consistency/Fair in Teaching Open/Approachable Confidential
<u>Full-time Vocational Faculty Themes</u> Organized faculty member who is considerate and consistent, follows rules and is student-oriented.	Orderly/Organized/Follows Procedures Considerate Consistent Student Oriented/Dedicated to Students
<u>Adjunct Vocational Faculty Themes</u> Concerned faculty member who is dedicated to students, willing to share knowledge, honest and committed to his/her program.	Concerned Student Oriented Willing to Share Knowledge Open Honest/Has Integrity Dedicated/Committed/Cares Deeply for Program He/She Teaches
<u>Administration Themes</u> Autonomous and flexible faculty member who belongs to professional organizations and is caring and student-oriented.	Autonomous Flexible Belongs to Professional Organizations Knowledgeable Caring/Puts Students First

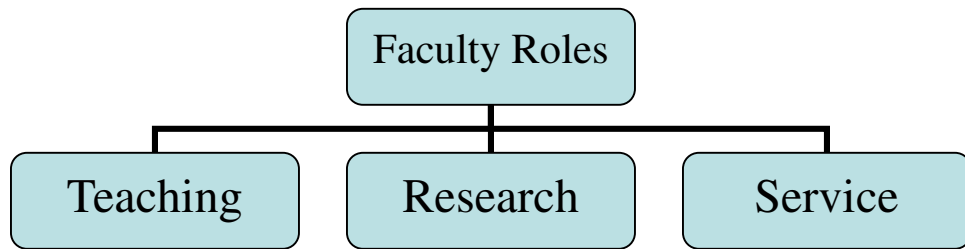


Figure 1.

Perspectives on Teaching

“Community college faculty stand out from many of their professional colleagues because teaching-far more than research or service is the heart of the profession” (Huber, 1998, p. 12). That statement signifies that teaching is the priority of community college faculty. The following section presents this role of teaching from the perspective of the respondents in this study.

We are only required to teach 15 {hours a semester}. I’m doing some pilot programs and I enjoy students so generally if we’re trying some new things, later afternoon core classes and some things like that, so I’m always happy to see what we can do with some of those new areas and all. (Ms. F.A. Yvette)

Seven of the eight full-time faculty members were teaching overloads and the eighth faculty member has other responsibilities as the Director of Study Skills and Adult Education. In reference to teaching load, Mr. F.A. Plum said,

I’m teaching what we call two overloads, History since 1876, two sections of that. I’m doing two sections of American National Government, one section of Western Civilization, two sections of History to 1876, ITV. That makes 21

hours.

Mr. F.A. Plum added that the overloads he is teaching this semester were taught in the past by adjuncts. “If I didn’t want to do them, I wouldn’t have to. I chose it because I like that money.” Ms. F.A. Yvette commented that she is teaching 24 hours. She stated that teaching overloads is not required. “I’ve never felt that push. You know, I just take advantage of different opportunities. It might be the course. It might be a time slot that I would really enjoy.”

Ms. F.A. Peacock was also teaching over the required number of hours,

I’m teaching 25 hours this semester. I won’t do that again though. That’s too many hours. I meet myself coming and going. I don’t have time to grade papers and that’s the bad part about it. I don’t like that. I like to get tests and things back to them as fast as I can. That’s not happening. We do have a scantron and I do make use of that as much as possible. But, it’s still not enough.

Full-time academic instructors often opt for overload assignments. They enjoy the extra money and enjoy the extra courses. They sometimes want to teach supplementary courses in order to provide additional curriculum. The teaching of overloads is not required. It seems to be an accepted practice on the ABC Community College campus.

Definitions of Student Success

Each faculty group defined student success and discussed strategies for students’ success. Completing academic requirements and mastering job skills were repeatedly noted as factors defining student success. Academic faculty emphasized completing the academic requirements of the course.

Ms. F.A. Peacock commented about another aspect that is common in community

colleges and related to the definitions of student success – skills acquisition. “Here we have kids that come to get some skills and not to graduate and if they complete that course they have been successful.” She echoed what many community college faculty believe is unique to their academic environment. Students enter community colleges to improve their academic and vocational skills, not necessarily to receive college degrees.

Ms. A.A. Red defines student success as “striving to do your best” and Ms. A.A. Orange defines student success as increasing skills.

Everybody can't make an A. I guess, in general you would say you hope they learn the basics and learn enough to move on to the next class because I'm teaching sequence, you know math sequence, especially in the beginning. And that is hard for students to understand that the grade isn't everything. A lot of non-traditionals think it is. Because, I've had students do poorly in the beginning and come on strong and finally just click and they're ready to go on. But they still may have a C and you know just because it took awhile to get there. They still know what they're doing. In my particular area it's nice if they start feeling a little bit of comfort with math. Success is sometimes just taking the stress off of, the anxiety out of it. And also we're trying to be more application oriented. I think that's successful when a student can, where am I going to use this again? You know that question? And you can show them and they can see (Ms. A.A. Orange).

Other faculty members also discuss the student's own role in their success. Mr. A.V. Black teaches an Introduction to Computers class and looks at where they are when they enter the classroom versus when they leave. “If I see them at least using the help or losing

the fear of working with computers then I feel they have taken the steps to be successful.”

Mr. A.V. Brown says student success has been “achieved when the student can confidently apply instructions learned into a skillful practice.” Mr. A.V. Gray teaches paramedic certification and believes that “student success is defined individually by each student.” He continues:

A student has to want to be successful. Especially, in a program that is extremely intense and very demanding of time. Each student can be successful in their own mind and in their own ways that instructors may not deem as successful. Faculty must be supportive of students and their decisions. Some students may enter into a program thinking that is what they want to do and then realize that is not at all what they want to do. On the other hand, some students may know this is what they want to do but instructors and faculty who have been through this and other programs can see that no matter what they try they would never make it in this program or this field for that matter.

Ms. A.V. White defines student success as “being able to competently apply what they’ve learned.” She added that faculty can help their students be successful by being “well-informed, truthful, demanding of excellence.”

Faculty members agree that student success is individual to each student. Students who have made progress towards improving their skills have accomplished a measure of success and you cannot compare one student’s success to another.

Strategies for Student Success

The faculties’ methods of helping students to be successful were based on whether they taught academic or vocational subjects. Academic faculty discussed being

approachable and encouraging students, while vocational faculty discussed teaching interpersonal skills that will help them be successful employees. In relation to job skills, vocational faculty stressed work ethic and keeping a positive attitude as important personality traits.

Ms. F.A. Peach is the Director of Study Skills and Adult Education and was advisor of the year in 1991. She works with a number of non-traditional students. She remarked that “some students are missing coping skills.” She feels faculty can help them improve those skills as well as impart knowledge. She added that she does not know one person on the ABC Community College campus that does not go above and beyond. “I mean I think that is the success of ABC Community College. We nurture our students. Because, you know, in a community college setting, that’s what it is all about.”

Mr. F.A. Plum repeated the same message, “If they have a problem, visit with them. The student needs to be able to come in and knock on the door and say I have a problem. Sometimes students come in unannounced. If they have a problem and they need to make arrangements to meet with you. I feel like faculty needs to do what they can to motivate students.” Ms. F.A. Peacock agrees,

I think it’s important that students feel they can come talk to you inside the classroom as well as outside. My doors always open. Just the everyday instruction, you know making sure that they understand, that they comprehend the assignments, what we want, what we expect. I usually try to do that at the beginning of the semester. I have some of them come up, tease me about it sounding like high school. But, I said at least you know where I’m coming from, you know what my expectations are. It’s not something you have to second

guess. Then I call them my “to do” list for student becoming successful. I have a list of things that are my expectations of the students. As far as I’m concerned these are the things that will you know help them be successful, at least in my classes. Be on time. You know all those things that we hate to deal with.

Ms. F.V. Scarlet also believes that faculty availability is an important contributing factor to student success. She said faculty should “be concerned about their {student’s} success and offer resources.”

In reference to helping students be successful, Ms. A.A. Red discussed consistency and being open about your expectations. She gives students plenty of time to complete her expectations. Ms. A.A. Orange believes you need to know what you are doing, be prepared and encourage students to feel comfortable coming to you, especially at a community college. Ms. A.A. Blue follows up that premise by saying,

Sometimes faculty get so involved in the academic success of grades and assignments that they sometimes forget other issues all students face. When a faculty member can see the student’s total achievement, again academic, social and emotional responsibilities, etc then that faculty member is doing their job of nurturing the whole student, which to me is student success.

Ms. A.A. Rose discussed faculty’s responsibility to make the material relevant to the student. This was essential for student success.

This is relatively easy for a class such as Developmental Psychology. I want the students to be able to apply practical skills, communication, writing, oral, etc. and or understanding of the topic that will serve them well after they leave college. I urge my student to write in a short essay format as opposed to multi-

choice so that they practice the skill of concise and written communication. I also ask my student to speak frequently in class to become more at ease with presenting to others. We also usually have a group project so they can learn to share tasks.

In reference to helping students be successful, Ms. A.V. White believes in being “well-informed, truthful, demanding of excellence.” Mr. A.V. Black believes the way to help students is in the presentation of information. “Do what you can to help students succeed.” Mr. A.V. Brown commented on applicability, “Relate the common application of how they will use what is learned in the classroom. Mr. F.V. Mustard also defined student success using the terms improvement and applicability.

Improve where they were when they came to class the first day. Teach them what they can use, maybe later. For example, Excel helps in math, coordination between departments, a co-mingling. What is important is applicability. How does it benefit? The first thing we touch on is word processing and so you can use this in your English class term papers or your Psychology term papers or any kind of report that you do. And then the students in the math, in the Excel side, when I show them those signs and co-signs and tangent and co-tangent, they say gosh, and their math teacher will say what are you doing? I said, what? He said they are coming in there and asking me all of these spreadsheet questions. I said, That’s good. That’s what I want them to do.

Mr. F.V. Green teaches Nondestructive Testing and stressed the importance of teaching students to maintain a positive attitude.

I think you have to give them help with their attitude. Attitude is probably the

biggest thing we can have as far as inspectors go. We need a good, positive, solid attitude and I think the world needs that. God knows there are enough people out there with bad attitudes and we get up on the wrong side of the bed and I do it. It's just like a crappy day from the get go and we have those. We have to go through them. But, if we strive to have a good attitude, we think about it and we consciously put our efforts there we can put this stuff aside. You know I've had things that we're not pleasant happen to me in life and I'm getting to the point where it's like, that's okay. They're going to come and we just have to kind of put your faith out there, kind of work through it and keep on moving because getting mad, dumping on other people and that sort of thing that's not the way to make it work and anyway that's some of the things that I do in the classroom for success. I prepare the students to be flexible.

Mr. F.V. Boddy says that he teaches students a work ethic. "They set their own time tables, learn they must be there, learn how to work. What I require doesn't allow them to miss class. They can come in on their own as need be to complete work. It's their responsibility." Mr. F.V. Boddy continued with a vocational slant by defining student success and focusing on job skills.

When they go to a job do they stay? We do a six month follow-up. Students report on their success and then we ask them to say yes or no. If they say yes, we ask the employer how well they are doing. We want to put out the best quality student out of the institution as possible. We help students with job placement through a job fair. We are fairly successful in placing students. In the past we had 100% placement.

As an academic faculty member, Ms. Peacock was the one F.A. faculty that took on a career inspired method in her classroom to challenge her students. She hands out pink slips for poor attendance, not turning in work and other general things that disrupt the classroom. Students must respond in writing to their pink slip. If they receive three Ms. Peacock has the option of dropping them from class.

I will ask how many work and generally half of them or more do and I ask them what happens when you don't show up for work two or three days in a row or you're tardy all the time. Well, we'd lose our jobs. Well then, consider this your job this semester. I tell them, you're setting habits right now that are going to be hard to break. So, consider this your job and this is your pink slip.

The strategies for student success were faculty-driven. Both academic and vocational faculty members discussed their own accountability in student success. They deemed it important to be available, approachable, encouraging, provide advise, consistent, make material relevant, make a positive presentation of material, teach work ethic and teach a positive attitude.

Perspectives on Faculty Evaluation

Faculty gave details about the procedures involved in evaluation. Students complete an early feedback form the first of the semester and an evaluation close to the last week of the semester. Faculty members are also evaluated by either administrators or their peers. Non-tenured and adjunct faculty members are required to be evaluated each semester. Tenured faculty members are evaluated every three years. Tenure is earned at the completion of three years teaching at the institution. Mr. F.A. Plum, who is in his third year of employment reports that there is not any acknowledgement of tenure. He

had a colleague who just received tenure and was not notified. However, there is an increase in salary for tenure. Ms. F.A. Yvette expanded on the evaluation process,

Each semester an administrator visits my classroom at least once and observes. I receive a written and verbal response from that visit. In the fall I meet with the V.P. to discuss my goals for the year. Then in the spring we meet to discuss how the years gone, how these goals were achieved or changed, and setting of new goals going forward. At this time, the V.P. also has an evaluation which was completed by my division head. Students complete early evaluation feedback forms that let me know how the class is going after the first few weeks. Then they complete a more thorough evaluation at the end of the semester that I don't see until after grades are turned in.

She also evaluates herself, "In addition to the above, I have specific evaluation responses from my classes that allow them to focus very specifically on the semester, what worked for them, what they didn't understand. I use these to consider the next semester."

The President evaluates each new faculty member. Mr. F.A. Plum explained, "The last year the President came and evaluated me personally. I thought I was going to die and I thoroughly enjoyed it. But, boy, I'll tell you he just wrote nothing but positive and great and wonderful. He engaged in the discussion." Ms. F.A. Yvette remembered her evaluation by the President. "I've had him in. He's fun. He's a character. It's interesting. He'll just be right there. The students are always shocked." When discussing the President's participation in evaluation, Mr. F.V. Boddy commented,

I've had him many times come in my class and last time he came in, I was so deeply involved in working with a student that I didn't know he was there and

he had been walking around looking at what the students were doing and we were just on this project and he came up, taps me on the shoulder and says thanks for letting me be in your class. But he's been here several times. He's always been supportive. He's welcome. In fact I don't shut my door to any classes. It's always open and I always tell people, you're welcome any time. And again it kind of follows my philosophy that I have nothing to hide. If I'm doing a good job then I have nothing to worry about.

Mr. F.V. Boddy discussed the new method of peer evaluations, "In fact, we just initiated a new thing in which there are some peer evaluations going on. Rather threatening to me because the speech teacher came and evaluated my class and I thought wait a minute. And it was a good experience." He indicated that the speech teacher wasn't there to evaluate content of his drafting class. "I guess basically just looking at how you are relating to the students and how the students are involved in the classroom. Their approach may be different than what you do and but yet. It's kind of give and take on both sides. We are kind of sharing with each other." Over the years, Mr. F.V. Boddy has been evaluated many times by administrators and students.

For years, obviously 22 years I've had many administrator come and in and sat and write on, scribble on their little piece of paper and a month or two later after you've forgotten what you did in class and they call you in and say well ok. It looks like you're doing ok. And we do have a thing where students fill out an evaluation. And I think that's helpful. Occasionally, you would get a student that is upset because they don't want the grade they got. You get some negative feedback and that's not always bad because there may well be times that you

need to hear it. Maybe you haven't done something just as you should. We all try to do our best, but who knows. So, I don't see that as a bad situation. When an administrator tells me they're coming in, I never change my topic and if they see, I figure that's where it should be. My feelings about it, is that if I'm doing my job then I don't have to worry about it. If I'm not doing my job then I will hear about it. That's how I approach the evaluation.

Mr. F.V. Mustard discussed his method of self-evaluation. When he teaches computer courses to business and industry groups he gives them a list of possible topics and tells them, it's not engraved in stone. They can change whatever they want and he builds a booklet for them based on their needs. He tries to cover the information in the booklet. However, if time runs out, then they have the booklet as a reference. He added, "Evidently it worked successfully because we have a lot of repeat customers."

Ms. A.A. Orange teaches Algebra at an off-campus center and is evaluated by a lead instructor (term for a type of department head at off-campus centers), in addition to student evaluations. Her method of evaluating herself is by critiquing how successful her students are. She also collaborates with other math instructors as a method of self-evaluation. Ms. A.A. Red uses a similar method of critiquing herself through her students. She uses what she calls semester reflective papers. This allows students to discuss the positives and negatives in the course.

Ms. A.A. Rose expanded on her own experiences with evaluations. She has had administrators in her classroom evaluating her teaching methods and has participated in the student evaluations. Her self-evaluation she explained by stating,

Student responsiveness in class and their grades. If the majority of the students

have A's and B's, I feel the material is being presented in such a way as they are able to demonstrate their understanding. On the other hand, if the majority of the class has mediocre or failing grades, I feel the teaching methods need to be revamped. I encourage the students to address any concerns they have about my teaching methods to me or to the adjunct coordinator early in the semester rather than wait till the class is completed.

Ms. A.V. White believes she is constantly self-assessing and is very critical of herself. "It's not one particular thing. It's the feel of how it's going for the day, the response the kids make, how well they do. I try to keep it hands-on. We try to accomplish a physical thing. And how well they do, are they inclined to ask questions or to work at it as a cooperative thing?" Mr. A.V. Gray has been assessed by the students, the program director and the lead instructor. His method of self-evaluation is reflective of his sense of humor, "Does second guessing count?" Mr. A.V. Black asks students to write an anonymous one page summary with suggestions and comments that include their likes and dislikes about the course and Mr. A.V. Brown uses the students' understanding as an evaluation, "When the light of understanding comes on, both the student and I know. That's it."

Program evaluation is important to Mr. F.V. Green in Nondestructive Testing. He has an advisory committee made up of industry professionals. He also collaborates with instructors through a grant. He added that he picks up information from national inspection conferences. "The national conference gave me a good overview of where the industry is heading. All curriculum is reviewed each year by our advisory committee for content. We add or change it a bit every two years or so." Ms. F.V. Scarlet works with an

advisory board too.

In the Office Technology Program we incorporate the state workplace competencies. Our program also has an advisory board made up various people from the business community. We meet with them once each semester to get their input as to what competencies we should include in our program. We find this very beneficial to our students as it ensures that we are covering the things that they will encounter in the workplace.

There is an organized and formal system of evaluation in place at ABC Community College which includes student evaluation, peer evaluation, administrative evaluation and program evaluation. Additionally, faculty members are reflective and practice self-evaluation.

Mr. Boss is evaluated as all other administrators at ABC Community College are, by their immediate supervisor once a year. His immediate supervisor is Ms. College, Vice President of Academic and Student Affairs. He reports that he frequently discusses with Ms. College ways for improvement. "I am also evaluated by my peers and my team. I evaluate myself by benchmarking with my peers and by striving for excellence in all I do."

He discussed teaching evaluations and lead instructors at the off-campus centers, "We have assigned lead teachers to each of the divisions that oversee all of the adjuncts up at the north campus, working in conjunction with those division chairs. They assist with training, learning the ropes. They will do classroom observations, peer observations, help with seminars, help recruiting, advising. They are very dedicated people up there at that campus, down here also."

Mr. Boss elaborated on the evaluation system by discussing due process. The President, the Vice President and Mr. Boss are responsible for the administrative classroom observations. There is a different procedure for faculty who have earned due process. Mr. Boss is opposed to calling due process tenure.

We have a very comprehensive system of faculty evaluations. Ms. College started in this position also in July. So we've been working, doing more things, trying to develop trust. Trust is a big issue. We do a self-evaluation. You have an adjunct faculty population that we can do one way. Then we have a negotiated master agreement for our full-time faculty that has stipulated how the faculty evaluations are done. Of those that have what is called tenure, even though I'm trying to get people to use the correct term. Community college faculty can't technically have one that is called tenure, what you think of at a university. Tenure at a university is a major process. It requires, as you know, tons of research and publishing. And that's written into the law and it affects any college faculty. And then after their third contract is offered, then they assume what is called due process. Well, for lack of a better word, they call it tenure. But, I'm trying really hard to kind of change that and I'm meeting a lot of resistance. There is a certain elitism, I believe. When I was on a faculty, I called it tenure when I got in, and it was a big deal. So I appreciate and respect that. But when it comes to legalities it is called due process and it is I think due process is what anyone should have, period. But that is not our decision. There's a random list, depends on where they are at in their tenure here or their time with us. At each semester, the beginning of each semester, that list is generated

as to who needs to be observed, of those who have received due process. Then Ms. College gets with me and gets with the President and we decide who we are going to see. The three of us do those peer observations as a rule.

Mr. Boss believes the classroom evaluations should be informal and not cause stress on the faculty.

And we go into a classroom. It is informal here. It is the same thing as for the adjuncts and that is the peer observation. I'll just tell you, when I'm in a classroom, since I spent almost a decade in a classroom setting and I know what it is like to have the person you don't know very well sitting there evaluating you. I'm very cognizant of the fact that there is no one right way to teach. Now I know there are many wrong ways to teach. I know there are ineffective methods. I'm always delighted to be a guest in someone's classroom. It is interesting, the dynamic that is going on. So there's the peer evaluation.

In discussion of student and adjunct evaluations, Mr. Boss noted,

There's ample opportunities for students to evaluate. There's an early feedback form, solve the problem early in the semester than have to worry about it at finals. Then everybody, depending on where they are at on the schedule in addition to their contract receives a final student evaluation. Now, as far as the adjuncts go our policy is in the fall, every adjunct instructor is observed in the classroom, period. Now the logistics of getting to all those outreaches requires I use all of my staff, J and A, we are all out there. I'll ask the other deans to assist me in this.

In an effort to remain objective, Mr. Boss relies on other faculty to evaluate in classes

where he thinks his objectivity may be questionable.

I sometimes will go to another dean and say, Would you please go over and look at this classroom? I taught Anatomy and Physiology for years, just to give you an example. And anytime I'm in an Anatomy and Physiology classroom, except for one that I just adore. I'm always sitting there going ugh, that's not how I'd teach. I have a very hard time being objective. So, I've run into a couple of times where I'm probably not going to observe this classroom just because I have so many ways that I think it should be taught.

In reference to evaluating content and using music as an example he responded,

Well that's interesting. I have a huge, diverse aptitude. I'm a tenor soloist at my church. I'm very eclectic and so I feel confident with most of the undergraduate curriculum. Some of the mathematics, I can't evaluate as well as I'd like to. But most of the social sciences, most of the humanities, I feel very confident, especially the lower.

Mr. Boss elaborated on lead instructors serving at the off-site campuses by describing them as someone who "can really multi-task." He explained that they have to perform a number of different functions.

They have to teach. They have to oversee the adjuncts. They have to communicate down here to make sure that the quality of instruction at the north campuses is the same quality down here; that the experiences are the same especially, when you want to try to transfer. We don't want to jeopardize people with any of their courses. We want to help our students move on up in their academic pursuits. They have to be ambassadors. They have to have that extra

spark to work in a very fast paced community-based campus, financial aid knowledge; all those things. They are not required, but I'll tell you, when we look at those candidates, we look through all of it in skill set terms. It is a unique position.

Mr. Boss's perspective on evaluation encompassed accreditation. He was excited about the new option in accreditation.

The North Central Association has a new project and you can elect, once you've been North Central approved for a number of years, you can elect to try this project, which is a new way of getting accreditation and it is based on the Malcolm Baldrige criteria. It is very exciting. And you should go to AQIP.org and check it out. It, it is where higher ed is moving. And it has ten principles. It is pretty interesting stuff. And they are trying to get us to start instead of once every ten years doing a binder. Self-study, laying it all out and for three weeks everything is focused and then you put it on a shelf and don't do it for another ten years. Instead, we are working on action projects. We are reporting regularly to Chicago to D.C. to improve number one student learning in a myriad criteria, but things we are trying to do to make the school, make the college a better place.

Autonomy and Teaching

Autonomy is a type of independence and freedom from power and control. Faculty members discussed autonomy using their own parameters and definition of autonomy. When the term autonomy came up, Mr. F.A. Plum interpreted autonomy to mean academic freedom. He responded,

I guess you mean academic freedom. I have never had anyone to say I don't think you should do this or this. Of course, we're all sensible so we kind of, we know we have the right. But, we don't abuse it. I've never had anybody to say, I don't think you should be doing this. No ones questioned my grading. No ones questioned my lecture. I've been given free reign. Sometimes the students don't like what you say, but that's neither here nor there. Academic freedom, by golly, they leave us alone on that.

Ms. F.A. Yvette believes she is given autonomy on campus and defined autonomy as, Being allowed to be creative in your approach to material; the specific ideas that you bring into the classroom to get the objectives of the course across to the students, and the setting up of the semester's flow of information and activities. Yes, I feel that I am given that. I have course objectives to meet, which are important for our transfer credibility, but I have freedom to set up and teach my class using my own creativity to meet student needs.

Ms. F.A. Peacock defines instructor autonomy as allowing the faculty to have freedom to try out new teaching methods, as well as dealing with classroom situations as they come up. She says ABC Community College, gives instructors, "the opportunity to spread our wings and try new things." Ms. F.A. Peach concurred that trying new ideas is encouraged.

In the early 90's the college implemented a TQM (total quality management) philosophy within our structure. Various workshops and classes were offered to the staff and faculty. The college encouraged quality initiative teams and awards were given to those who participated or chaired teams. The promotion of this

was to encourage input to formulate new ideas and to address concerns on campus. I either chaired or was a member of several of these. Since then, many changes have been made and because of our involvement the last North Central Study was based on this. As a result, ABC Community College was awarded a ten year accreditation.

Full-time faculty members are represented by a negotiating body. Therefore, leave time, the number of hours they teach (14-16 is full-time) and the number of office hours are contractual. They are allotted 12 days a year combined personal and sick leave. They are required a minimum of 32 hours a week; example: 16 hours teaching would require 16 office hours. Teaching overloads means more office hours are required. Mr. F.A. Plum commiserates,

The problem with that is the more hours you teach the more overload, the more office hours you have to have. So, sometimes you kind of get a little punished for that. Like Ms. Yvette, she's teaching like 24 hours so she's pretty well here, she's stuck almost all the time in the office, which that's the only thing that kind of irritates people, that you're punished for those extra hours.

Ms. F.V. Scarlet summarized her views on autonomy,

We are given the freedom to develop new courses, select textbooks for our courses, schedule when courses will be offered, set out own classroom policies, etc. At the same time, we do strive for consistency among the various sections of a course and across the various campuses, outreach centers.

Mr. F.A. Plum agreed that although he is given autonomy in the classroom, consistency is required. A course outline is standardized for each course.

We have a form. It's not really a syllabus. It's what is called a course outline. It basically says when you get out of this course you will know such and such and such. And the syllabus is basically what's going on in your class. You grade on total points. You weigh tests more. That's more what a syllabus is. We have to make sure we cover those areas. The syllabus is totally each to their own.

Autonomy to Ms. A.A. Orange is being "free to use different teaching methods to complete course objectives, different assessment tools and supplemental materials." She receives that type of autonomy on ABC College campus. Ms. A.A. Orange contradicted herself however when she said that course procedures are set up by a full-time faculty member. She elaborated that her format "must include specific items." Ms. A.A. Blue feels free to organize her adjunct psychology classes as she sees fit. "We do have a standard syllabus, pre and post tests. But, I am free to construct my classroom activities according to my teaching style." She requests the classes she wants to teach and says,

I seem to get the classes I ask for. I usually buy my own supplies if I have a special project to teach. I use paper from my supply budget. I take my laptop or borrow or check out a projector, and use the computer labs at both locations.

The Success Center {where she works full-time} is equipped with a smart-board and the projector and classroom performance system.

Ms. A.A. Rose also chooses the classes she teaches and usually only teaches three hours a semester due to her full-time employment as a state social worker. "I usually have the opportunity to teach another if I desired to do so." She develops her syllabus based on the syllabus of the full-time faculty. Ms. A.A. Rose believes instructors at ABC Community College are given autonomy.

Although each instructor of the Developmental Psychology follows the same course outline, uses the same textbook and has the same outcome measures, there is a great deal of autonomy within the classroom as to the instructional methods. Again, my goal is for the students to have a practical application so I incorporate writing, speaking and outside readings to enhance the textbook topics. Also, teaching for three hours at night to largely non-traditional students who have worked all day, one must keep the discussion lively.

Ms. A.V. White lists examples of instructor autonomy as, “I was able to participate in the choosing of one of my texts. I designed the lesson plans as I see fit based on the college listed outcomes.” Her decision on what skills to teach is influenced by the fact that she teaches support classes for supervisors from the local Vocational Technical Center. “These supervisors have a strong influence on what I teach.” Ms. A.A. Red defines instructor autonomy as “freedom to teach the classes within guidelines.” She enjoys college teaching because of that autonomy. She chooses the skills and curriculum she teaches by following the textbook and looking for good videos. To Mr. A.V. Gray instructor, a facet of autonomy is lecturing on any topic he chooses. Mr. A.V. Black teaches in the same division as Mr. F.V. Mustard and is grateful for his guidance.

I use the test the full-time instructors use. There’s like one file box up there that has the assignment sheets and tests, as far as teaching, its individual. What may work for me may not work for somebody else. There’s nobody to say do this, do this. Different ways may work for me may not work for him {referring to Mr. F.V. Mustard} and vice versa. And I try to run a pretty relaxed class.

Mr. A.V. Brown defined teacher autonomy as “Teach the topic in a manner that I feel is

comfortable to both the student and myself and the freedom to change that direction when I feel the need.” He discussed the skills and curriculum he teaches, “There is a basic outline of skills described in the curriculum, but from there I back up personal experience as to what is needed in the workplace.” He does not get first choice at classes to teach, “I get what is left over.”

According to Mr. F.V. Green, vocational programs have autonomy.

Vocational instructors are given control of their programs. Funding is most often marginal, or shall we say well controlled, which requires us to be creative when looking for equipment. Administration has a hands-off approach to the programs as long as they generate FTE. If the FTE falls they become concerned and will encourage us to pick it up.

Mr. F.V. Green described his own autonomy in the NDT program,

I am the one that decides what classes I teach in the Nondestructive Testing area. For example, two years ago the advisory committee suggested we add two more classes to provide more instruction in RT {Radiographic Testing} and UT {Ultrasonic Testing}. I developed the classes with committee help and took it to Academic Affairs for approval. It was approved and sent to the state for approval. If there is a class in our area that needs an instructor we work it out amongst ourselves. It is our responsibility to present the vocational classes and instructors to the Dean. For example, we are now working on Fall '03 to be sent in soon. If we cannot come up with an instructor the Dean and I work it out.

Mr. F.V. Boddy can do whatever he wants with the drafting program as long as the students are successful. He makes the decisions that contribute to the growth or demise of

the program.

The thing we do that I think is very important. We have an advisory committee that works with us, people from industry and when we make changes in times like that we run them through our advisory committee, several times a year. I say I can do anything I want, but if I think that there is a change that needs to be made in relationship to what I teach or how I teach or something along those lines I will run it through the advisory committee and they're the people that's working in the field and they know what's needed and to that we can make those decisions. Like I said the administration have been totally supportive with what changes and I have changed it quite a lot since I've been here. When I came in we had rows of drafting tables and a couple, three or a few computers stuck back in the back room. Obviously, that's not the emphasis that's happening right now. And so I've had a great deal of success in maintaining good numbers in the program, maintaining good placement in the program and part of that success is supportive in equipment and so forth.

The faculty defined autonomy as freedom in the classroom. They are allowed to teach using their own creative teaching methods. However, a standardized syllabus is required. For vocational programs there is a great deal of leeway. Department chairs are given free reign to make their own decisions about curriculum with the understanding that they are responsible for the growth or demise of their vocational program. Their departments are supported by business and industry advisory boards. All faculty members are expected to keep office hours and their personal and sick leave are regulated.

Mr. Boss believes that professionals are given "a certain amount of leeway in

determining how their job gets done. If given an objective, how they achieve that objective, there is a lot of freedom in that.” He described his view of faculty autonomy by stating that there are a variety of ways to teach and he is supportive of those differences.

My feeling is this, as long as instructors are providing a quality education, meeting the objectives of the course and treating our students with respect and love, then I allow them autonomy in their techniques. I have witnessed everything from straight pedagogy to more modern collaborative androgyny and everything in between. As long as students are getting the skills they need, I will support my faculty in their efforts.

He added that within reason, faculty members are given quite a bit of flexibility in setting their own office hours and departments are in charge of their own budget.

Mr. Boss responded that the department chair does not necessarily have the final say in textbook selection.

We have a number of policies, regarding text book selection we like the instructors to drive. Now, I’m not just talking about just changing editions when you have to do that. There’s a policy for how you have to do that. But, when you really feel there is a need to change text book, there is a specific procedure that the instructor needs to initiate and get that ball rolling to evaluate the text books, to have a committee that will examine it and determine why. Then that would go to the division chair who would then bring it to Academic Affairs. We have an Academic Affairs committee that is driving almost every part of the structure. We have an issue right now where we have, with our text book, we are trying to please all of the adjuncts and our full-time faculty and find a textbook that

works. That is where we are heading.

He conceded that adjuncts do not have an equal voice. “Well and having said that, when I say faculty, the full-time faculty would drive it more than the others. However, all people don’t feel adjuncts have a say. I hate that.” He added that he told one adjunct to give him a good argument. “You know, write it down and give me a really good argument that I can take to a division chair, so I don’t know where that will go.”

Mr. Boss discussed autonomy in scheduling and how faculty are assigned classes. He stated that faculty can put in for what classes and times they want to teach.

We leave that kind of up to the divisions. Ms. College and I have tried and we are succeeding to make some changes. There’s been a person down here, pretty much morning only classes, very few afternoons, because of all the activities they are in. Well, we are trying to create options, other options for students. We know that the research supports the fact that at this age, this standard age, needs more sleep in the mornings. We are trying to move things back in the day a little bit and figure out some. So things like that. We’ve approached the faculty about volunteering, but as a rule, it is the same schedule. In the matrix, there is a need for certain things to happen at certain times.

Adjuncts’ Impact on Teaching

Even with the full-time faculty members teaching overloads, the adjunct faculty members outnumber the full time 250 to 48. Faculty discussed their perspectives on the impact adjuncts have had on the profession of teaching by addressing the negatives and positives. Mr. F.A. Plum taught as an adjunct at another institution before coming to work full-time at ABC Community College. His response concerning adjuncts’ impact on

the profession of teaching was based on his personal experience teaching part-time.

One view, I took up the slack in the department. As an adjunct I did not communicate much at the college. I did not go to the plays, did not go to sporting events. I sometimes felt like I was a step-child. I didn't feel like I was wanted. When I first started out that's how I felt. As I got to know people I worked with, I felt better about being an adjunct. At first I felt like I wasn't invited to anything. I'm just here to help the overburdened instructor. We've got some teaching in this department and its like hi, by. Once in a great while we'll see them at our department meeting. They're invited, but rarely do they show. We had one at our department meeting, was last week. We had one adjunct.

Ms. F.A. Yvette added a different perspective on adjuncts and teaching,

Unfortunately, I'd say my knowledge of this is limited. Overall, I think they provide ways to try new class times, as well as fill class loads since our college is growing rapidly. They allow administrators and faculty to be creative with class times and such. Also, sometimes, they allow us to bring in professionals in a field to teach required courses, showing students applicability in the work force.

Ms. F.A. Peacock gave both sides of the perspective on adjuncts,

I know we have an awful lot of adjuncts here that fill the gap. You know and here in my area here dealing with the child care, there have been times when we used adjuncts in the child care classes which has really been a big help. I don't know how to say this without sounding too bad. I think maybe the downside is they haven't bought into it, not so much ownership. They are difficult for

students to get a hold of, which makes it difficult. They come and do their classes and go home. Usually, when we have faculty meetings most of them don't come to those. Most of them have jobs so they can't. I think that's kind of a downside to adjuncts. They have assets too because they bring an expertise to the college that especially in the business world, that a regular faculty person might not have.

Ms. F.A. Peach summed up the twofold perspective by stating that there are positives and negatives to hiring adjuncts and added, "There has been an increase in the number of adjuncts."

Mr. F.A. Peacock comments on the academic backgrounds of adjuncts in the following:

A large majority of the full-time faculty have masters or are working on them. As far as the adjuncts, I don't know what the status is. I know we had a gentleman who was retired from G.E. and they hired him on here. It was when we were going through a transition of total quality management kind of thing and he did a lot of classes in relation to that. So the expertise from the business world, it was very helpful. I don't think he has a bachelors' degree.

In response to adjuncts, the F.V. faculty did not identify as many part-timers teaching in their departments as the F.A. faculty. Mr. F.V. Boddy started out as an adjunct and says there are not many people out there qualified to teach in drafting. He added, "I guess we do have one." Mr. F.V. Green commented that adjuncts do not teach in his department (Nondestructive Testing). However, from seeing adjuncts in other areas he thinks they're great.

Adjuncts are a whole new group of teachers as far as I'm concerned. They are simply just another resource. We have, I'm not sure how many, lots and lots of adjuncts. I think we're seeing some retired educators maybe moving into that arena. Maybe we've got a young mom that wants to stay home with the children, the husbands' working. Evening classes, adjuncts, boy it's perfect, couple thousand or so shows up about Christmas time, really handy. Couple thousand show up at spring ready for vacation so its kind of mad money that she could rat away and do it like that.

Another term Mr. F.V. Green had for adjuncts' is "guns for hire."

Other instructors I know that work the south side up there work full-time.

They've been around enough that they just work the circuit. They know how to teach. They're instructors. They can teach certain areas. I'm not saying that I've ever watched this one on one. But just from a distance this is my perspective.

They go around and, what have you got this semester? And take a look or ABC Community College will approach them and say that takes care of Monday and Wednesday nights. Let's see if I can find something Tuesday and Thursday nights. Check some things out with HIJ College, with ABC University, what do you guys need? And they just call around and if they are kind of in favor or if they're popular instructors, bingo. They've got a full time job working in the evenings. I think there's a whole new group of people that it really fits a need, full-sized. It takes care of the educational side because it lightens up on fringe benefits. Maybe with the mom that doesn't want to work that needs a little spending money or the retired instructors, so I think they are a vital part. They're something that was not there probably in my perspective in our school for sure

five years ago. They were a group that was just growing. And right now they're probably a major group that is not receiving enough attention as far as the administration goes.

Mr. F.V. Mustard commented on the number of adjuncts and a negative experience he had with an adjunct in computers. He had a phone call from an off-campus center stating that the instructor was not providing adequate instruction for the participants in a computer course. He had to take over the class.

We have around 50 full-time and 200 adjuncts. It is good and bad. The good use assignment sheet. An example of the bad was at an off-campus center. We offered a training for Windows '95. The off-campus center did not want an adjunct and I did not want to work full-time in Metropolis {pseudonym} so we had an adjunct we had to let go after half a day. She didn't know what she was doing. There are not many adjuncts in computer. Now, religion classes, that's a different perspective. You can use ministers. Legislators teach political classes. We had a senator from this area who taught, had an insight, had students attend political meetings.

Ms. A.A. Orange believes that adjuncts can be good and bad.

Some of them, especially in outside areas are not college level teachers. And I mean that is the college level, period. So that can be good and bad. That can be a bad thing. The good thing is that they bring in, of course, outside information and real world application, experiences from other places.

Ms. A.A. Orange has been offered a full-time position by ABC Community College and is not interested at this time. She noted that some adjuncts are interested in a full-time

position and “some of them don’t want it.”

Ms. A.A. Blue says, “I think adjunct instructors have taken the overload from the regular faculty. Since this is a two year college, the small number of faculty has been assigned too many classes.” She recognizes that for “adjuncts feeling a part of the college is important.” Ms. A.A. Red believes the importance of adjuncts is that “they can bring their expertise to certain subject areas.” Ms. A.A. Rose is a full-time state social worker and agrees by stating, “I think the majority of faculty at ABC Community College is adjunct. I appreciate that ABC Community College values practical experience in the teaching profession. I feel that real life experience has a positive impact in the classroom as students prepare for real life.”

Ms. A.A. Rose shared her thoughts about the drawbacks for adjuncts,

The limitations of being on campus after business hours. I don’t have an office, no stapler, no phone, no printer, or ready access to department resources such as videos, etc. Unless I call ahead and have them leave it with the janitor, due to the fact that I am only on campus from 6:30 p.m. to 10:00 p.m.

Mr. A.V. Black has his own computer business and gave a business man’s perspective on the hiring of adjuncts. He believes that an adjunct “allows the college to offer lots of classes. They are temporary help, contract labor.” He commented that the adjuncts outnumber the full-time. “They are a temporary service.” His analogy was, “Temporary worker terminated from Company A. Temporary worker applies to B to work. Company B contracts back to Company A at a lower wage so temporary gets lower rate at Company B. To the corporate business world it’s money.” He continued to list some of the negatives from the adjuncts’ perspective. “You are not told you have a job until the

last minute and there are no benefits.”

Ms. A.V. White reported that most of the adjuncts she is acquainted with are dedicated professionals. She said, they

are enthusiastic even though this is just something they do maybe for an hour or two a week and they have full-time jobs elsewhere. They are very concerned about doing a professional job. Many of them are definitely have professional backgrounds in education. People here are very concerned about their students, as the whole college seems to be. Almost more like what he had to do in high school.

Ms. A.A. Orange teaches at an off-campus center, 51 miles from the main campus, and notes that adjuncts “bring in real world experience.” She referred to an attorney that teaches business law and how valuable that has been for students. In reference to adjuncts, she stated,

Well, I mean we couldn’t exist without them. Right now we have no actual full-time instructors here. We have like five at south side, or six. At one time, I don’t know how many mail boxes {referring to instructor’s mailboxes} we have in there. We probably have at least 40 here. At one time we had like 70.

Mr. A.V. Gray and Mr. A.V. Brown see the benefits of adjuncts in the classroom. Mr. A. V. Gray noted that adjuncts can remain more open-minded in their teaching because they are not full-time instructors. Mr. A.V. Brown views his experience as an asset, “As an adjunct instructor, I feel I can bring 30 years of experience into an organized setting for instruction.”

Mr. Boss feels strongly that adjuncts are the future of higher education. “They impact

the profession in ways too numerous to go into here, including flexibility of course offerings, increased faculty pool, and a number of negatives as well, muddied curriculum, watered down course expectations, lack of transferability, etc.” He continued by adding that ABC Community College has benefited greatly from adjuncts “because they are seasonal” and the school can cut back on the cost of benefits. He commented on the economic benefits they bring the school because of the state cutting their budget. He feels that teaching as a college adjunct is a two-way street. It is extra money and “a certain amount of prestige in being a college instructor.” Mr. Boss states that the majority of adjuncts do not want full-time status. “They have full-time positions.” He believes they want a little extra money and the prestige given a faculty member. He says there is a process and opportunity for adjuncts who want to come on full-time.

Adjuncts outnumber the full-timers and are an economic necessity on ABC Community College campus. There are positives and negatives to hiring adjuncts. They contribute their expertise and commitment to students in the classroom. However, they are not valued and recognized for their dedication. Because of their other obligations outside of teaching, they do not have the same commitment to the institution.

Perspectives on Research

The research agenda for this sample of community college faculty is multi-faceted, including professional development and scholarly study. Publishing is not the expected outcome of research among this faculty. The faculty shared information about their opportunities for professional development beginning with Mr. F.A. Plum by stating, “They’re big in staff development. We’re required, it’s suggested, not required, 16 hours. They put on a lot of staff development courses here. There’s enough to get you your 16

hours.”

Professional Development

Ms. F.A. Yvette stated, “ABC Community College offers numerous opportunities, with on-going workshops, technical, teaching, etc. This area continues to grow. We just hired a new technical trainer who will expand training opportunities. Also, I received a grant, so I have that training as well.” Additionally, she collaborates with other state educators concerning outcomes and labeled national collaboration as attendance at the NISOD Conference.

Ms. F.A. Peacock discussed professional development by saying,

I’m getting ready to go to the American Career Technical Education (ACTE) Conference in Las Vegas in December. I am a member of the ACTE, which used to be the old vocational programs. I am hoping to get some newer information about the child care program. That’s one reason I am going. It’s always good to meet people from other areas. We have pretty good opportunities to go to conferences and we bring people fairly often here on campus, workshops and things that we have access to. And I’m an advisor, so there’s a lot of training and workshops that we go to.

Mr. F.V. Green responded about opportunities for professional development, “The school’s been very good. I really have to pat them on the back for that. Keeping my vocational certification, they ask me to attend national conferences. And so, I’ve been actively involved in the Society for Nondestructive Testing.” He added that he attends the Inspection Society (ASNT) conferences once or twice a year and began last year attending a conference with other department chairs. “As I said earlier there are plenty of

opportunities for growth here.”

Ms F.V. Scarlet teaches office technology and business math and said she believes that ABC Community College’s strong point is professional development. She went on to say that you can attend the conferences you want to attend. She attends NISOD in Austin, Texas and has attended the Conference in Information Technology in California, a medical transcription conference in North Carolina and “various others.” Mr. F.V. Boddy stays updated on the changes in drafting.

Yes, in fact I can usually go on some update training, generally at least yearly.

Like I said, the CAD is changing all the time. I receive update training on the various Auto CAD, as they’ve changed. Now, when I came in eight years ago, even though I had a teaching certificate, I also took 18 hours at ABC State, vocational hours, vocational education. And then just the school itself has various people coming in on a regular basis, education. That’s just on-going type of thing through the school itself that you don’t have to leave to do. I have gone to some vocational education conferences. Then I’ve been somewhat involved with VICA {Vocational Industrial Clubs of America} at times. I’m not a joiner.

The faculty states that their access to professional literature is through the library, their own subscriptions and internet. Ms. F.A. Peacock states, “Through the library I have access to professional literature. I belong to several organizations and I get periodicals and things like that on my own.” Mr. F.V. Boddy commented that professional literature is available to him, “We have various things as far as professional literature, as far as educational type literature I keep up with my field. I got my education years ago and now they’re starting to do the same thing as they did years ago. At the age I am, I’m seeing

what someone thought was fantastic in the 70's is suddenly becoming fantastic again. I guess that sounds somewhat negative.” Mr. F.V. Mustard states that he reads in the computer area and reads agriculture magazines. He said that staff development is available, “15 hours a semester.”

Adjunct responses give the impression that they also have adequate opportunity for professional development. Ms. A.A. Blue explained that the college has a “Title III grant and a budget has been provided for professional development, in addition to the college’s scheduled events.” Additionally, Ms. A.A. Blue discussed professional literature. “We have access to various literature within the library here.” She included the fact that she has several of her own subscriptions to educational journals, including developmental educational journals. She also referred to the four-year university nearby as a resource.

Mr. A.V. Gray teaches paramedic certification and attends medical lectures off-campus. He stated that ABC Community College offers, “Multiple opportunities for continuing education.” Mr. A.V. Black commented that he attends an adjunct meeting each semester from 8:30 a.m. to 12:00 p.m. and it covers web grade books, classroom management. He added, “I learn at least one thing worthwhile each class.” Additionally, in relation to teaching computers, he attends Cisco training at ABC Community College. Mr. A.V. Brown said, “I recently attended a class in Internal Auditing for the new aerospace standard AS9100a and attend teacher in-service classes when available.” Additionally, he “has been working on an Advanced Blueprint Reading Class that is aircraft specific that will go into all the major aircraft requirements. I am also trying to get a class going for Geometric Dimensioning and Tolerancing.”

Ms. A. A. Orange said that adjuncts have the opportunity to go to workshops. “They

just put up a flier”. Then we have our own staff development a couple of times a year up here on the north end. And they all go to workshops on Friday and maybe Saturday or something.” When asked if the adjuncts participate in those workshops, “Yeah, because we have a pay scale and once you have 12 hours of professional development, you move up.”

Ms. A.A. Rose teaches three hours and states,

I do periodically, usually annually attend a Social Science department advisory board meeting/dinner. This is very helpful to me in keeping up to date on the expectations of the college. Also, the adjunct orientation training provides an avenue for suggestions to the administration, such as the need for increased evening security.

In reference to opportunities for professional development and research, Ms. A.V. White responded that meetings and in-services were held specifically for adjuncts.

This last one was how to use the new technology that they are installing on campus. But it was also about objectives and presentations. Well, this one happened to be for adjuncts, but they meet at a special time for adjuncts. If you attended 12 hours in three semesters there’s a small increase in per hour, But, I was pleasantly surprised in how it was conducted and professionally taught class. It wasn’t just thrown together.

She did notice the lack of interaction among the adjuncts and attributed that to the fact that adjuncts are on campus for an hour at a time and they only meet at the beginning of each semester.

You’re in a room for an hour with a lot of other people. We’re doing things.

We're not interacting with each other. Sometimes a little bit we are. It's like six months a part or something. And I'm not really big on faces and names. That seems strange because I have to know the names of my students and I've had thousands.

Mr. Boss's opinion is that he gets "tons" of opportunities for professional development. He attends a major conference every year. He belongs to Adult Educational professional organizations. He has attended his required number of in-house professional development. He tries to stay in touch with his former professors at ABC State University and has had the added bonus of having a former professor come on campus to present professional development. He states that when she is on campus he has had some personal discussions with her. He would like to start on his doctorate in the summer if he can get the money together.

Publishing

The faculty shared a lack of interest in publishing, however, feel the college would allow them to research and publish if they wished to pursue that avenue. It is just not a priority for them. The one faculty member who had published was Mr. F.V. Green, director of the Nondestructive Testing Program. He had successfully submitted articles and published in several technical journals. The topics of his articles were education in NDT, technology, radiation safety for welders and computer simulation in the classroom.

Responses from the F.A. faculty included Ms. F.A. Yvette, "Well, I can't say that I have all that much time, right now. However, much of what we're doing in developmental education will be tracked and I'll be presenting and then writing on the outcome of that. Otherwise, my interests lie heavily in pop culture and opportunities to

write regarding that area.” Ms. F.A. Peacock said, “It would be there if we wanted to. That’s not something the college would hold us back on. The opportunity is available if I choose to.” Ms. F.A. Peach summarized the general mind-set, “There are opportunities to research and publish, however you are not supposed to use college time to do that. I can write articles if I wish.”

The opinion of most of the faculty was reflected by Mr. F.V. Boddy, “I don’t know about the research. Of course, we get people wanting me to critique their textbooks if you choose to. I have no desire to do that. Basically, I’m more of a people person and I enjoy the students. I’m involved with the students. I’m deeply involved with the students.” He went on to explain that his “greatest thrill” is when students tell him about their job offers. He had a young lady recently who is starting off in her new career with a salary of more than her father was making. He said that is “what makes it all worthwhile.”

Adjunct faculty feel supported, however, not encouraged to publish. Ms. A.A. Orange said, “ABC Community College would support any endeavor.” Ms. A.A. Blue said, “I have opportunity to pull research and data from other colleges to compare for our projects, but have never published.” Ms. A.A. Red said, “I have not published anything yet, however, I do have many chances to do research.” She uses her computer extensively for research.

Ms. A.V. White discussed opportunities for research and said, “Through the library and internet, most of whatever I should want.” Her response about publishing was, “If I wanted to do those things I could do those things. I get so involved in teaching that I don’t think of doing those things. Maybe, if I didn’t work full-time I could cut back on other things that I’m committed to. That might be possible. But, not right now.” Mr.

A.V. Gray teaches paramedic certification and said that he has, “Unlimited online access to medical journals.” He continued to comment, “I have no interest in publishing. Mr. A.V. Brown said, “I receive several trade magazines on growing technology” and Mr. A.V. Black teaches computers and commented that he tries “to stay abreast of the latest things on computers.”

Perspectives on Service

Teaching commonly includes classroom time, as well as advising and mentoring students. All full-time faculty members were serving as advisors and six were on committees or teams as they are titled. Two full-time faculty members were involved with sponsoring student organizations. Ms. F.A. Peach sponsors a non-traditional student organization and is involved in an annual returning students’ luncheon and Ms. F.A. Yvette sponsors Phi Theta Kappa Honor Society. Several faculty members are involved in local, state and national organizations. Faculty members regularly make presentations at those respective conferences as a function of their professional service.

Advising

Advising is an activity engaged in by full-time faculty only. Mr. F.A. Plum discussed advising,

You must have two contacts a semester. We have to attend one training session. Now, if you’re a brand new advisor, its two training sessions. Basically, be a counselor if they’ve got a question or give them a degree check. They come in and enroll; a contact for them. I only have 14. We get paid for each one we have. I think its \$37.50. I always thought I had been twisted into it and it’s not been too bad.

Ms. F.A. Peach , advisor of the year in 1991, said,

I'm also an advisor, I guess since '90. I've kind of forgotten how long. I think it was 1990 that I became an advisor. I have a lot of undecided students and education majors. I've had an assortment this year, because I had several that graduated. I have 18 new ones. My caseload right now is 45. Many of students not in my class set up appointments, two contacts a semester are required. They actually have more.

Ms. F.A. Yvette was advising 40 students. She enjoys working with a diverse population of students. She acknowledged that all of them were pursuing Associate of Arts degrees and continued to say,

They can range. I have either Liberal Arts; undecided as long as they know they want an Associate of Arts. Its quite a diverse, the main thing is of course the electives are different with the different areas, but they're all getting the Associate of Arts degree, so all of the basics that they have to be able to move on and transfer so we are still going to be in pretty much the same interest area. And that's {advising} been one of the things that they often don't require that you do. And originally I thought well I'm going to wait awhile and then I decided I'm going to go ahead and do that right after the second semester that I was here. It's all these other questions that I needed to know more about that were not all enrolling, who does what here and I didn't know all about that. I would probably still not know today if I wasn't having to pick it up and find out for a student. Advisement is not something everyone can do. This is pretty new to me. This is my first year and so I'm learning a lot. The main reason they

called and I offered to do the extra this year is that I work with the Developmental English class and I just really like that. I'm working with those students who are coming in and need that extra. So, I've really enjoyed it. I think I'll be more prepared for the ins and outs that I have to do. I've enjoyed it this year, but I'm really looking forward to next year and kind of getting off strong at the beginning since I know what I'm doing more. But, that was really the reason that I jumped on that opportunity. Good variety and diversity.

Ms. F.A. Yvette was referring to advising learning disabled students when she said,

You want them to come to you and talk to you because they're used to being invisible. They've done it all their life. They've been invisible in classes. They've been invisible in their communities. And they're not going to be knocking on your door to tell you they have problems. It's not acceptable. It's unbelievable, so I've really enjoyed, I think it's really worth it to see them, special students, special people.

Advising is an integral part of service at the institution. Mr. F.V. Green comments,

My advising responsibilities include recruiting students to the program, placing students when they graduate. While they are here, I am responsible for enrolling, sending down slips, or talking to them when notified they are not doing well in another class, then getting them into tutoring if needed. I am required to meet with them twice a semester and record this on the computer. Obviously, I am with them at least three times a week, so I have a good idea of what is going on with them. I do not sponsor. I take students as a class on industry visits. I have been on nearly every committee on campus. In the past three years I have

backed away from them as some were closed down and incorporated into our Quality Council. I was on the North Central Accreditation Committee. So, I guess you could say I have had input over the years. My input into policies would come through our Academic Affairs Council. I can visit with the Dean if I have a concern, but as long range plans, or any vision I have for the vocational area, I have no input.

Mr. F.V. Mustard specifically noted that the advisor program is a method of aiding students to be successful. He pointed out the advisor's duty to check mid-term grades and progress reports. He was the only faculty member to view preparing students for transfer as an important issue in student success. He said that advisors can help students be successful by advising them about transfer. Ms. F.A. Yvette did reference student transfer when discussing the standardized course objectives which she says are important for what she terms "transfer credibility."

Mr. F.V. Body currently advises students in his department sponsored student organizations in the past. He commented that he was advising 26 people this semester.

That goes up and down. Sponsor clubs? No. I did the student organization for a while. But, I haven't recently. I think all of us have been involved at one time or another. I'm on the Strategic Planning Committee, which is our major policy making committee. I definitely feel like we have a say in what's happening in the institution. Your voice is listened to.

Ms. A.A. Blue from the Student Success Center said, "I teach six hours. I don't sponsor clubs or organizations, but I train and schedule the campus-wide tutoring program. I don't serve on any policy-making boards. The only policies I participate in are

here at the Student Success Center and tutoring services.” She has made presentations at the Student Success Committee meetings and participates in the National Association of Developmental Education conventions. Ms. A.A. Blue added,

My advising responsibilities include the students who visit the Success Center. I help with getting them the student services we offer here at the center, as well as going over their Learning Style Profile and give them some strategies to adapt to their instructor’s teaching style. I get a report from our early warning system and contact those students who are having difficulty in each class their instructor reports.

Adjunct responses to questions about advising, sponsoring clubs and decision-making were predictable. The adjuncts do not advise students as a general rule. One adjunct advisor, Ms. A.A. Orange was located at an off-campus center. The other adjunct involved in advising was Ms. A.A. Blue, who is employed at the Student Success Center on the main campus.

Mr. Boss stated that faculty volunteer to advise, are compensated and that most of the faculty who are in charge of specific programs want to advise as many of their students as they can. He stated that every once in a while there is a shortage of advisors. “The problem comes up every once in a while, I shouldn’t say every once in a while, not infrequently, but enough that the advisor keeps working on it. We do have some advisors that start feeling a little overwhelmed.” He went on to say,

You know many advisors have been over in the dorms, knocking on people’s door. Wake up, you know you had a test at 8:00 this morning and you are still in bed at 10:00, just taking that extra step. And hey, they live right here. It is a

public forum. Go in and wake them up. And I'll be perfectly honest I wasn't a great student when I was a freshman or sophomore in college. And that would have made me think twice about sleeping in.

ABC Community College has an unspoken expectation that full-time faculty will be involved in advising students and serving on campus teams.

Mentoring

Mentoring in this study is defined as counseling, advising, supervising or monitoring. It is a more personal than the advisor/student relationship. Mr. F.A. Plum's greatest enthusiasm came when he was describing the mentoring-based Foster Parent Program.

I'm in something called the Foster Parent Program, which is, I'm the Assistant Coordinator. It's athletes whose parents don't live here, set them up with host parents. I'm a foster parent myself. I got involved with the program and its grown so big that I asked the guy who runs it if he needed help and he said yeah. And we watch their games, be their surrogate parents. You can't give them money and you can't let them use your long distance phone cards. It's been very successful and I've gotten into that only because I was in the program and enjoyed it so well. They're athletes. Their parents take care of them. It's just that their parents live away two or three hours. You invite them over for a home-cooked meal and you go watch their ballgame or take them out to eat. That's all they do. You don't give them money. They don't get a phone card. A lot of mine come and do laundry. They like to come to the house and do laundry and then we'll go out to eat or I'll cook. But actually when I say foster kids, people say, well I didn't know, realize and say I'm not raising them. They've already been

raised. I'm just kind of providing them, it's a big brother, big sister outfit type at the college level, is what we call it. It's a great program, and I thoroughly enjoy it.

Vocational faculty members offer guidance and career mentoring. They do not identify their conduct as mentoring. However, they are actively involved in mentoring students. Mr. F.V. Boddy says he teaches drafting and work ethic. He recently had a phone call from a former student who called to say she was recently hired and was very pleased with her starting salary. He said that is, "what makes it all worthwhile." Mr. F.V. Green stressed the importance of teaching students to maintain a positive attitude in the Nondestructive Testing field. The community college faculty teaches more than academics, they also provide students with advice on how to be successful in life.

Committee or Team Work

ABC Community College uses the word teams to describe the various campus committees. Mr. F.A. Plum stated that he is on the Scholarship Team. He continued to say,

A lot of people are on a lot of teams. I asked to be on these teams. I'm also involved with the Student Affairs Committee; pick a student of the month, scholarship appeals. Which we listen to scholarship appeals, if somebody breaks a contract at the dorm we listen to, vote if we make them pay the dorm fee and then we elect student of the month.

Ms. F.A. Yvette serves on a variety of teams.

I work with policies related to humanities classes through the department. Also, I serve on the Academic Quality Initiative Program (AQIP) team, Student

Success, Retention and Performing Arts Committee.

Mr. F.V. Mustard advises and serves on a variety of campus committees. He stated, “I have 40 advisees.” He added, “Campus committees, Insurance Committee, Orientation Committee. We design orientation for freshmen”. In addition to serving on campus teams, Mr. F.V. Mustard is a member of a host of state and national vocational associations, teacher’s associations, Farm Bureau Associations and other agricultural associations. Ms. F.V. Scarlet said,

I serve on the Outcome Assessment Team, the Accounts Receivable Team and the Business and Industry Team. I do not sponsor any clubs or organizations. I advise approximately 30 students. We are not required to be advisors. In fact, you must apply and be approved to advise. In addition to advising the students, we are required to attend certain workshops and advising meetings to assist us in our advising. We are paid a set amount per student that we advise.

Mr. A.V. Brown, machine shop instructor was the only A.V. adjunct to participate in a committee and is a member of the Machine Tool Technology Team. Ms. A.V. White teaches nine hours and commented in reference to policy making, “Supervisors seem to welcome input.” Mr. A.V. Gray teaches six hours and his response about faculty input was, “Policy making? None. However, I do have input with some things associated with the program.” Mr. A.V. Black teaches three hours and does not advise students, sponsor clubs or participate in teams or committees. Mr. A.V. Brown teaches 12 hours and does not advise students, sponsor clubs or participate in teams or committees.

Adjuncts report that they do not assist with or sponsor any student clubs or organizations. Three of eight adjuncts interviewed were involved in campus committees

or teams as labeled by ABC Community College. Ms. A.A. Blue has participated in the Student Orientation Team for three years and Ms. A.A. Orange teaches 12 hours of Algebra at an off-campus center and participates in the Placement/Assessment Team and the Math Department Teams. Ms. A.V. White is a full-time high school teacher and participates in professional organizations through her public school position.

Mr. Boss serves on a variety of campus committees including, Instruction Team, Academic Affairs, AQIP Team, Outcomes Assessment Team (chair), Dean's Cabinet, Institutional Effectiveness and Retention Team. He also oversees a number of grants. Mr. Boss estimates that 75% of the faculty members are involved in some form of extracurricular activities. However, "it is not a requirement. If they just want to teach. They can." In his view, the decision not to take on extra duties would not affect their faculty evaluation. He added,

I can't speak for Ms. College and I can't speak for the President, but I totally understand the instructor who some semester just doesn't want to do it. I just feel like it there is academic excellence and as long as that is there, that's great. I never look at that in the classroom observation. Now what I would look at is, well it would just depend, because we have some faculty members who just don't have the time, they've got other things.

The requirements to serve on committees are vague. "There is no contractual language to that end." He explained that division chairs are assigned to certain committees based on their position. Other faculty member are approached and given an option to serve on committees. He states that, "We don't want anyone to sit on a committee if they don't want to." Mr. Boss considers faculty selling tickets at a ball game as service, even though

he says it is not officially serving on a committee or team.

What I did was when I was a faculty member, and I remember at which time I served on all kinds of committees. I remember, it was probably '96 or '97 that I felt like I was serving on ample committees. And when my administrator asked me to serve on another committee, I typed up a sheet that listed every single committee, state committee, regional committee and local committee that I was voluntarily sitting on as related to my job duties. And it was 12. And I handed that to her and she just laughed. And I did not get that assignment, which was fine. But it was a matter of just documenting and being aware. And if I were to sit down and look at, in my new position, we sit on a lot of committees. But, yeah faculty; it is an expectation as a member of the profession.

He went on to comment, "There's an expectation, a commitment to the institution, a commitment to the profession that they would serve, so there is the expectation."

Presentations and Memberships

Faculty members are involved in community service and state and national professional organizations in addition to their service at the institution. They discussed their opportunities to present at conferences or community programs and they discussed their opportunities to participate in local, state or national educational or other professional organizations. Mr. F.A. Plum is involved with politics in his hometown, serving as the vice-mayor. However, he does not participate in academic organizations or make academic presentations. "A lot of faculty members do, have presented and they have done very well. ABC Community College has a good reputation of presenting. I have not and probably would not. That's not my cup of tea. If I did I would jointly

present with someone.” In reference to local community programs he said, “No. Now, when students are wanting to come and maybe major in history, I have gone and visited with them. As for speaking to clubs, no, I haven’t.”

Ms. F.A. Yvette has presented nationally at NISOD and the Popular Culture Association and commented, “And I still get emails from people who were in sessions that I presented.” She added, “Really good networking with people you wouldn’t have even met.” The community programs she works with are in P. City, where she states she is “an active volunteer and presents often due to that.” She also works with a “group of educators that meet each semester to talk about our teaching and consistency and hitting the needs of students moving on to four-year institutions.”

Ms. F.A. Peacock belongs to national organizations in the Family Consumer Science profession and tries to attend conferences related to her field. She says, “We are encouraged to present, especially at NISOD. They put out a plea every semester to make a proposal, try to go to NISOD. We have faculty that have presented at other conferences as well. Several of us, it was because of NISOD. We made presentations at NISOD and we were asked to come to Kentucky to make a presentation at the college. So, there is lots of opportunities and the college as much as possible will help as much as they can. A couple of guys publish.

F.V. faculty discussed their service to local, state and national organizations beginning with Mr. F.V. Green,

The school encourages presentations and I do them whenever I get a chance. I enjoy them and it helps promote my program. I do not do much locally. Most of the presentations are nationally, as you can see by my vita, I have presented at

NISOD on a number of occasions.

Ms. F.V. Scarlet agreed that F.V. faculty members are encouraged by ABC Community College to make presentations.

Ms. A.A. Orange has presented in-service workshops for faculty and nationally at the NISOD Conference. She assists with advising and explained, “Assess, enroll, career, transferability, selection of four-year, get help for students.” She does not sponsor student organizations and added, “Even though part-time, ABC Community College has been very generous to me and I have been included in policy, decision-making.

Ms. A.A. Orange, Ms. A.A. Red and Ms. A.A. Rose have made presentations in their communities and are members of professional organizations. Ms. A.A. Orange is a member of the National Association for College Advisors. In addition to teaching at ABC Community College, Ms. A.A. Red teaches in a non-traditional high school diploma program. The presentations she has made are on professional development and the professional organizations she belongs to are educational associations. Ms. A.A. Rose is a state social worker and the presentations she makes she describes as “informational programs to the general public.” The professional organizations she belongs to are related to her position as a state social worker.

Making presentations at state or national conferences or local community events are appreciated. However, they are not required. Mr. Boss summed it up when he stated that there is an expectation of faculty as members of the profession that they will be serve on teams and be available for student advisement. He added the thought that selling tickets at a basketball game is service. Therefore, faculty has discretion to serve their institution in a way that fits their own interests. If they are not interested in joining national

organizations or presenting in front of large groups they can serve their school by serving as a foster parent for the basketball team.

Chapter Summary

Faculty members described their professional perspectives in this chapter. Full-time academic and full-time vocational faculty members have very similar perspectives. They share values in teaching, research and service. Due to budget constraints, the number of adjunct faculty members is increasing. Adjunct faculty members are dedicated to students, however, have professional identities outside of education. According to administration, adjuncts are an integral part of ABC community college. However, they are not given the respect and recognition they deserve. Adjunct faculty have the challenge of matching the values in teaching, research and service that full-time faculty members demonstrate while not being given full-time resources. The next chapter discusses findings relevant to the data presented.

CHAPTER V

ANALYSIS AND FINDINGS

This chapter presents analysis of the data and findings based on the data presented in Chapter Four. These findings relate to the exploration of the myriad definitions of professionalism given the tensions between academic and vocational functions of community colleges. Specifically, the following will be included in this chapter:

1. Analysis of faculty perspectives through the lens of professionalism/de-professionalism in occupations and
2. Reporting of other realities revealed.

Knowledge acquisition, service ethic, autonomy and commitment to calling are used to frame the analysis and findings. This chapter is summarized through a review of the characteristics of professionals.

Faculty Perspectives on Knowledge Acquisition

There is an assumption that professional work requires highly specialized sets of skills, intellectual functioning and a knowledge base that is not easily acquired. Professionals are often called “knowledge-based” professions as with law and medicine. “A teacher possesses a body of knowledge and skills related to and essential for the business of teaching” (Vollmer & Mills, 1966, p. 157). Preparation for a profession involves study and formal education in theory. Professionals acquire an understanding of the body of knowledge relevant to their chosen occupation.

The level of education for full-time academic and vocational faculty members is similar. Three of the four full-time vocational interviewees had completed their Master's degree and the fourth faculty member had completed graduate hours. The fourth full-time vocational faculty member, Mr. Green had 12-14 hours of graduate work and was not highly motivated to pursue his Masters because the pay increase was slight and he could make up that difference by teaching overloads. All four of the full-time academic interviewees had completed their Master's degree.

Three full-time academic faculty members had received the NISOD Award for community college excellence in teaching and two of the full-time vocational faculty members had received the prestigious award. The other full-time faculty members were also distinguished instructors. Mr. F.A. Plum was an award-winning public education teacher before moving into full-time teaching in higher education. Ms. F.A. Peach is a C.E.A. Master Teacher, advisor of the year and Mr. F.V. Mustard received the 2002 ABC Community College Award for Teaching Excellence.

Only one adjunct faculty member, Ms. Orange, an academic faculty member had received the NISOD Award. Other honors for adjunct faculty members include 2002 Who's Who Among America's Teachers and teacher of the year in public education in 1989 and 1996. Of the adjunct vocational faculty members, one had completed a Masters' degree and the other three included Bachelors level, Associates degree and one faculty member had completed his high school diploma. The four adjunct academic faculty members interviewed had all completed a Masters' degree. Therefore, the adjunct vocational faculty members did not have the same educational background as the full-time faculty or the adjunct academic faculty. The administrator interviewed had a

Masters' degree and thus had the academic qualifications required for his position.

Professional Development

The research agenda for this sample of community college faculty is multi-faceted, including professional development and study. Both academic and vocational faculty revealed that they are provided ample opportunities for professional development at ABC Community College. Mr. F.V. Mustard states that 15 hours a semester is offered for on-campus professional development. Both academic and vocational faculty members attend conferences and keep up with current information in their subject area. Ms. F.V. Yvette collaborates with other state educators and attends national conferences. She commented positively on the opportunities by saying,

ABC Community College offers numerous opportunities with on-going workshops, technical, teaching, etc. This area continues to grow. We just hired a new technical trainer who will expand training opportunities. Also, I received a grant, so I have that training as well.

Ms. F.V. Peacock agreed that ABC Community College allows faculty to attend conferences and often brings professional development to the campus. Mr. F.V. Green stated that there are plenty of opportunities for growth. Mr. F.V. Boddy teaches drafting and receives updated training yearly. "I can usually go on some update training, generally at least yearly. Like I said, the CAD is changing all the time. I receive update training on the various Auto CAD, as they've changed." Ms. F.V. Scarlet believes that ABC Community College's strong point is professional development.

Adjunct responses indicate that they also have adequate opportunity for professional development. Ms. A.A. Blue explained that the college has a "Title III grant and a budget

has been provided for professional development, in addition to the college's scheduled events." Mr. A.V. Gray teaches paramedic training and attends medical lectures off-campus. He stated that ABC Community College offers, "multiple opportunities for continuing education." Mr. A.V. Black attends an adjunct meeting each semester that covers topics such as web grade books and classroom management. Mr. A.V. Brown attends the in-service classes as does Ms. A.A. Orange. She said that staff development is offered a couple of times a year at the off-campus center where she teaches. Ms. A.A. Rose attends a Social Science Department Meeting annually and participates in adjunct training. Ms. A.V. White responded that meetings and professionally taught in-services were held specifically for adjuncts. She commented on the lack of interaction between adjuncts at the seminars as they are strangers to each other.

Mr. Boss's opinion is that ABC Community College offers ample professional development. He stated that he gets "tons" of opportunities for professional development. He attends a major conference every year. He belongs to adult educational professional organizations. He has attended the required number of in-house professional development hours.

Professional Literature

The academic and vocational faculty state that their access to professional literature is through the library, their own subscriptions and the internet. Ms. F.A. Peacock states, "Through the library I have access to professional literature. I belong to several organizations and I get periodicals and things like that on my own." Mr. F.V. Boddy keeps up with the changes in the drafting field and Mr. F.V. Mustard states that he reads in the computer area and reads agricultural magazines.

Ms. A.A. Blue discussed professional literature. “We have access to various literature within the library here.” She included the fact that she has several of her own subscriptions to educational journals. She also referred to the four-year university near-by as a resource.

Ms. A.V. White agreed that adjuncts have opportunities to do research, “Through the library and internet, most of whatever I should want.” Ms. A.A. Red uses her own personal computer extensively for research. Mr. A.V. Gray teaches paramedic certification and said that he has “unlimited online access to medical journals.” Mr. A.V. Brown teaches machine shop and said, “I receive several trade magazines on growing technology.” Mr. A.V. Black teaches computers and commented that he tries “to stay abreast of the latest things on computers.”

Publishing

The academic and vocational faculty shared a lack of interest in publishing, however, feel the college would allow them to research and publish if they wished to pursue that avenue. Publishing is not the expected outcome of research at this institution. The one faculty member who had published was Mr. F.V. Green, director of the Nondestructive Testing (NDT) Program. He had successfully submitted articles and published in several technical journals. The topics of his articles were education in NDT, technology, radiation safety for welders and computer simulation in the classroom.

Therefore, the academic and vocational faculty members agree that research is valuable to stay abreast of updated information for their curriculum. However, they do not view publishing as a priority. Ms. F.A. Yvette explained, “Well, I can’t say that I have all that much time, right now.” Mr. F.V. Boddy clarified the role of a community

college educator by saying that he has no desire to publish. “I’m deeply involved with the students.” Faculty concur that time constraints, teaching and advising do not allow them to concentrate on publishing.

Adjunct faculty feel supported, however, not encouraged to publish. Ms. A.A. Orange said, “ABC Community College would support any endeavor.” Ms. A.A. Blue said, “I have opportunity to pull research and data from other colleges to compare our projects, but have never published.” Ms. A.A. Red said, “I have not published anything yet, however, I do have many chances to do research.” Ms. A.V. White agrees that she could pursue publishing. “If I wanted to do those things I could do those things. I get so involved in teaching that I don’t think of those things. Maybe if I didn’t work full-time I could cut back on other things that I’m committed to. That might be possible. But, not right now.” Mr. A.V. Gray summed up the bottom line for himself and other adjuncts when he commented that he has no interest in publishing.

Faculty Evaluations

Academic and vocational faculty evaluations are conducted by administrators, their peers and students. Mr. Boss stated, “We have a negotiated master agreement for our full-time faculty that has stipulated how the faculty evaluations are done.” Students complete an early feedback form the first of the semester and an evaluation close to the last week of the semester. Faculty members are also evaluated by either administrators (the President, Ms. College or Mr. Boss) or their peers. Non-tenured and adjunct faculty members are required to be evaluated each semester. Tenured faculty members are evaluated every three years. Tenure or due process is earned at the completion of three years teaching at the institution.

Full-time academic faculty Ms. Yvette expanded on the evaluation process by stating that each semester she has had an administrator visit her classroom and observe. Ms. Yvette, Mr. F.A. Plum and Mr. F.V. Boddy have been evaluated by the President personally. The President engaged in the classroom discussions and the faculty describes him as supportive. Peer evaluations involve instructors from other disciplines evaluating teaching. Mr. F.V. Boddy was threatened at first by the speech teacher in his drafting class. However, he ended by saying that it was a good experience.

Ms. A.A. Red uses a semester reflective paper as a method of self-evaluation and Mr. A.V. Brown asks students to write an anonymous one page summary with suggestions and comments that includes their likes and dislikes about the course.

The distinction between academic and vocational faculty evaluations is the program evaluations. Vocational programs are evaluated by an advisory committee made up of industry professionals. Program evaluation is important to Mr. F.V. Green in Nondestructive Testing. He consults with an advisory committee on a regular basis. Ms. F.V. Scarlet explained the Office Technology Program and the advisory board. "In the Office Technology Program we incorporate the state workplace competencies. Our program also has an advisory board made up of various people from the business community."

Mr. Boss is evaluated as all other administrators at ABC Community College are, by their immediate supervisor, Ms. College, Vice President of Academic and Student Affairs. He reports that he frequently discusses with Ms. College ways for improvement. "I am also evaluated by my peers and my team. I evaluate myself by benchmarking with my peers and by striving for excellence in all I do." He discussed evaluation of teaching

and the role of lead instructors at the off-campus centers.

We have assigned lead teachers to each of the divisions that oversee all of the adjuncts up at the north campus, working in conjunction with division chairs. They assist with training, learning the ropes. They will do classroom observations, peer observations, help with seminars, help recruiting, advising.

Mr. Boss concluded by stating that ABC Community College has a very comprehensive system of faculty evaluations. He and Ms. College were both new in their positions, having been administrators for less than a year. He said they have been trying to develop trust with the faculty by being sensitive to the evaluation process. He believes the classroom evaluations should be informal and not cause stress on faculty. In addition, vocational faculty members participate in extensive program evaluations with the assistance of experts from the field.

Faculty Perspective on Service Ethic

An essential component of professionals is commitment to service. “Although secondary to teaching, other aspects of the faculty role include service both to the community and to the college” (Fugate & Amey, 2000, p. 3). Specific sets of activities support this service ethic; including advising and mentoring students and serving on campus teams.

Faculty routines demonstrated a commitment to students with office hours scheduled for advising and helping. Their conduct matched their professional attitude. An example is Ms. F.A. Peach, who has 26 years in teaching, received the advisor of the year award in 1991, has served as President of the Association of College Education, is a C.E.A. Master Teacher, 1991 Advisor of the Year and is also thinking about retirement. Not

surprisingly, Ms. Peach goes out of her way to be supportive for students. She is the Director of Study Skills and Adult Education and is involved in the tutoring program. She has a caring way of relating to her students, which I observed during interviews. Students came in and out of her office freely and I witnessed her personal concern during an exchange with a student outside of her office building. Her office is also decorated with gifts from students.

Advising

Advisors attend training sessions and are required to have a minimum of two contacts a semester with their advisees. Advisors state that their contacts with students exceed the minimum requirements. Faculty members are compensated at the rate of \$37.50 a student per semester. Full-time academic and vocational faculty reported that have from 14 to 45 advisees. It is not mandatory for full-timers to serve as advisors. However, it is an integral part of service at the institution and faculty are dedicated to this responsibility.

All full-time faculty members interviewed served as advisors. Mr. F.V. Green commented that his advising responsibilities included recruiting students to the Nondestructive Testing Program and placing students when they graduate. He does not sponsor a student organization, however, takes students as a class on industry visits.

Responses indicate that the academic and vocational faculty members are both involved in advising. The difference is in the extent of that advising. Vocational faculty members such as Mr. F.V. Green and Mr. F.V. Boddy assist students with job placement upon graduation. Mr. F.V. Mustard and Ms. F.A. Yvette referenced assisting students with transfer.

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and mentoring students. ABC Community College has an unspoken expectation that full-time faculty will be involved in advising students and serving on campus teams. All full-time faculty members were serving as advisors and six were on committees or teams as they are titled. Two full-time faculty members were involved with sponsoring student organizations. Ms. F.A. Peach sponsors a non-traditional student organization and is involved in an annual returning students' luncheon and Ms. F.A. Yvette sponsors Phi Theta Kappa Honor Society. 1991 Advisor of the Year, Ms. F.A. Peach said,

I'm also an advisor, I guess since '90. I have a lot of undecided students and education majors. I've had an assortment this year, because I had several that graduated. I have 18 new ones. My caseload right now is 45. Many students not in my class set up appointments, two contacts a semester are required. They actually have more.

Ms. F.A. Yvette was advising 40 students. She enjoys working with a diverse population of students. She was referring to advising learning disabled students when she said,

You want them to come to you and talk to you because they're used to being invisible. They've done it all their life. They've been invisible in classes. They've been invisible in their communities. And they're not going to be knocking on your door to tell you they have problems. It's not acceptable. I think it's really worth it to see them, special students, special people.

Mr. F.V. Mustard specifically noted that the advisor program is a method of aiding students to be successful. He pointed out the advisor's duty to check mid-term grades and progress reports. Mr. F.V. Body currently advises students in his department and has sponsored student organizations in the past. He was advising 26 people this semester.

The adjunct responses to questions about advising and sponsoring clubs were predictable. The adjuncts do not advise students as a general rule. One adjunct advisor, Ms. A.A. Orange is located at an off-campus center. The other adjunct involved in advising was Ms. A.A. Blue, who is employed at the Student Success Center on the main campus.

My advising responsibilities include the students who visit the Success Center. I help with getting them the student services we offer here at the center, as well as going over their Learning Style Profile and give them some strategies to adapt to their instructor's teaching style. I get a report from our early warning system and contact those students who are having difficulty in each class their instructor reports.

Mr. Boss stated that faculty volunteer to advise, are compensated and that most of the faculty who are in charge of specific programs want to advise as many of their students as they can. He went on to say,

You know many advisors have been over in the dorms, knocking on people's door. Wake up, you know you had a test at 8:00 this morning and you are still in bed at 10:00, just taking that extra step. And hey, they live right here. It is a public forum. Go in and wake them up. And I'll be perfectly honest I wasn't a great student when I was a freshman or sophomore in college. And that would have made me think twice about sleeping in.

Mentoring

Another example of the service commitment of faculty is mentoring. Mentoring in this study is defined by the researcher as counseling, advising, supervising or monitoring. It is

a more personal than the advisor/student relationship. Mr. F.A. Plum's greatest enthusiasm came when he was describing the mentoring-based Foster Parent Program.

I'm in something called the Foster Parent Program. I'm the Assistant Coordinator. Its' athletes whose parents don't live here, {we} set them up with host parents. I'm a foster parent myself. I got involved with the program and its grown so big that I asked the guy who runs it if he needed help and he said yeah. And we watch their games, be their surrogate parent. You can't give them money and you can't let them use your long distance phone cards. It's been very successful and I've gotten into that only because I was in the program and enjoyed it so well.

Host parents attend the athletes' games and invite them to their homes for meals. Many of the athletes live a long distance from ABC Community College and the host parent provides a home away from home. Mr. F.A. Plum is the Assistant Coordinator and is a foster parent himself.

Vocational faculty members offer guidance and career mentoring. They do not identify their conduct as mentoring. However, they are actively involved in mentoring students. Mr. F.V. Boddy says he teaches drafting and work ethic. He recently had a phone call from a former student who called to say she was recently hired and was very pleased with her starting salary. He said that is, "what makes it all worthwhile." Mr. F.V. Green stressed the importance of teaching students to maintain a positive attitude in the Nondestructive Testing field. These community college faculty teach more than academics, they also provide students with advice on how to be successful in life.

Committee or Team Work

All full-time faculty members were serving as advisors and six were on committees or teams as they are titled at ABC Community College. Three full-time academic and three full-time vocational faculty members serve on teams. Ms. F.A. Peach and Ms. F.A. Yvette were involved with sponsoring student organizations. None of the vocational faculty members interviewed were involved in sponsoring student organizations, although Mr. F.V. Boddy had served as a sponsor in the past.

Full-time academic and vocational faculty members appear to have an equal opportunity to participate in the institution's policy making. Academic faculty serve on the Scholarship Team, Student Affairs Committee, Academic Quality Initiative Program Team, Student Success, Retention and Performing Arts Committee. Vocational faculty members participate in the Insurance Committee, Orientation Committee, Outcome Assessment Team, Accounts Receivable Team, Business and Industry Team. Mr. Boss serves on a variety of campus committees including, Instruction Team, Academic Affairs, AQIP Team, Outcome Assessment Team (chair), Dean's Cabinet, Institutional Effectiveness and the Retention Team.

Mr. Boss explained that the requirements to serve on teams are vague. "There is no contractual language to that end." He expounded on the responsibilities of division chairs. They are assigned to certain committees based on their position. Other faculty members are approached and given an option to serve on committees. He states that, "We don't want anyone to sit on a committee if they don't want to." Mr. Boss considers selling tickets at a basketball game or being a foster parent for the basketball team as service to the institution.

Three of the eight adjuncts interviewed were involved in campus committees or teams at ABC Community College. Ms. A.A. Blue works in the college Student Success Center and has participated in the Student Orientation Team for three years and Ms. A.A. Orange teaches 12 hours of Algebra at an off-campus center and participates in the Placement/Assessment Team and Math Department Teams. Mr. A.V. Brown, machine shop instructor was the only A.V. instructor to participate in a committee and is a member of the Machine Tool Technology Team. Two of the adjunct faculty members participating in teams are in unique positions. Ms. A.A. Orange is with an off-campus center and Ms. A.A. Blue is with the on-campus Student Success Center. Most adjuncts do not serve on campus teams at the institution.

Faculty Perspectives on Autonomy

Professionals have a high degree of autonomy. Teachers have traditionally exercised considerable autonomy and academic freedom over their basic working conditions. “Teaching is generally acknowledged to be solo performance; the door to the classroom is jealously guarded” (Cohen & Brawer, 1996, p. 96). The classroom remains the instructor’s domain and they are typically given autonomy outside of class. There are variations based on institutional types, with faculty at community colleges subject to more restraints on autonomy than professors at four-year institutions. However, the teaching profession continues to offer significant autonomy in higher education (Altbach, Berdahl & Gumport, 1994). Autonomy is a type of independence and freedom from power and control. Faculty members discussed autonomy using their own parameters and definition of autonomy. Both academic and vocational faculty members at ABC Community college are given a degree of autonomy typical for community college

educators.

The subject of autonomy translated to academic freedom according to Mr. F.A. Plum. He stated that he has never had anyone tell him what to lecture or how to grade. He believes he has been given free reign. Ms. F.A. Yvette, Ms. F.A. Peacock and Ms. F.A. Peach believe that ABC Community College allows instructors autonomy and even encourages faculty to try out new and creative teaching methods. Ms. F.V. Scarlet summarized the shared view on autonomy,

We are given the freedom to develop new courses, select textbooks for our courses, schedule when courses will be offered, set our own classroom policies, etc. At the same time, we do strive for consistency among the various sections of a course and across the various campuses, outreach centers.

Mr. F.A. Plum agreed that although he is given autonomy in the classroom, consistency is required. A course outline is standardized for each course.

We have a form. It's not really a syllabus. It's what is called a course outline. It basically says when you get out of this course you will know such and such and such. And the syllabus is basically what's going on in your class. You grade on total points. You weigh tests more. That's more what a syllabus is. We have to make sure we cover those areas. The syllabus is totally each to their own.

Full-time faculty members make the decisions about text books. Although, Mr. Boss states that adjunct faculty can have a voice. He conceded that adjuncts do not have an equal voice. He added that he told one adjunct to give him a good argument. "You know, write it down and give me a really good argument that I can take to a division chair, so I don't know where that will go."

The differences between academic and vocational faculty autonomy is related to the programs in which they teach. According to Mr. F.V. Green, vocational programs have autonomy.

Vocational instructors are given control of their programs. Funding is most often marginal, or shall we say well controlled, which requires us to be creative when looking for equipment. Administration has a hands-off approach to the programs as long as they generate FTE. If the FTE falls they become concerned and will encourage us to pick it up.

Mr. F.V. Green described his own autonomy in the NDT program by stating that he decides what classes he offers in the Nondestructive Testing with the assistance of an advisory committee. Mr. F.V. Boddy stated that he can do whatever he wants with the drafting program as long as students are successful. He was referring to the autonomy the institution provides him to design the drafting curriculum based on the technical requirements. Students can earn either an Associates of Applied Science or a vocational certificate.

The faculty defined autonomy as academic freedom in the classroom. They are allowed to select the courses and number of hours they teach as long as they meet the minimum requirement of 15 hours. They are encouraged to teach using their own creative teaching methods. However, a standardized course outline is required. For vocational programs there is a great deal of leeway. Department chairs are given free reign to make their own decisions about curriculum with the understanding that they are responsible for the growth or demise of their vocational programs. Their departments are supported by business and industry advisory boards. All faculty members are expected to keep office

hours and their personal and sick leave time are regulated by contracts.

Autonomy to Ms. A.A. Orange is being “free to use different teaching methods to complete course objectives, different assessment tools and supplemental materials.” She receives that type of autonomy on ABC College campus. Ms. Orange contradicted herself however, when she said that course procedures were set up by full-time faculty. She elaborated that her format “must include specific items.” Ms. A.A. Blue feels free to organize her adjunct psychology classes as she sees fit. “We do have a standard syllabus, pre and post tests. But, I am free to construct my classroom activities according to my teaching style.” She requests the classes she wants to teach and seems to get the classes she asks for. Ms. A.A. Rose also chooses the classes she teaches and usually only teaches three hours a semester due to her full-time employment as a state social worker. “I usually have the opportunity to teach another if I desired to do so.” She develops her syllabus based on the syllabus of the full-time faculty. Ms. Rose believes instructors at ABC Community College are given autonomy.

Ms. A.V. White lists examples of instructor autonomy as, “I was able to participate in the choosing of one of my texts. I designed the lesson plan as I see fit based on the college listed outcomes.” Her decision on what skills to teach is influenced by the fact that she teaches support classes for supervisors from the local Vocational Technical Center.” “These supervisors have a strong influence on what I teach.” Ms. A.A. Red defines instructor autonomy as “freedom to teach the classes within guidelines.” She enjoys college teaching because of that autonomy. She chooses the skills and curriculum she teaches by following the textbook and looking for good videos. To Mr. A.V. Gray, a facet of autonomy is lecturing on any topic he chooses. Mr. A.V. Black teaches in the

same division as Mr. F.V. Mustard and is grateful for his guidance. He uses the tests provided by the full-time instructors.

Mr. A.V. Brown defined teacher autonomy as “Teach the topic in a manner that I feel is comfortable to both the student and myself and the freedom to change that direction when I feel the need.” He discussed the skills and curriculum he teaches, “There is a basic outline of skills described in the curriculum, but from there I back up personal experience as to what is needed in the workplace.” He does not get first choice of classes to teach, “I get what is left over.” Adjuncts receive autonomy in the classroom to the extent that they can use their own creativeness to teach the required skills and academic material. However, they follow standardized course objectives and are not given equal status in such matters as the selection of a textbook.

Mr. Boss believes that professionals are given “a certain amount of leeway in determining how their job gets done. If given an objective, how they achieve that objective, there is a lot of freedom in that.” He described his view of faculty autonomy by stating that there are a variety of ways to teach and he is supportive of those differences. He added that within reason, faculty members are given quite a bit of flexibility in setting their own office hours and departments are in charge of their own budgets. Mr. Boss discussed autonomy in scheduling and how faculty are assigned classes. He stated that faculty can put in for what classes and times they want to teach. Those decisions are left up to the divisions. In relation to autonomy with syllabuses, he explained why a standard syllabus format is needed. “A syllabus is a legal document.” Grade appeals happen on occasion and he believes a standardized syllabus is for the protection of faculty members.

Faculty Perspectives on Commitment to Calling

The career concept is central to the professional culture. At the heart of the term career is a certain attitude which is unique to professions. There is an intense personal involvement with their profession, which means work activities and after-work activities are not separate. “To the professional person his work becomes his life” (Vollmer & Mills, 1966, p. 17).

“A career is essentially a “calling” (Vollmer & Mills, 1966, p. 17). Helping or educating people are values in themselves. The professional works at their occupation primarily for intrinsic and self-less reasons. Monetary gain is secondary to the inherent rewards of their service, although most professionals are well paid. Their dedication transcends personal concerns. Faculty responses matched their conduct. They talked about the importance of students and they practiced what they preached. Their routine demonstrated a student-centered focus including office hours, advising and helping students. The collective theme of academic and vocational faculty revealed that a community college professional’s priority is concern for their students.

Full-Time Perspectives

The participant’s reflections on teaching and their goals for the future gave insight into their professional perspectives. Mr. F.A. Plum was an award-winning public education teacher and an adjunct at another institution before accepting a position with ABC Community College. He is in his third year of employment, which means tenure. He is happy with his change to higher education. He wants to continue teaching and maybe someday be a department chair. Ms. F.A. Yvette came into teaching from a business setting. She was asked to transfer out of state with her job at a Savings and Loan. She

decided instead to go back to school. She has never been sorry about changing careers. Her goal for the future is to “keep doing what I’m doing.” She would like to continue to grow, become more creative, have more time to write and submit articles. “However, I love my teaching and students and that will continue to be my first priority.” Ms. F.A. Peach has 26 years in teaching, received the Advisor of the Year Award in 1991, has served as President of the Association of College Education, is a C.E.A. Master Teacher and is also thinking about retirement. Her goal is to retire and become more involved with literacy and volunteering with an Elderhostel. She is the Director of Study Skills and Adult Education and is involved in the tutoring program. She has a caring way of relating to her students, which I observed during interviews.

Overall, the full-time academic faculty enjoy teaching. They are cognizant of the challenges and difficulties inherent in their profession; however, they are enthusiastic about their students. Even those faculty members who are closely approaching retirement have kept their passion about teaching. Their responses indicate that they perceive teaching as their calling in life.

Mr. F.V. Green is the division chair in Nondestructive Testing and worked in industry before moving into higher education. When students graduate from the two-year program they have the entry-level skills necessary to become Nondestructive technicians. They learn to examine and measure the performance capabilities of materials, parts and equipment by using testing procedures that do not affect serviceability. Mr. F.V. Green is ambitious and would like to see the enrollment for his program double in the next five years. He sees opportunities for his department to grow with an off-campus site expansion. “There is also a very large building vacant that would make an ideal

vocational complex. This would give us room to grow in each of the areas.” He gives details about his vision,

I am teaching classes of 17-19 in a classroom with 19 chairs. This is ok, but I do not have enough lab equipment for 19 students. My equipment and space will only serve 12-14. So you can see my vision is to see that each student gets enough time on the equipment to prepare them for industry.

Ms. F.V. Scarlet was a substitute teacher in public education, has a state vocational education certificate and began as an adjunct at ABC Community College ten years ago. She believes college is a “better fit” for her. She says she jumped at the chance to move into a full-time position. She enjoys what she calls “the range of students we have here, the flexibility of schedules, the autonomy.” Ms. F.V. Scarlet’s goal for the future is to stay with her position until she retires. “I love the teaching and have no desire to move into administration. So, I guess my goal is to stay current with and excited about my profession.” Mr. F.V. Mustard received the 2002 ABC Community College Award for Teaching Excellence and is a 40-year veteran instructor. He teaches computers and reflected on his area of teaching by stating that he tells the history teacher “the civil war won’t change.” Yet, computer technology is constantly changing. He is dedicated to staying current and teaching students the latest trends in technology.

Mr. F.V. Boddy came from a Masters in Theology into the drafting field. He elaborated on the changes in his program, “If you’re going to have a professional program you need to keep current with what’s happening.” He has seen an increase in the involvement with industry and “some partnerships with industry.” He enjoys teaching at the community college level, having taught in public education. He observes an extreme

dedication in the students. He has a mix of traditional and non-traditional students and does not see a huge difference in their commitment. “And student’s who don’t want to be here, don’t have to be here. They’re paying to be here.” His goal for the future is to “be the best teacher I can until I retire, maintaining a good program in which youth can come into it and learn the necessary skills to get those first jobs and skills necessary to carry them.” He added that he is not sure he would want to teach in a big university. “I like this. This is what I’m going to do until I retire.”

The full-time vocational faculty members interviewed have been employed in other occupations and feel they have found their niche in higher education. They uniformly believe the community college environment fits with their vision of student-centered teaching. The following section gives the adjunct faculty an opportunity to discuss their own perspectives about teaching in the community college environment.

Adjunct Perspectives

Ms. A.A. Orange was listed in 2002’s issue of Who’s Who Among America’s Teachers, teaches at an off-campus center and enjoys the flexible hours and working close to home. She heard ABC Community College needed help 15 years ago and has been teaching as an adjunct every since. She enjoys teaching as an adjunct at this time, however says perhaps she would consider teaching and advising full-time in the future. She has taught at the same off-campus center since they opened in 1988. Ms. A.A. Blue has certification as a reading specialist and was teacher of the year in public education in 1989 and 1996. She enjoys teaching in the community college environment; however, her goal is to teach at a four-year institution. Ms. A.A. Red states one reason she chose to teach at this institution is that her “colleagues are wonderful.” Her goal for the future is to

work on her doctorate and move into “district level administration” in public school. Ms. A.A. Rose chose to teach at ABC Community College because she feels the college shares her “philosophy about giving the students a practical application to prepare them for employment or further employment.” She enjoys teaching at a student-focused institution and describes the staff as “friendly and cooperative.” Besides, she says, “It’s only a ten mile commute.” In the future, she would like to teach on a full-time basis with ABC Community College. Ms. A.V. White would also like to teach on a full-time basis with ABC Community College.

Mr. A.V. Gray is a graduate of the paramedic program in which he teaches. His goals for the future are to complete a bachelor’s degree and attend school to become a physician’s associate. Mr. A.V. Black lives in the community where he teaches and says he got “roped into” teaching. He appreciates the college and enjoys the friendly people and the atmosphere. He likes seeing “the light bulb go on” for students. He would like to improve his teaching and complete the two courses he needs for an Associates Degree. He would like to continue in his role as an adjunct. Mr. A.V. Brown teaches drafting and machine shop. His future plan is to continue teaching as an adjunct and continue working in the aircraft industry.

Three of the four A.A. faculty members interviewed were interested in full-time employment in higher education. The fourth faculty member teaches in public education and her goal is to move into an administrative position in public education. Only one of the four adjunct vocational faculty members was interested in teaching on a full-time basis. Adjunct vocational faculty members have positions in industry and business and do not identify themselves as full-time educators.

Presentations and Memberships

Both vocational and academic faculty members are involved in community service, state and national professional organizations in addition to their service at the institution. Faculty described their opportunities to present at conferences and community programs by stating that the school encourages presentations. Mr. F.V. Green elaborated by commenting that he presents whenever he has a chance and it helps promote his program, Nondestructive Testing. “I do not do much locally. Most of the presentations are nationally, as you can see by my vita. I have presented at NISOD on a number of occasions.” Ms. F.A. Yvette has presented both nationally and locally. She is affiliated with the Popular Culture Association, has presented at NISOD and is involved in community programs. Ms. F.A. Peacock belongs to national organizations in the Family Consumer Science profession and tries to attend conferences related to her field. She stated, “We are encouraged to present, especially at NISOD.”

Mr. F.A. Plum is the vice-mayor of a small rural community. However, he does not participate in academic organizations or make academic presentations. He commented on other faculty members, “A lot of faculty members do, have presented and they have done very well. ABC Community College has a good reputation of presenting. I have not and probably would not. That’s not my cup of tea.”

Mr. F.V. Mustard is a member of a host of state and national vocational associations, teacher’s associations, Farm Bureau Association and other agricultural associations. Mr. F.V. Green and Ms. F.V. Scarlet concur that F.V. faculty members are encouraged by ABC Community College to make presentations. To summarize, the full-time academic and vocational instructors served in similar capacities at their institution and in

professional organizations outside of their institution.

Ms. A.A. Orange has presented in-service workshops for faculty and nationally at the NISOD Conference. She along with Ms. A.A. Red and Ms. A.A. Rose has made presentations in their communities and are members of professional organizations. Ms. A.A. Orange is a member of the National Association for College Advisors. In addition to teaching at ABC Community College, Ms. A.A. Red teaches in a non-traditional high school diploma program. The presentations she has made are on professional development and the professional organizations she belongs to are educational associations. Ms. A.A. Rose is a state social worker and the presentations she makes she describes as “informational programs to the general public.” The professional organizations she belongs to are related to her career as a state social worker. The adjunct faculty members are involved in community service and professional organizations in relation to their full-time occupations.

Faculty Views of Professionalism

Many times members of an occupation proudly refer to themselves as professionals, such as professional secretaries or professional auto mechanics or professional brick layers. They believe because they have standards for their performance and are employed full-time in their occupation that they are professionals. According to sociological theories, there is a clear distinction between an occupation and a profession. This study focuses on the sociological definition of a professional. Professionalism is represented by the individual characteristics or attitudes of members of the profession. Social scientists have separated professions from other occupations by the degree of expertise and complexity involved in the work itself (Vollmer & Mills, 1966). This allows sociologists

to distinguish professions and professionals from other kinds of occupations and workers.

Academic and vocational instructors from ABC Community College defined a professional educator in very similar ways using very similar terms. Full-time academic faculty member Mr. Plum described a professional at ABC Community College by focusing on the needs of the students. He portrayed a professional as “working well with students, motivating students, loved by students and being there for students if they have a problem.” He added, “very outgoing, dynamic, very popular, goes to all functions, supporter of everything.” Full-time vocational faculty member Mr. Mustard believes “professionals have students first in mind” and Mr. F.V. Boddy concurred illustrating his own student-centered focus in the following:

I’m deeply involved with the students. I realize that the thing that gives me the greatest thrill is, I had a young lady just get a job offer and starting off on a new career, a job offer with a salary more than her father was making, which is what happens sometime. And all the expectations of the world, that’s what makes it all worthwhile.

Ms. A.V. White discussed professionalism from an adjunct’s point of view. She says professionals have “a strong desire for the success of their students.” Academic adjunct, Ms. Orange agreed. She listed caring about students as an important trait of a community college professional. Full-time academic faculty member, Ms. Peach summed it up by stating that professionals are “caring, good with students.” She added, “We nurture our students. Because, you know, in a community college that’s what it is all about.”

Community college educators recognize the worth of job specific skills in today’s changing economy and yet they also are committed to offering transfer curriculum that

provides a liberal arts education (Carnevale & Desorchers, 2001). From the literature, expectations supported a gap between vocational and academic instructors because of the differences in their educational goals for students. The goal of vocational faculty is to educate students for jobs while academic faculty are providing students with a liberal arts education which will allow them to transfer to a four-year college or university. Teahen (1996) contends that “vocational educators are criticized for providing overly specific training and academic educators are criticized for providing instruction that is neither participatory nor connected to the real-world’s requirements” (p. 3). Perin (1998) labels this phenomenon as the divide between occupational and academic education.

However, vocational and academic faculty in this study expressed their professional perspectives using similar examples, experiences and opinions. Mr. F.V. Mustard stated,

Teach them what they can use, maybe later. For example, Excel helps in math, coordination between departments, a co-mingling. What is important is applicability. How does it benefit? The first thing we touch on is word processing and so you can use this in your English class term papers or your Psychology term papers or any kind of report that you do. And then the students in the math, in the Excel side, when I show them those signs and co-signs and tangent and co-tangent, they say gosh, and their math teacher will say what are you doing? I said, what? He said they are coming in there and asking me all of these spreadsheet questions. I said, That’s good. That’s what I want them to do.

The theme among all faculty members, academic and vocational, full-time and part-time, was consistent with the premise that a community college faculty member is dedicated to his/her students. The terms student oriented, mentors students, attends campus functions,

good people skills, popular among students were descriptive characteristics used by full-time academic faculty and considerate, organized, consistent, dedicated to students and student oriented were descriptive characteristics given by full-time vocational instructors.

Adjunct academic faculty listed caring, helpful, fair in teaching, consistent, knowledgeable, open and approachable, while adjunct vocational faculty listed concerned, student oriented, dedicated, honest, committed, willing to share knowledge and cares deeply for the program he/she teaches as traits of a professional.

The difference between academic and vocational faculty perspectives was that academic faculty included campus involvement and attends campus functions in their description of a professional educator. When adjunct vocational faculty discussed dedication they added cares deeply for the program he/she teaches. Therefore, it appeared that academic faculty believed a loyalty to the institution was a professional attribute, while vocational faculty believed that a dedication to their vocational program was important. Adjunct academic faculty and administration stressed the importance of knowledge, while adjunct vocational discussed the willingness to share knowledge with others. Full-time vocational faculty agreed that organizational skills and following procedures were important while other faculty members did not emphasize those skills. Both academic and vocational faculty shared an interest in consistency in teaching.

All full-time faculty stated that they each teach overloads (over 15 hours). Only one full-time academic faculty member did not teach an overload, but as Director of the Study Skills and Adult Education program had additional duties. Therefore, professional teaching' responsibilities were comparable. Full-time faculty members have been involved in education for seven to 40 years. Their years with the institution ranged from

three to 22. The ages of full-time faculty ranged from 41 to 61. Therefore, their experience levels were varied. Backgrounds of full-time faculty members were diverse. Many vocational faculty members had experience in industry such as computers, aircraft, machine shop, welding and drafting.

Adjunct faculty were younger than full-time faculty and ranged in age from 23 to 57. They taught fewer hours a semester, from three to 12 hours a semester. Adjunct faculty have been teaching for less time than full-time faculty, from less than one year to 34 years. Their years with the institution were fewer as well, ranging from less than one year to 15 years. Although different in their years of experience, they make similar comments on professionalism. The following sections focus on strategies for student success and adjunct's impact on teaching because of their link to the professionalism of faculty.

Strategies for Student Success

Each faculty group was asked to define student success and discuss how faculty could contribute to students' success. Academic faculty emphasized completing the academic requirements of the course, while vocational faculty discussed applicability and using the skills they had learned to be successful on their job. These definitions of student success relate to the professionalism and "commitment to calling" of the respective faculty members. Academic faculty members are committed to enhancing students' academic skills while vocational faculty members are committed to enhancing students' vocational skills.

The faculties' methods of helping students to be successful were based on whether they taught academic or vocational subjects. Academic faculty discussed being approachable and encouraging students, while vocational faculty discussed teaching interpersonal skills

that will help them be successful employees. In relation to job skills, vocational faculty stressed work ethic and keeping a positive attitude as important personality traits.

Adjunct academic instructor Ms. Orange discussed the realities. “Everybody can’t make an A. I guess, in general you would say you hope they learn the basics and learn enough to move on to the next class, because I’m teaching sequence, math sequence, especially in the beginning.” Ms. A.A. Red is in agreement and defines student success as “striving to do your best.” Mr. A.V. Black teaches an Introduction to Computers course and believes any level of progress is success. “If I see them at least using the help or losing the fear of working with computers then I feel they have taken the steps to be successful.” Mr. A.V. Brown and Ms. A.V. White define student success as being able to apply what they have learned while Mr. A.V. Brown states that student success has been “achieved when the student can confidently apply instructions learned into a skilled practice.”

Both academic and vocational faculty members discussed their own accountability in student success. Ms. F.A. Peach, 1991 Advisor of the Year, summed it up by stating that she does not know one person on the ABC Community College campus that does not go above and beyond. “I mean I think that is the success of ABC Community College.” Ms. F.A. Peacock gave a vocational slant to her definition of student success. She was the one F.A. faculty that took on a career inspired method in her classroom to challenge her students. She hands out pink slips for poor attendance, not turning in work and other general things that she terms disruptive to class. If they receive three, she has the option of dropping them from class.

Faculty members agree that students who have made progress towards improving their

skills have accomplished a measure of success, regardless of their grade. Mr. A.V. Gray added another dimension by emphasizing that some students are not suited for the paramedic certification program he teaches. “Some students may enter into a program thinking that is what they want to do and then realize that is not at all what they want to do.” He added, “On the other hand, some students may know this is what they want to do but instructors and faculty who have been through this and other programs can see that no matter what they try they would never make it in this program or this field for that matter.” He deemed a student successful when they have discovered the direction suited for them.

Adjuncts’ Impact on Teaching

Even with the full-time faculty members teaching overloads, the adjunct faculty members outnumber the full time faculty 250 to 48. Adjunct’s impact on teaching are discussed by full-timers, adjuncts and administration in the following sections.

The Full-Time Point of View

Mr. F.A. Plum taught as an adjunct at another institution before coming to work full-time at ABC Community College. His responses concerning adjuncts were based on his personal experience teaching part-time. He stated that he sometimes felt like a step-child. He didn’t feel accepted. He felt like his role was to help the overburdened instructor. He added that the adjuncts at ABC Community College rarely show at departmental meetings. Ms. F.A. Peacock agreed that adjuncts do not attend faculty meetings and do not have “ownership” in the institution. They are difficult for students to get in touch with because they teach class and go home or go to their full time job. Ms. Peacock and Ms. Yvette both are aware of the benefits of having adjuncts, as they bring an expertise to the

college that a full-time faculty person might not have. Their view is that adjuncts can demonstrate to students how the skills they have learned are applicable in the work force.

The full-time vocational faculty did not identify as many part-timers teaching in their departments as the full-time academic faculty. Mr. F.V. Boddy began his higher education teaching career as an adjunct and says there are not many people out there qualified to teach in drafting. Mr. F.V. Green commented that adjuncts do not teach in his department (Nondestructive Testing). However, from observing adjuncts in other areas he thinks they are great. He summed up his perspective by stating that adjuncts play a vital role at ABC Community College and they receive some extra money and prestige from teaching in higher education. Mr. F.V. Mustard commented on the number of adjuncts and a negative experience he had with an adjunct in computers. He had a phone call from an off-campus center stating that the instructor was not providing adequate instruction and he had to take over the class.

Adjunct faculty members routinely commented on the positive impact part-timers have on the college including assisting with the overload of classes, bringing their expertise to certain subjects, help students prepare for real life, and saving the college money. One adjunct faculty member, Ms. A.A. Orange added that some adjuncts are not college level teachers.

The Adjunct Point of View

The theme from adjuncts was that as part-time faculty members they are beneficial for the community college. Adjuncts discussed the limited access to resources available for them to do their job. For example, most did not have offices, phones, voice mail, computers, email or access to videos. Their link to communication with others is their

campus mailbox. Mr. A.V. Black was not aware he had a mailbox the first semester he taught. “Someone said they had put something in my box. Box, what Box? First semester I didn’t know it was there.” Full-time faculty members are given a vote in the selection of their textbook with department chairs having the final approval. Adjuncts are not allowed an equal voice in the textbook selection.

Most full-time faculty members shared a secretary with others in their division. The Nondestructive Testing department head, Mr. F.V. Green had a personal secretary and two of the full-time faculty members had work study students in their office at the times of the interviews. The departmental secretaries provide for their supplies. They report no need to charge at the bookstore as the necessary supplies are readily available through their division. Videos are supplied for their classroom use through their department or through the library. Adjunct Ms. A.A. Rose stated that unless she calls ahead and asks for a video to be left with the janitor, she does not have ready access to department resources such as videos. Ms. A.A. Blue pays for her own supplies when she has a special project to teach.

The Administrative Point of View

Mr. Boss feels strongly that adjuncts are the future of higher education. He commented on state budget cuts and the economic benefits to hiring adjuncts. He feels that teaching as a college adjunct is a two-way street. It is extra money and prestige for the adjunct college instructor. Mr. Boss states that the majority of adjuncts do not want full-time status. He says there is a process and opportunity for adjuncts who want to come on full-time. However, that opportunity is limited to available funding for positions or openings in faculty positions.

Of adjuncts, administrator Mr. Boss discussed the flexibility of course offerings and increased faculty pool that adjuncts bring to the institution. He was realistic about the negatives stating that they contribute to muddled curriculum, watered down course expectations and lack of transferability. There seems to be a lack of communication between administration and the adjuncts. Mr. Boss was not aware that several adjuncts were interested in full-time faculty status. Three of the four adjunct academic faculty members interviewed were interested in full-time employment in higher education. The fourth faculty member teaches in public education and her goal is to move into an administrative position in public education. Only one of the four adjunct vocational faculty members was interested in teaching on a full-time basis. Adjunct vocational faculty members have positions in industry and business and do not identify themselves as full-time educators.

Chapter Summary

The differences in professional perspectives were revealed in the responses of full-time versus adjunct faculty members. In reference to knowledge acquisition adjunct vocational faculty members did not have an educational background equivalent to full-time faculty. Three of the four interviewed adjunct vocational faculty members did not have a Masters' degree. Adjuncts did have the same opportunities for on-campus professional development. However, their attendance at state or national conferences was in conjunction with their full-time vocations. Most were not in regular attendance at departmental meetings. Adjuncts have their own subscriptions to professional literature. They did not have access to internet, thus they had to visit the library for on-line professional literature. The majority of full-time and adjuncts were not interested in

publishing. Adjuncts were evaluated more often than tenured instructors. Each semester they participated in student and administration or peer evaluations.

In reference to service ethic, the only adjunct faculty members who advised students were those who had other positions with ABC Community College. As a general rule, adjuncts do not serve on campus teams. They make presentations and are members of professional organizations relevant to their full-time positions outside of ABC Community College. Adjuncts do not have offices, office hours, computers, emails, telephones, voice mail, leave time or easy access to supplies. Therefore, their lack of service ethic is connected with their lack of resources. They cannot advise students without an office or be available for students to contact when they don't have a campus telephone.

In reference to autonomy, from the adjunct perspective they believe they have autonomy. Their definition of this freedom relates to their autonomy in the classroom. They are not given an equal voice in textbook selection. They must follow a standardized course outline. They are sometimes given last minute notice about the classes they will be teaching. They do not have benefits, job security or support staff.

In reference to commitment to calling, most adjuncts do not view themselves as career educators. They do not have an intense personal involvement with education as their profession. Three of the four adjunct academic faculty members were interested in full-time employment in higher education. Therefore, this indicates that adjunct academic faculty members are teaching part-time to get their foot in the door. Only one of the adjunct vocational faculty members interviewed was interested in teaching on a full-time basis. Adjunct vocational faculty members have positions in industry and business.

In summary, the professional profile of full-time academic and full-time vocational faculty members have a number of commonalities. They can be defined in very similar terms. The adjunct faculty is distinguishable from full-time faculty along several dimensions, mainly concerning the professional involvement of part-timers.

CHAPTER VI

SUMMARY, REFLECTIONS AND CONCLUSIONS

ABC Community College is a teaching institution with an emphasis on providing student support. The professionalism of academic and vocational faculty in both full-time and adjunct roles is essential to the institution. For this reason, professionalism of the faculty was examined using sociological theory as a framework. The attributes of knowledge acquisition, service ethic, autonomy and commitment to calling were effectively used to define professionalism and de-professionalism. The review of literature from Chapter Two demonstrated that community college faculty members have not been researched in depth. This is an in-depth look at one institution; however, several findings can be relevant to other community colleges' and to those interested in professionalism. This chapter presents a summary, reflects on current research, practice and theory, offers conclusions and ends with comments.

Summary

The purpose of this study was to explore the myriad definitions of professionalism given the tensions between academic and vocational functions of community colleges. Specifically, the following was accomplished:

1. Describe professional perspectives of vocational and academic community college faculty in both full-time and adjunct roles.

2. Analyze these perspectives through the lens of professionalism/de-professionalism in occupations.
3. Report other realities revealed.
4. Assess the usefulness of professionalism/de-professionalism as a lens for understanding these perspectives.

Professional Perspectives of Academic and Vocational Faculty

Teaching, research and service are recognized in higher education as essential components in the role of faculty members. The following section summarizes the professional perspectives of academic and vocational faculty members in this context for both full-time and adjunct roles by means of teaching, research and service.

Teaching. The similarities among academic and vocational faculty members include the educational level and teaching responsibilities of full-time faculty. Both are Masters' level instructors, teaching overloads each semester. Full-time faculty are evaluated regularly and are recognized for their exemplary teaching with awards. Full-time faculty are given academic freedom in the classroom, autonomy in textbook selection and a voice in syllabus format.

Academic and vocational faculty share a belief that student success is faculty driven and a professional at their institution is student-oriented. The difference was the focus of academic faculty, to be approachable and encouraging while the focus of vocational faculty was to teach interpersonal skills and work ethic. Academic faculty define student success as completing academic requirements while vocational faculty define student success as mastering skills. The academic description of a professional faculty member included being involved in what goes on campus and attending campus functions while

vocational description indicated a dedication to the program he/she teaches.

Adjunct vocational faculty members do not have the same level of education as full-time academic and vocational faculty or academic adjunct faculty. Only one of the four vocational faculty members had a Masters degree. All adjunct faculty members are evaluated each semester they teach. Additionally, in reference to their teaching, adjuncts are allowed academic freedom in their classroom teaching, however, they are not given an equal voice in textbook selection or the syllabus format.

Research. The research agenda for this sample of community college faculty is multi-faceted, including professional development and scholarly study. Publishing is not the expected outcome of research among this faculty and they share a minimal interest in pursuing that area. Full-time academic and vocational faculty have access to professional research through the college library, the internet and their own personal subscriptions to professional journals. The full-time faculty have multiple opportunities for professional development on campus and they also attend local, state and national conferences.

Adjunct faculty are also afforded ample opportunities to participate in professional development. Adjuncts do have some limitations in reference to research. They do not have offices, office supplies nor do they have personal computers provided by the college with access to the internet. They can make use of the college library for research. However, they are also not interested in pursuing publishing.

Service. This sample of full-time community college faculty members is active in service to their institution. They advise and mentor students on a regular basis. Additionally, they serve on campus teams or committees. They are members of professional organizations and are involved in local, state and national presentations in

their respective areas.

Adjunct faculty members are not involved in service on campus. As a general rule, they do not advise or mentor students. They do not serve on campus teams or committees. They are members of professional organizations and are involved in presentations as they relate to their full-time employment outside of teaching.

Analysis through the Lens of Professionalism/De-Professionalism

Full-time faculty members from academic and vocational departments teach an equal number of classes. They share a commitment to nurturing students. Full-time faculty share professional perspectives and characteristics related to knowledge acquisition, service ethic, autonomy and commitment to calling. Beginning with knowledge acquisition; full-time academic and full-time vocational faculty have similar educational backgrounds. They both participate in professional development, are members of professional organizations and have been honored with teaching awards. They have access to professional literature and participate in professional presentations. Both academic and vocational faculty have a minimal interest in writing and publishing. They are both evaluated in the classroom by their peers and students. In reference to service ethic, full-time academic and vocational faculty participate in advising and mentoring students. They participate in campus committees or teams. In reference to autonomy, full-time academic and vocational faculty have input about textbook selection. They are given autonomy in the classroom. In reference to commitment to calling, full-time academic and vocational faculty have an intense personal involvement with their students and their profession. They identify themselves as professional educators and state that teaching and helping students is their main focus.

Adjuncts were not on the same level as full-time faculty in the four professional characteristics explored. In reference to knowledge acquisition, the vocational adjuncts did not have the same educational background as full-time faculty. One vocational adjunct had a high school diploma, one an Associates degree and another adjunct had completed a Bachelors' degree while seven of the full-time faculty members had completed their Masters' degrees. In reference to service ethic, adjuncts did not have office hours, sponsor student organizations or mentor students outside of the classroom. They did not serve on campus teams. They were focused solely on teaching. The only adjunct faculty members who advised students were those who had other positions with ABC Community College. Adjuncts make presentations and are members of professional organizations relevant to their full-time positions.

Adjuncts do not have offices, office hours, computers, emails, telephones, voice mail, leave time or easy access to supplies. In reference to autonomy, adjuncts did not have a voice in institutional policies including autonomy to design their own syllabus or select their own textbook. In reference to commitment to calling, adjuncts did not have the same commitment to the career of teaching as full-time faculty. Adjuncts do not view themselves as career educators and thus do not have an intense personal involvement with education as their profession.

Regarding professionalism, there are not clear distinctions in full-time academic and full-time vocational faculty. Adjuncts, however, do not exhibit the same level of professionalism as full-time faculty as characterized by knowledge acquisition, service ethic, autonomy and commitment to calling. This study theorizes that full-time employment promotes professionalism.

Other Realities

All other realities revealed in this study focus on adjunct faculty, their worlds and their work. Mr. Boss states that the majority of adjuncts do not want full-time status. “They have full-time positions.” He believes they want a little extra money and the prestige given a faculty member. He says there is a process and opportunity for adjuncts who want to come on full-time. The adjuncts interviewed were not familiar with that process. The adjunct academic faculty members enjoy teaching and interacting with students. Their awards include Who’s Who among America’s Teachers and teacher of the year in public school education. One academic adjunct has certification as a reading specialist. They are as qualified as their full-time counterparts and are seeking to expand their adjunct role to full-time faculty positions. Three of the four adjunct academic faculty members interviewed were interested in full-time employment in higher education. The fourth faculty member teaches in public education and her goal is to move into an administrative position in public education. Only one of the four adjunct vocational faculty members was interested in teaching on a full-time basis. Adjunct vocational faculty members have positions in industry and business and do not identify themselves as full-time educators.

Adjunct faculty stated that there are limitations to being on campus after business hours. They do not have offices. Thus they do not have staplers, phones, computer printers, or ready access to department resources. Their only access to videos is through contact with the janitor. This study corroborates current research that states there is a lack of resources for adjuncts. Grubb’s (1999) research show that adjuncts are less likely to participate in the institutional community because of competing demands on their time;

with full-time employment elsewhere and because of the custom or policies of the institution. This study confirmed Grubb's (1999) findings. Adjuncts at ABC Community College generally do not contribute anything to the program outside of teaching. In comparison to full-time faculty, they are significantly less involved in institutional life and have less autonomy in their work.

Adjuncts were not acquainted with other adjuncts. This was obvious early on in the study when adjuncts could not recommend other adjuncts to be interviewed because they were not acquainted with each other. A lack of interaction among the adjuncts was reported at adjunct trainings and this was attributed to the fact that adjuncts are on campus for an hour at a time and only meet at the beginning of each semester. The lack of interaction between adjuncts is an example of their isolation and separation from others at the institution.

Current research states that adjunct salaries are less than \$3,000 per course. At this rate of pay, they "would have to teach five courses to earn between \$12,000 to \$15,000 a year. They could earn comparable salaries as fast food workers, baggage porters or theatre lobby attendants" (Townsend, 2000, p. 2). The adjuncts at ABC Community College qualifying for the highest possible salary, Level V. pay are compensated \$450 a credit hour (Adjunct Handbook). Adjuncts are not paid a professional salary and yet are expected to perform as professionals. Adjuncts disclosed that they are not always told they have a job until the last minute. This situation is difficult to counter because students enroll late and sometimes administrators have not made a decision on the number of sections to offer and whether a specific class will have enough students enrolled to make. However, it demonstrates to adjuncts their low status at the institution. Their teaching

assignment is contingent on enrollment. Adjuncts discussed the lack of contractual protection at ABC Community College by stating they do not get first choice at classes to teach. They get what is left over and do not have the security that they will be rehired the following semester. Adjuncts are hired by contracts, which can be renewed each semester. When matriculation drops, the number of adjuncts are easily adjusted. This allows the community college flexibility in meeting enrollment demands while the adjunct has virtually no job security (Lankard, 1993, McGuire, 1993).

Even with the full-time faculty members teaching overloads, the adjunct faculty members at ABC Community College outnumber the full-time 250 to 48. There are positives and negatives to hiring adjuncts. They contribute their expertise and commitment to students in the classroom. However, they are not valued and recognized for their dedication. Additionally, because of their other obligations outside of teaching, they do not have the same commitment to the institution. The lack of service ethic among adjuncts is connected to their lack of resources. They cannot advise students without an office or be available for students to contact when they do not have a campus telephone, voice mail or email. Adjuncts should not be blamed for their lack of contribution because it is a failure on the part of administration. The adjuncts' lack of engagement in institutional activities is largely a condition of being part-time. Mr. Boss stated that adjuncts are the future of higher education. It seems disingenuous for administration to make the statement that adjuncts are valuable to the institution and yet not be willing to pay them adequately or provide them with basic resources. The positive side is that adjuncts in this study expressed a commitment to their students and a commitment to their professions outside of teaching. Therefore it seems likely that they would transfer

that dedication to the institution if they worked full-time for the college. In summary, this study found the professional profile of adjunct faculty is distinguishable from full-time faculty along several dimensions.

Usefulness of Professionalism and De-Professionalism Theories

The use of professionalism and de-professionalism theories from sociology was beneficial to this study because it provided a means for categorizing the data. The interview questions on knowledge acquisition, service ethic, autonomy and commitment to calling encouraged the discussion on professionalism. Academic and vocational faculty members discussed their professional perspectives and as the researcher, I was then able to identify the similarities and differences in their responses.

Professionalism theories have been used extensively to describe the elite professions of law and medicine. Sociology literature generally includes teaching in the list of professions. However, literature is inadequate in describing a professional community college educator. This study was an opportunity to apply the characteristics of professionals to teaching in a community college and expand on the literature.

De-professionalism is defined by Hoyle (1995) as a change in an occupation from professional to technical status. A growing number of classes are taught by adjuncts who work on short-term contracts for less than full-time wages and without benefits or job security. Using de-professionalism theories from sociology provided an avenue to explore the effect those limitations have on adjuncts' professionalism.

Reflections on Literature

The reflections on literature are organized by research, practice and theory. This study brings further questions to light. Included in the section on research, are views about

further research.

Research

This study adds to community college research, which according to prominent community college researchers is important, yet incomplete. “There is no generally accepted national research agenda for community colleges, no consistently funded national agenda charged with studying institutions as unique entities, and few educational researchers directing their attention towards them” (Cohen & Brawer, 1996). Only a small number of qualitative studies appear in the literature each year. Qualitative studies can provide significant information and insight about community college functioning. (Cohen & Brawer, 1996). “Despite the growth of community colleges in our society and the claim that the strength of these colleges is their faculty, very little research has been done in recent years to provide insight into this group of academic professionals” (Fugate & Amey, 2000, p. 1). Grubb (1999) agrees that community college teaching is not given adequate attention in academic literature. He asserts that more research and discussion about community college faculty is necessary.

This study illustrates the successful integration of the education and training mission of one community college, defined by Carnevale and Desrochers, (2001) as the balance between “education and training missions” (p. 17). Additionally, this study examines the prediction of K.P. Cross, (1990) that the interest in the professionalism of teaching is gaining recognition today.

This research did not measure quality of teaching. Therefore, assumptions can not be made about academic versus vocational or full-time versus adjunct’s teaching. The next study about this question should examine quality of teaching to determine if being a full-

time professional educator leads to a higher quality of teaching. A suggested method of contacting adjuncts would be to attend an adjunct meeting and make a request to set up appointments to interview adjuncts at a later time.

Practice

Community colleges today are expected to provide both academic and vocational programs. Employers want more job specific skills, but they also acknowledge the need for employee proficiency in problem solving, communication, and interpersonal skills. Community college faculty members face many unique needs and challenges. Are we “educators or trainers?” (Carnevale & Desorchers, 2001, p. 83). Educators recognize the worth of job specific skills in relation to today’s changing economy. Yet, they also remain committed to providing transfer curriculum and a liberal arts education that promotes learning for its own sake (Carnevale & Desorchers, 2001).

This all-things-to-all people mission causes tension between the academic and vocational functions of community colleges, even though their synergy clearly expands opportunities for individuals while making community colleges more effective in meeting their communities’ economic needs (Carnevale & Desrochers, 2001, p. 15).

This study allows for reflection on the two different functions of community colleges, academic and vocational. Additional understanding can also contribute to professional faculty development. This study follows Caine (1999) and Bottery and Wright’s (1996) recommendations to community colleges and teachers; to clarify their mission and be prepared to debate their differing conceptions.

Teahen (1996, p. 3) contends that “vocational educators are criticized for providing

overly specific training and academic educators are criticized for providing instruction that is neither participatory nor connected to the real-world's requirements." The solution is to integrate academic and vocational education, integrate theory and practice for students. Vocational and academic education complement each other and students benefit from that collaboration when there is an inclusion of vocational and academic programs. The divide between occupational and academic education as labeled by Perin (1998) and Teahen (1996) is not evident at ABC Community College. There is an integration of academic and vocational instruction at ABC Community College. For example, computer instruction is structured to aid students in their English and math courses. This study provides an opportunity for administrators and faculty to reflect on the integration of academic and vocational instruction and come together with shared goals.

Theory

This study adds to theory by coherently integrating concepts from sociological literature and education and painting a picture of the professional community college faculty member. There is an abundance of research and theories regarding the elite professions, such as medicine and law. At the same time, there is a shortage of such theories concerning teaching as a profession. (Rhoades, 1996). There are different concepts of what is meant by professions, professionals and professionalism. The theoretical framework from sociology on professionalism is used in this study to clarify community college faculty roles.

"Few studies have focused on developing two-year models or on beliefs about and constructions of the community college faculty role" (Fugate & Amey, 2000, p. 1). In this context, this study redefines professionalism among community college faculty revealing

that the professional differences between academic and vocational faculty are minimal. Those differences were more evident between adjunct and full-time faculty. Additionally, this study theorizes that the lack of professionalism among adjuncts is connected with their lack of inclusion in their environment and their lack of resources.

Conclusions

This study explored and clarifies professionalism among community college faculty in this context. Community college professional educators teach in both academic and vocational programs. Full-time faculty members are integral to the success of the institution. They are knowledgeable and educated, Masters' level instructors. They pursue current information in their areas of expertise and are recognized for their contributions. They have minimal interest in publishing. They are student oriented; teaching, advising and mentoring students. They serve on campus committees or teams and are continuously evaluated. They are members of professional organizations. They are involved in making local, state and national presentations. They have input in textbook selection and curriculum. They have academic freedom in the classroom. They have an intense personal involvement with their profession and enjoy their career. The needs of students are their number one priority. Differences are noted below.

Vocational and Academic Differences

Two key differences between vocational and academic faculty views of professionalism involve evaluations and autonomy. Vocational curriculum is reviewed each year by business and industry advisory boards. Vocational faculty rely heavily on the advice of these boards. Academic curriculum is evaluated by the institution's Curriculum Committee. Therefore, the process in evaluation is very different.

Furthermore, the distinction between academic and vocational faculty autonomy is related to the programs in which they teach. Vocational instructors are given control of their programs. Funding is most often marginal and administration allows autonomy as long as the vocational programs are successful in their enrollment and graduation.

Academic programs are not judged by their enrollment. Community colleges will always offer Language Arts and Math courses. Drafting, Nondestructive Testing, Paramedic Training and Machine Shop may not always be available.

Adjunct Academic and Vocational Differences

There were some differences noted between academic adjuncts versus vocational adjuncts. The academic adjuncts all possessed Masters' degrees, while only one of the vocational adjuncts had completed a Masters' degree. Academic adjuncts were interested in full-time teaching assignments and were teaching part-time until they could move into full-time positions. Vocational adjuncts were teaching part-time as a sideline and were satisfied with their roles.

Concluding Comments

Adjuncts "represent the largest faculty cohort in American community colleges (American Association of Community Colleges, 1995) and yet they are not offered the same degree of institutional support as full-timers. Adjuncts can not be expected to exhibit service ethic, autonomy and commitment to calling when they are not given the equal status of a full-time employee. Autonomy contributes to satisfaction. Financial rewards and opportunities for professional development are positively linked with job satisfaction. Furthermore, job satisfaction leads to good teaching which benefits community college students. "Inequitable treatment often affects their {adjuncts} morale

and commitment” (Leslie, 1998, p. 99).

Rifkin (1997) found in his survey that the excessive use of part-time faculty depresses the professional status of the community college professor. Full-timers were more likely to demonstrate a higher level of professional practice than adjuncts and scored higher on measures of professional involvement and institutional orientation.

This study reinforced the current research. This study suggests that community colleges need to be aware of the differences between the professionalism of adjuncts and full-time faculty. Two possible methods for improving the professionalism of the faculty are apparent. The increase in the number of full-time faculty members would increase the professionalism of the faculty and improving the professionalism of adjuncts will benefit adjuncts and the institution.

This study revealed to me the true backbone of community colleges is the faculty. My respect for this group of dedicated professionals grew during this study. They give up personal time to work at basketball games and to mentor athletes. They give up personal time to sponsor student organizations and serve on campus teams. They work extra office hours in order to advise students. The word professional is an appropriate word to describe their commitment.

My background as a former community college counselor and sociology instructor gave me a foundation for this study. However, researching professionalism and interviewing professionals demonstrated to me how much I had to learn. This study caused me to reflect on the value of many sociology theories that are classical theories and not modern enough to merit value by current researchers. This was a fascinating and positive experience for me and I hope to be able to mentor other doctoral students.

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APPENDIXES

APPENDIX A
INTERVIEW PROTOCOL

Appendix A Interview Protocol

General Questions

1. May I have a copy of your VITA?
2. What do you teach and how many hours do you teach?
 - a. What is your educational background?
 - b. What is your vocational background?
 - c. How long have you been teaching?
3. Describe for me someone you consider to be a professional here at this institution.
 - a. What characteristics do your colleagues have that you consider professional?
4. What can faculty do to help their students be successful? How do you define student success?
5. What changes have there been at your institution?
 - a. What impacts have adjuncts had on the profession of teaching?

Knowledge Acquisition

1. What is your area of special interest or expertise?
2. What opportunities do you have for professional development?
3. To what professional literature do you have access?
4. Tell me about your opportunities to research and publish.
5. How are you evaluated?
 - a. How do you evaluate yourself?

Service Ethic

1. What are your advising responsibilities?
2. What college clubs and organizations do you sponsor?
3. What role do you have in the institution's policy making?
4. In what campus committees do you participate?
5. What opportunities do you have to present at conferences or community programs?
6. What opportunities do you have to participate in local, state or national educational or other professional organizations?

Autonomy

1. What do you believe are examples of instructor's autonomy? Are you given that type of autonomy on this campus?
 - a. What is the process for the selection of textbooks?
 - b. How do you choose the skills and curriculum you teach?
 - c. What input do you have about what classes you teach? Office hours?
Syllabus?
 - d. How do you receive supplies? Are you allowed to charge at the bookstore?
2. What materials and resources are available to you to do your work?
3. Do you have access to computer, mailbox, e-mail, telephone and voice mail?
4. What input do you have about personal leave, vacation time and sick leave?

Commitment to Calling

1. Why did you choose teaching at this institution as your profession?
2. What are your goals for the future?

3. What local, state and national conventions or seminars do you attend?
4. Is there anything else I need to know about your work at your institution?

APPENDIX B
INSTITUTIONAL REVIEW BOARD
APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 7/10/03

Date: Thursday, July 11, 2002

IRB Application No ED02120

Proposal Title: PROFESSIONALISM OF COMMUNITY COLLEGE FACULTY

Principal
Investigator(s):

LaDonna McCune
100 N. Walnut A.
Tonkawa, OK 74653

Adrienne Hyle
314 Willard Hall
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

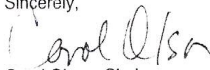
Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 415 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,


Carol Olson, Chair
Institutional Review Board

APPENDIX C
CONSENT FORM

INFORMED CONSENT

A. AUTHORIZATION

I, _____ (respondent) _____, hereby authorize or direct La Donna McCune to interview me in conjunction with her research on professionalism in the community college. This research is being conducted through OSU. The Principal Investigators are La Donna McCune, a doctoral student, and Adrienne E. Hyle, a professor, in the School of Educational Studies in the College of Education.

The purpose of this study is to explore the myriad definitions of professionalism given the tensions between academic and vocational functions of community colleges. Specifically, the following will be done:

1. Describe the professional perspectives of vocational and academic community college faculty in both fulltime and adjunct roles.
2. Analyze these perspectives through the lens of professionalism and de-professionalism in occupations.
3. Report other realities that may be revealed.
4. Assess the usefulness of professionalism as a lens for understanding these perspectives.

Interviews are the data collection of choice. Each participant will be interviewed and tape-recorded during in-depth and shorter follow-up interviews. Interviews will be a minimum of two one-hour sessions. Interviews begin with demographic questions and expand to open-ended questions drawn from studies on professionalism. Interview questions will be used to assess differences in professional perspectives of full-time and adjunct community college faculty members from both vocational and academic programs. The calendar time for collecting the data is approximately six months.

Participants will be asked to provide a vita, which includes personal information. The interview protocol asks personal questions about characteristics of professionals. This information will be kept in a locked office and locked cabinet. I, LaDonna McCune, will have the key. My advisor, Dr. Adrienne Hyle will keep drafts of the thesis in a locked file cabinet. Files will be stored separately from identifiers. Files will be shredded upon completion of the project. The computer information will be password secure and will be deleted upon completion of the project. No risks to participants are anticipated. The opinions of participants are those related to the profession and their work at a community college.

This research provides insight into community college faculty members' professional perspectives. Additionally, this study gives a voice and an opportunity for reflection to community college faculty. The information from this study will be valuable to research, practice and theory. The possibilities for this research include recognition of the differing perspectives of this significant group of educators. This study can provide insight, which allows administrators and faculty to re-evaluate their missions and come together with cohesive goals.

For questions about the research, please contact:

Adrienne E. Hyle, Professor
Oklahoma State University
106 Willard Hall

Stillwater, OK 74078 Phone: 405-744-9893

LaDonna McCune, Counselor/Instructor
Northern Oklahoma College
Wilkin 210A
Tonkawa, OK 74653 Phone: 580-628-6654

Sharon Bacher, IRB Executive Secretary,
Oklahoma State University
203 Whitehurst
Stillwater, OK 74078. Phone: 405-744-5700.

I understand that participation is voluntary and that I will not be penalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the project director, Adrienne E. Hyle, at the address or phone noted above.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____
(a.m./p.m.)

Time:

Name (typed)

Signature

Signature of person authorized to sign for subject, if required

Witness(es) if required:

I certify that I have personally explained all elements of this form to the subject or his/her representative before requesting the subject or his/her representative to sign it.

Signed:

La Donna McCune

VITA

LaDonna Haen McCune

Candidate for the Degree of

Doctor of Education

Thesis: A QUALITATIVE STUDY OF COMMUNITY COLLEGE FACULTY
DEFINED THROUGH THE LENS OF SOCIOLOGICAL THEORIES
RELATING TO SOCIOLOGICAL THEORIES RELATING TO
PROFESSIONALISM AND DE-PROFESSIONALISM

Major Field: Higher Education

Biographical:

Personal Data: Born in Ponca City, Oklahoma to Wayne James Haen and Winifred Mae Baker Haen.

Education: Graduated from Tonkawa High School, Tonkawa, Oklahoma in May, 1970; received an Associate of Arts Degree from Northern Oklahoma College in Tonkawa, Oklahoma in May 1972; received a Bachelor of Arts in Sociology with a Option in Chemical Dependency Counseling from Central State University in Edmond, Oklahoma in July 1990; received a Master of Arts in Criminal Justice Management and Administration with a Concentration in Juvenile Justice from University of Central Oklahoma in Edmond, Oklahoma in May 1992; completed the requirements for the Doctor of Education degree at Oklahoma State University in July, 2005.

Experience: Chemical Dependency Clinical Assistant at Alpha II in Tonkawa, Oklahoma, 1989-1992; Youth and Family Counselor for Northern Oklahoma Youth Services in Ponca City, Oklahoma, 1992-1993; Counselor at Northern Oklahoma College in Tonkawa, Oklahoma, 1993-2003; Counselor at Langston University in Langston, Oklahoma, 2003-present.

Professional Certifications and Memberships: Certified Alcohol/Drug Counselor since 1992; Member of Oklahoma Drug and Alcohol Professional Counseling Association, Member of Historically Black College/University Substance Abuse Consortium; Member of Logan County Sooner Success Coalition; Member of Kappa Delta Pi International Honor Society in Education; Member of Who's Who Among America's Teachers; Member of Who's Who Among American Professional and Business Women.

Name: LaDonna Haen McCune

Date of Degree: July, 2005

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: A QUALITATIVE STUDY OF COMMUNITY COLLEGE FACULTY
DEFINED THROUGH THE LENS OF SOCIOLOGICAL THEORIES
RELATING TO PROFESSIONALISM AND DE-
PROFESSIONALISM

Pages in Study: 187

Candidate for the Degree of Doctor of Education

Major Field: Higher Education

Scope and Method of Study: Qualitative Research of Community College Faculty

Findings and Conclusions: Historically, academic community college faculty are known for their commitment to teaching (Cohen & Brawer, 1996). However, there is a current need for vocational “on-the-job” knowledge at community colleges that necessitates those who do not come from a teaching background to be involved in instruction (Carnevale & Desrochers, 2001). This study was a qualitative, naturalistic inquiry at one institution to explore the myriad definitions of professionalism given the tensions between academic and vocational functions of community colleges. Sociological literature on professionalism in occupations provided a lens to examine full-time and adjunct academic and vocational community college faculty. Knowledge acquisition, service ethic, autonomy and commitment to calling were the characteristics examined. In this context, the professional profile of full-time academic and full-time vocational community college faculty had a number of commonalities. They can be defined in very similar terms. Most notably, a student-centered focus was shared by faculty and administration. The adjunct faculty were distinguishable from full-time faculty along several dimensions of professionalism, mainly concerning service ethic. This study corroborates current research that states, in comparison to full-time faculty, adjuncts are significantly less involved in campus life and have less autonomy in their work. The adjuncts’ lack of engagement in institutional activities was largely a condition of being part-time.

ADVISOR’S APPROVAL: Dr. Adrienne Hyle