Title
New Adjunct Faculty Orientation Practices at Community Colleges: Creating a Culture of Inclusion

Permalink
https://escholarship.org/uc/item/2d10c53h

Author
Vance, Lindsay Marie Armstrong

Publication Date
2018

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA

Los Angeles

New Adjunct Faculty Orientation Practices at Community Colleges:

Creating a Culture of Inclusion

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Education

by

Lindsay Marie Armstrong Vance

2018

ABSTRACT OF THE DISSERTATION

New Adjunct Faculty Orientation Practices at Community Colleges:

Creating a Culture of Inclusion

by

Lindsay Marie Armstrong Vance

Doctor of Education

University of California, Los Angeles, 2018

Professor Mark Kevin Eagan, Chair

There is an emerging need to better understand how orientation practices and strategies affect a sense of belonging for new faculty members, especially the growing number of adjunct faculty hired at community colleges throughout the U.S. each year. Establishing an orientation process for newcomers helps to ensure that new members are better able to navigate uncertain occupational conditions, new cultural contexts, and new role expectations. For new adjunct faculty joining community colleges, a robust orientation process and effective self-directed orientation strategies may promote a greater sense of inclusion, role clarity, and alignment with institutional initiatives and practices.

This multi-site embedded case study focused on defining specific orientation practices and strategies adopted by educational leaders and adjunct faculty members from English and math departments at two community colleges in Southern California. Through interviews with recently-hired adjunct faculty and educational leaders at the institutional and department level, as well as an analysis of orientation practices and documentation, the study makes explicit the ways that newcomers navigate new faculty roles at a given community college as well as the ways that educational leaders design orientation processes. The resulting case studies describe the organizational socialization process that newcomers at each department and institution undergo, as well as successful practices that span both institutions. Further, the study identifies prosocial activities that new adjunct faculty adopted to increase their personal sense of inclusion and orientation as new faculty members. Some of the most promising practices for educational leaders include establishing both formal and informal orientation activities, developing a communication strategy, and providing resources for new faculty members that promote social connection, leadership activities, and professional growth. Promising practices enacted by individual adjunct faculty members, which were found across sites and departments, included establishing a presence on campus, networking with staff and faculty, and adopting the mindset of established faculty members.

The dissertation of Lindsay Marie Armstrong Vance is approved.

Kathryn M. Anderson

Cecilia Rios Aguilar

Adrianna Kezar

Mark Kevin Eagan, Committee Chair

University of California, Los Angeles

2018

DEDICATION

For my mother, Catharine.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

VITA

Education

2007   Master of Fine Arts in Creative Writing
                              New Mexico State University
                              Las Cruces, New Mexico

2004   Bachelor of Arts in English
                              Lewis-Clark State College
                              Lewiston, Idaho

Experience

2018 – Present   Director, Non-Credit & Adult Basic Education Programs
                              College of the Desert
                              Palm Desert, CA

2017 – 2018   Interim Director
                              Instructional Design & Learning Support
                              UCLA Extension, Los Angeles, CA

2015 – 2017   Evaluation & Assessment Designer
                              Office of Instructional Enhancement
                              UCLA Extension, Los Angeles, CA

2013 – 2015   Instructional Content Architect
                              Office of Instructional Enhancement
                              UCLA Extension, Los Angeles, CA

2012 – 2013   Online Course Manager
                              Distance Learning Programs
                              UCLA Extension, Los Angeles, CA

2012   Adjunct Instructor, English
                              Santa Monica College, Santa Monica, CA

2009 – 2012   Instructor, American Studies
                              UCLA Extension, Los Angeles, CA

2008 – 2011   Project Specialist
                              Institute for Creative Technologies
                              University of Southern California, Los Angeles, CA

CHAPTER 1: INTRODUCTION

Introduction and Problem Overview

New faculty orientation is a critical time when instructors begin to form their instructional identity in the context of working at a specific institution. In this period between hiring and the start of the academic term, the new faculty member must navigate new policies, politics, processes, procedures, and learn organizational and technical systems—all while developing course materials for an unfamiliar student population. Orientation is especially important for new adjunct instructors, who may have less time and experience on campus to form professional networks than their full-time, tenure-track peers.

Focusing on ensuring faculty inclusion is one way to increase collegiality and mutual support among instructors and educational leaders. Furthermore, supporting new adjunct faculty may positively affect student learning outcomes, persistence, and degree completion (Kezar & Maxey, 2016a). With a growing number of adjunct faculty holding new appointments in higher education, this dissertation sought a greater understanding of *how* educational leaders and faculty can strategically design and implement instructor orientation and socialization activities that facilitate the inclusion of adjunct instructors into professional networks and organizational practices.

Currently, over 70% of all faculty positions are held by part-time and full-time contingent faculty in nonprofit institutions of higher education. Nearly half of those appointments are held by part-time contingent faculty members (National Center for Education Statistics, 2015). Maxey and Kezar (2016b) wrote:

> Although these individuals are not considered for tenure and may not be required or permitted to participate in the full range of teaching, research, and service tasks of tenure-track faculty, they are still faculty members. The work they do is tremendously important for the teaching and research mission of the institution. (p. 5)

When adjunct faculty are excluded from a full range of orientation and networking activities, these faculty members may become less acclimated to their institutions and thus have insufficient knowledge or information about the goals, practices, and policies of their institutions and departments (Baldwin & Chronister, 2001; Kezar & Maxey, 2016a; Kezar & Sam, 2010; Meixner, Kruck, & Madden, 2010).

Scholars indicate that a lack of collegiality and support create a negative working environment, one in which students suffer (Austin & Trice, 2016; Kezar, Maxey, & Eaton, 2014; Kezar & Maxey, 2016a). Several empirical studies suggest that the over-reliance on part-time contingent labor has a negative influence on student graduation and retention rates (Harrington & Schibik, 2001; Jacoby, 2006; Jaeger & Eagan, 2009), diminished the use of best practices in teaching and advising students (Baldwin & Wawrzynski, 2011; Eagan et al., 2014; Umbach, 2007), decreased transfer from 2- to 4-year institutions (Gross & Goldhaber, 2009), and decreased student persistence (Ehrenberg & Zhang, 2005). Adjunct instructors may be less familiar with student support services or campus initiatives (Benjamin, 2003; Scott & Edwards, 2012). In contrast, Johnson (2011) and Landrum (2009) conducted studies that complicate prior findings, indicating that student outcomes and experiences may not be significantly affected impacted by adjuncts. However, Johnson's study indicates that these instructors may be less rigorous in their teaching and assessment techniques than full-time, tenured faculty—often resulting in grade inflation and diminishing the rigor of academic coursework, which may impact longer-term student achievement.

Scholarship and essays focused on the work of part-time faculty emphasize that the negative impact of using adjuncts most likely results from the lack of inclusion, supports, and sustained professional development—not from a lack of talent, passion, or motivation to teach

(Kezar & Maxey, 2016a). Adjunct faculty are often skilled instructors that, despite low pay and minimal supports, are dedicated to supporting learners. Building supportive working relationships, strengthening orientation and professional development activities, and increasing part-time faculty's knowledge about institutional resources would support adjunct faculty as they guide and teach their students. Bettinger and Long (2010) also recognize that new faculty members may bring fresh perspectives from various fields of practice that full-time, tenure-track faculty might not be able to offer students and colleagues. If adjunct faculty are not connected to their colleagues and institutions, their valued knowledge from the field may have limited reach and impact.

Despite some disagreement about the scale of influence that adjunct faculty may have on student persistence, performance, and achievement, there is a great degree of consensus that adjunct faculty occupy a *second-class* status at far too many institutions, and that restoring a tenured majority amongst college faculty is unlikely. Kezar and Maxey (2016c) urged that "restoring professionalism is an immediate priority" (p. 209). Establishing collegial and respectful professional networks is one way for new faculty members to acclimate to their new role within an institution and department while cultivating a sense of belonging and inclusion. According to one qualitative inquiry, a key marker of highly effective instruction is that the instructors actively seek teaching information from colleagues, spending about four hours a week networking with other instructors (Boice, 1991). However, adjunct instructors may have fewer opportunities to interact with their colleagues or to form collegial contacts within their working environment, especially when working at more than one institution or having limited time and presence on campus, little to no orientation, and less knowledge about departmental or programmatic goals (Austin & Trice, 2016; Kezar & Maxey, 2016b).

Instructional Identity

Social identity theory argues that one's social identity is formed when an individual gains knowledge that he or she belongs to a certain social group and that people around him or her have assigned a specific value to group membership (Hogg, 2016). Part-time adjuncts teaching in community colleges are working from a *liminal* status—not fully included in the core faculty of the institution yet still adopting many of the values and practices of the organization. The professional identity of community college instructors is formed around the practice of teaching and the mission of community colleges to increase educational opportunities for broad populations of traditionally underserved learners. The underlying assumption that part-time faculty occupy a different level of institutional membership and affiliation comes in part from several assumptions about their identity within community colleges; due to their contingent status, part-time faculty members may be considered lesser members of their institutions, have lower levels of inclusion and involvement, and may teach at more than one institution at a time. In analyzing the formation of an instructional identity of adjunct faculty members, adjuncts at community colleges may never fully identify as members of an institution, especially without proper orientation or socialization into the faculty in-group. Understanding how an instructor forms his/her identity within a given college helps to place a value on the assumptions, beliefs, and skills that a full faculty member gains when included at his/her institution. Understanding the process of forming and valuing a social identity can help explain why adjunct instructors report lower levels of inclusion and affiliation, despite holding a majority of faculty appointments (Cohen & Brawer, 2008).

Organizational Socialization

Studying which practices and policies best support adjunct faculty in developing a nascent instructional identity is essential for understanding what practices can best support adjuncts in the process of *organizational socialization*. Van Maanen and Schein (1979) originally described organizational socialization as the "process by which an individual acquires the social knowledge and skills necessary to assume an organizational role" (p. 211). A contemporary definition of organizational socialization recognizes that it is the process of becoming a fully accepted member of an organization and includes internalizing new beliefs and practices characteristic of an institution. Organizational socialization has also been defined as "the process by which a new employee adapts to and becomes integrated into an organizational context, typically through the acquisition of attitudes, behaviors, and knowledge necessary to participate as an internal organization member" (Fleming, Goldman, Correll, & Taylor, 2016, pp. 544–545). Van Maanen and Schein's early theory of organizational socialization assumes that newcomers experience both transitional anxiety as they join a new organization, due in large part to a lack of social integration, and a lack of identification with the organization's activities and rituals. These theories also posit that there are *people processing* strategies and devices that can cultivate greater affiliation, role clarify, and integration into the culture of an organization, while reducing anxiety for those who are not oriented to a particular institution. Conceptualizing the induction process for new employees—in the case of this study, new adjunct faculty—will identify patterns of success, common challenges, and best practices in faculty inclusion and orientation. Van Maanen and Schein (1979) argued that higher levels of organizational socialization positively relate to increased organizational attachment, job satisfaction, job performance, productivity, and organizational citizenship. Research in the domains of organizational culture

5

and change support their theory (Allen & Meyer, 1990; Ashforth & Saks, 1996; Ballard & Blessing, 2006; Chao, 2012; Hart, 2012; A. Jones, 2008; Rosch & Reich, 1996). When organizational socialization fails to occur in the context of higher education, faculty may be less aware of institutional policies and practices, and it may take them longer to cultivate a sense of belonging or navigating institutional resources (Fleming et al., 2016). Austin and Trice (2016) asserted that:

> All faculty members—regardless of appointment type—[should be] supported in their work, feel part of a community that shares responsibility for achieving institutional missions, and have the opportunity to participate in a reciprocal relationship such as the done that has defined faculty employment (albeit through tenure) in academe for many years. (pp. 63-64)

Forming a collegial network is essential to new faculty members who are finding their place within the organization, which is correlated with increased intellectual engagement, collaboration, and socio-emotional support and retention (Lindholm, 2003). Furthermore, fuller inclusion of adjunct faculty might increase adjunct faculty involvement in developing learner-centered teaching practices, increase the knowledge and promotion of student supports, promote mentoring and advising activities with students in and outside of the classroom, and encourage greater collaboration among members of the faculty.

Rationale for this Study

Although educational leaders and scholars understand that fuller inclusion of adjunct faculty has a positive impact on student success, adjunct faculty still report fewer supports and a diminished sense of collegiality amongst their peers (Eagan et al., 2014). Additional research is needed to understand the *process* of socialization for new adjunct faculty and strategies that could support greater levels of inclusion and affiliation for adjunct faculty. Findings from this study provide educational leaders with evidence-based guidance on how to best allocate resources for growing populations of adjunct instructors at their institutions. The findings of this

research also offer insight into how orientation and inclusion strategies can improve or impede a sense of belonging for adjunct faculty. Further, the research makes explicit how organizational socialization is operationalized in a community college setting. Cases developed provide grounding for educational leaders who seek to develop, evaluate, or improve orientation programs and policies to increase adjunct faculty's sense of inclusion and institutional affiliation.

Brief Overview of the Study

Despite the proliferation of adjunct positions between the late 1980's and present-day, strategies and supportive processes for orienting and including new adjunct faculty have not kept pace. This study sought to explain the ways in which part-time faculty members join and acclimate to their institutions as new instructors. The study also aimed to identify the strategies that adjuncts and institutions can take to cultivate greater organizational commitment, as defined by a desire to share in the goals of the organization to meet student needs and learning outcomes. By understanding the processes that new adjuncts use to successfully acclimate to new roles and by identifying strategies for increasing organizational inclusion and commitment, the findings of this empirical study will help administrators meet the needs of new adjunct faculty when designing entry and orientation programs and new instructor supports.

Gaining insight into this issue may help administrators and educational leaders develop programs that better integrate new contingent faculty members into institutions, promoting greater levels of job satisfaction, organizational attachment, and job performance with the goal of positively influencing student learning and development. Further, the findings of this research project may identify individual strategies that new adjunct faculty can utilize in cultivating a greater sense of inclusion and belonging at their institutions. Since instructors can have the

greatest positive impact on students, better support of a growing adjunct population may ultimately enhance student success.

This research project developed case studies that examined how adjunct instructors are oriented and included at their colleges. Through interviews with new adjunct faculty and administrators and analyzing support documentation and websites, as well as analyzing field notes collected through general campus site visits, I defined how adjunct faculty experience the process of becoming members of the faculty in a given community college context. The case study also examined how community college administrators design orientation programs with the goal of including new adjunct faculty in teaching at a particular community college and department.

Background of the Problem

Growth of Adjunct Faculty

Nearly two-thirds of all new instructor appointments are off the tenure track, and that trend is expected to continue into the future (Schuster & Finkelstein, 2006). Doyle (2008) recognizes that an aging tenured professorate is reaching retirement age; as these faculty members leave the institutions, "they leave behind a system in which fewer and fewer faculty are moving up through the tenure track" (p. 57). As a result, non-tenure track appointments are expected to balloon as tenure-track professors retire and the pressures on universities and colleges to reduce costs increase. Although some scholars and educational leaders argue for a restoration of tenure, there is no indication that a massive change in academic employment will occur in the near future (American Association of University Professors [AAUP], 2016; Kezar & Maxey, 2016a). Therefore, institutions must design better strategies for including part-time

faculty as central members of their organizations and stewards of organizational values and culture.

Shifts in academic labor create an urgent need to create systems that best socialize and empower new faculty in the context of a changing higher education landscape. Although scholars push for renewed faculty models that are more supportive of the various faculty members and their contributions to the modern university or college, contingent faculty are still more likely to feel a lack of respect and value, as well as a sense of marginalization that can negatively impact a sense of belonging and satisfaction (Fleming et al., 2016; Levin & Hernandez, 2014; Meixner et al., 2010; Spaniel & Scott, 2013).

Lack of Organizational Socialization for Adjuncts

Current approaches to contingent instructor orientation do promote the level of organizational socialization that is required to fully embrace part-time adjunct faculty as full members of institutions they serve. As Meixner et al. (2010) found in their survey of part-time faculty at one large public university, contingent faculty members routinely received contradictory information about services, programs, and orientation. In the study, nearly 50% of the instructors did not receive their invitation to orientation, and nearly a quarter were unable to attend because of scheduling conflicts (second job, family obligations, etc.). This experience of frustration and miscommunication is echoed in a report that specifically captures part-time community college faculty perspectives, noting that "[contingent faculty's] access to orientation, professional development, administrative and technology support, office space, and accommodations for meeting with students typically is limited, unclear, or inconsistent" (Center for Community College Student Engagement, 2014, p. 4).

When faculty are not given a comprehensive orientation to the institution or their department, they may not receive information about academic policies, processes, or framing of the institutional mission or the students they are expected to serve, making course design and delivery, as well as alignment with overall goals and outcomes, increasingly difficult (Kezar et al., 2014; Kezar & Maxey, 2016b). Moreover, if members of the institution do not properly experience a sense of belonging and investment in the institution, universities and colleges risk losing intellectual and economic capital. The financial impact of losing one faculty member equates to almost 1.5 times that faculty member's salary when quantifying the replacement cost of that faculty member in terms of recruiting, hiring, and training a new professor (Law et al., 2012). Recruiting, hiring, and retaining the best teaching talent becomes more difficult when adjunct faculty do not feel a sense of inclusion and belonging.

The Local Problem and Related Research

The Foundation for California Community Colleges' *Vision for Success*—spearheaded by Chancellor Eloy Ortiz Oakley—has outlined the myriad of challenges that students face as well as a vision for change that includes "seven core commitments" that the community college system must make to positively impact the lives of students (2017). These commitments focus on making student-focused, data-driven decisions and taking a strategic approach to coordinating key resources and personnel with the goal of sustaining whole-system improvement at the community colleges. In 2017, the state of California also enacted three key bills aimed at profoundly impacting student success and equity through the work of California Community Colleges. Assembly Bill (AB) 19 waived enrollment fees for first-time community college students, Assembly Bill 504 established the use of research-based methods aimed at promoting student access and equity at community colleges, and Assembly Bill 705 requires community

colleges to accelerate student progress in math and English courses. The 2017-18 California State Budget provided $150 million dollars in grants to expand the state's Guided Pathway initiative—a framework that aims to scale and coordinate a variety of student success and equity initiatives at community colleges within the state (https://cccgp.cccco.edu/faq). All of these efforts underscore the monumental investment that the state of California has made to improve the lives of its citizens through its vast community college system.

As new policies and legislation are introduced, faculty are essential to enacting and sustaining these critical change efforts. Since adjunct faculty comprise the majority of community college instructors, they are an essential component in implementing and ensuring the long-term viability of any measures aimed at promoting student success and equity. Without providing adjunct faculty members with adequate support and a voice in shaping new student success initiatives, these resource-intensive change efforts may fail to gain momentum at the local community colleges and in individual classrooms.

As of fall 2016, nearly 70% of California community college faculty were classified as *temporary* faculty, whereas nearly 30% were considered tenured or tenure-track faculty (California Community Colleges Chancellor's Office, n.d.). In the past, the California legislature has attempted to dictate the ratio of full-time to part-time faculty at community colleges. California AB 1725 identifies major shifts in full-time community college faculty appointments, stating:

> Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living. (Deukmejian, 1988, sec. 4)

However, little traction has been made in terms of reversing the current distribution of full and part-time faculty since the assembly bill was presented in California almost 30 years ago. Although California AB 1690, approved in 2016, mandates preferential assignment based on seniority and the assurance of some employment rights for adjunct faculty members, the amendment to the education code emphasizes that adjunct faculty assignments are "temporary in nature" and that "no part-time faculty member has a reasonable assurance of continued employment at any point, irrespective of status, length of service, or reemployment preference seniority" (EDC § 87482.3).

Although educational leaders must work to create a more equitable and conducive environment for student success, current conditions for part-time faculty must change—and soon. If even legal pressure cannot change the composition of the faculty body, other measures must be employed to promptly support greater inclusion and visibility to the majority of instructors teaching in community colleges. By examining the ways in which part-time faculty become an integral part of their institutions, the goal of this research project was to understand the formal and informal strategies that institutions and individuals take to promote greater inclusion and efficacy of part-time faculty as they join their campus communities. Recognizing the intractable nature of part-time academic labor appointments, this research project focused instead on orientation strategies, programs, and events aimed at promoting inclusion and role orientation at a given community college.

Current Solutions and Limitations to the Problem

Generally, new instructor orientation sessions aim to induct new instructors into a given institution by presenting a wide range of information days or weeks before a new term begins—covering topics like instructor benefits, academic policies and procedures, instructional and

administrative technologies, and information about the learner population, as well as introducing

new faculty to key personnel and faculty. As Beane-Katner (2013) discussed, there are some key

limitations to dominant pre-term orientation practices: new faculty are quickly overwhelmed by

the amount of information and the number of tasks they are responsible for completing before

the term begins, new instructors lack a working context in which to apply new information, and

there is often too much information to cover in the short orientation session. Finally, because

new instructor orientation activities often take the form of *broadcasting* information *at* new

instructors, there is little effort dedicated to supporting network-building or *cultural integration*

that new faculty need to gain a sense of inclusion and belonging. Informal social networks also

help new faculty members get support when they need it—often after the new term has started

and instructors need to consult with their peers and leaders for *just-in-time* information (Beane-

Katner, 2013; Fleming et al., 2016). Without forming these networks, adjunct faculty are left to

fend for themselves.

Faculty development programs have attempted to overcome some of the hurdles of

engaging and developing both adjunct and full-time faculty by leveraging professional learning

communities (Daly, 2011; Mitchell, 2014), engaging online and asynchronous learning

technologies (Cho & Rathbun, 2013), and investing in orientation and mentoring activities (Law

et al., 2012; Savage, Karp, & Logue, 2004; Sorcinelli, 1994; Sorcinelli & Yun, 2007). Centers for

Teaching and Learning (CTL) also have the power to play a central role in developing and

promoting professional networks of support (Hurtado & Sork, 2015). However, in order for these

strategies to be successful, the adjunct faculty member must be integrated into the culture and

common practices of teaching at a given college. An increased focus on newcomer orientation

activities and inclusion could prove beneficial to other strategies to support professionalization and organizational affiliation.

Administrative practices—such as senior leadership voicing public support for new faculty members, following up directly with new faculty after orientation, and asking new faculty members to participate in decision-making and encouraging engagement in greater campus events and functions—have been shown to support newcomer network formation for new faculty (Fleming et al., 2016). General organizational socialization strategies, borrowed from the field of social science and organizational management (such as offering role models, role clarity, and content supports) could promote greater inclusion, enhanced relationship-building, and greater levels of commitment and affiliation when newcomers join an organization (Lapointe, Vandenberghe, & Boudrias, 2014).

Van Maanen and Schein (1979) provided a framework for understanding the ways in which newcomers socialize to their work environment, given both individual and institutional strategies that both help and hinder a sense of inclusion and organizational *fit* within a given organization. Allen and Meyer (1990) directly studied newcomer socialization strategies with recent graduates as they entered their professions, indicating that greater organizational socialization correlates with specific strategies taken by administrators and peers at a given workplace. More specific to the professorate, Rosch and Reich (1996) have investigated the use of this framework (along with other theories of social identity and enculturation) to gain insight into how faculty become acclimated to the culture of their institution and departments. Although few studies have specifically examined socialization strategies for faculty—and fewer have been identified to study newcomer socialization amongst *adjunct* faculty—the framework identified by Van Maanen (1978) has identified that colleges operate like many other organizations. In his

14

essay on "People Processing" in organizations, Van Maanen noted that colleges have their own set culture and subcultures similar to other organizations, and both transmit culture intentionally and unintentionally—especially in phases of transition, such as newcomers entering the institution or graduate students taking on new responsibilities in supporting research and instruction. By examining the socialization process that adjuncts experience in community colleges, this research project sought to identify the institutional and individual strategies that support and hinder a sense of inclusion and affiliation among adjunct faculty. Understanding this process can help to enhance future orientation efforts, creating a more inclusive and supportive culture of teaching and learning within community colleges.

Overview of Research

Research Questions

Overall, this research sought to understand how new adjunct faculty become members of their community colleges, using both individual and organizational socialization strategies and techniques. The following research questions guided this inquiry:

1. How do new adjunct faculty joining community colleges become included members of their community colleges, using both individual and organizational socialization strategies and techniques?

2. How do specific orientation strategies increase a sense of belonging and organizational socialization for new adjuncts working in California community colleges?

Overview: Method of Inquiry

Since the goal of this research project was to understand the experiences and perspectives of new instructors in the process of forming their professional identity, the study developed site-

specific case studies focused on how new adjunct faculty become included members of their community colleges and the strategies that educational leaders take in designing inclusive orientation programs. According to Merriam and Tisdell (2016), "A case study is an in-depth description and analysis of a bounded system" (p. 37). Yin (2014) recommended developing and analyzing case studies for research that asks *how* or *why* questions about contemporary events over which the researcher has little or no control. Yin also noted that in case study research, the relationship between context and data points is important and requires a deeper investigation to understand fully. This research project benefited from a prior theoretical framework (Tajfel, 2010; Van Maanen & Schein, 1979) and well-defined periods of organizational entry and orientation that bounded the cases under investigation.

The case studies examined the process of organizational socialization from two perspectives: organizational (community college leadership and support processes) and individual (the strategies that adjuncts use to orient themselves to new roles and organizations). The case studies synthesized contextual information from both perspectives to gain insight into the processes that help or hinder the process of organizational socialization. The study focused on a *bounded* phenomenon—the process that adjuncts take in moving from *outsider* to *insider*—through the organizational entry and orientation phase of entering a given community college.

For this study, I focused my site selection to two community colleges located in Southern California. At the time the study was conducted the sites had a majority of adjunct instructors making up the faculty body (50% adjunct faculty or more), had an existing orientation process or program, and had some form of documentation to support faculty in their positions as instructors. Both sites are classified as Hispanic-Serving Institutions (HSIs) and have a mission that focuses on social justice, equity, integrity, and creating academic and professional opportunity for

traditionally underserved learners. Methods of gathering data included interviews with higher education leaders and new adjunct faculty; document analysis focused on new instructor orientation materials (which included faculty handbooks, faculty support documents and websites that are provided to a new adjunct faculty member in the orientation phase of joining the community college).

For this study, the orientation phase was defined as the period between official notification of hire until the end of the first term of teaching, although the project recognizes that actual orientation and inclusion may span a much longer timeframe. Information was gathered in stages before and throughout one academic semester. At the end of data collection and data analysis, site-specific case study reports were developed for each site and delivered to site participants and interested parties. Comparing and cross-analyzing case reports is central to developing and critiquing findings from each case study; therefore, a cross-case analysis was created by comparing findings and site-specific information from each site.

Overview of Findings

An analysis of the case studies indicated that the educational leaders who took intentional steps to develop orientation experiences targeted at new adjunct faculty saw faculty engage in those experiences and build connections with their leaders and peers. These educational leaders also seized opportunities to connect with faculty one-on-one and assess their level of inclusion and connection to the department, although many department leaders recognize that with so many adjunct faculty, it is difficult to know whether or not individual instructors are connected to the campus or department or to best practices in the classroom.

Adjunct faculty who participated in orientation activities did express some social and professional benefit, but also took additional steps to promote their inclusion, including seeking

mentors, attending other professional development activities, finding peer support, establishing a presence on campus, and connecting with department leadership to discuss key challenges or question. By combining both institutional opportunities and individual strategies for seeking information and support, adjuncts were able to get a better sense of their role and place within the college.

The case studies reveal that specific actions on the part of an organization and its leaders can help support a culture of inclusion. Although there are still significant barriers to full inclusion for adjunct faculty working in community colleges, establishing set orientation processes and communication protocols; maintaining spaces and places for adjunct faculty to socialize and work; facilitating interpersonal connections that help adjunct faculty feel comfortable reaching out to department leaders and senior faculty; and leveraging professional development practices that include evaluation, mentoring, and recognizing best practices across a discipline all contribute to a greater sense of knowing the role and expected norms and practices of an organization. Effectively managing communication and the distribution of information for new adjunct faculty is a challenge, but also a significant opportunity for educational leaders to promote a more open and supportive climate for instructors. Additionally, specific actions on the part of adjunct faculty can promote social cohesion and inclusion, namely establishing a presence on campus; networking with staff, instructors, and leaders; and adopting the practices and confidence of an established faculty member.

CHAPTER 2: LITERATURE REVIEW

Colleges and universities have a clear responsibility to ensure that all new part-time adjunct instructors are fully supported as professionals in a rapidly shifting educational environment; however, a troubling number of adjuncts report a lack of orientation, institutional support, or newcomer socialization when they join the faculty at a given college or university. *Organizational socialization* is the formal or informal process of becoming a member of an organization; it includes learning and adopting the role(s) that members assume in an organization and cultivating commitment or affiliation (Van Maanen & Schein, 1979). Organizational socialization spans the entry, acclimation, and continued socialization phases that a new member experiences as he/she transitions from an outsider to a trusted insider role within a given organization. This study and literature review focus directly on entry and socialization activities experienced by new adjunct faculty as they join the faculty of a community college. Studying this phase of adjunct work is important, as "individuals are particularly susceptible to influence during role transitions, such as organizational entry, because of the great uncertainty regarding role requirements" (Ashforth & Saks, 1996, p. 149). No role in higher education faces more uncertainty than adjuncts working from term-to-term without guarantee of continued employment. Furthermore, the lack of proper orientation and support may hinder adjuncts' ability to meet student needs or contribute to their institutions. Additionally, without cultivating a sense of belonging or organizational fit for new faculty, colleges and universities may experience costly levels of turnover among adjunct faculty as well as a dilution of institutional knowledge and expertise.

To address the impact of the organizational socialization process on adjunct faculty working in community colleges, this literature review begins by examining the overall working

conditions that create a sense of exclusion and uncertainty for adjunct instructors, and the specific impact on instructors working in the community college system. I then review the conceptual framework for organizational entry and socialization, as well as literature on the strategies for newcomer socialization. I conclude the literature review by examining the impact of a lack of adjunct orientation and newcomer inclusion on community college students.

Among the issues we still do not clearly understand are context-specific strategies to best orient and include new adjunct instructors to community colleges. This population of instructors may be additionally excluded from the academy due to their part-time, contingent faculty status; therefore, strategies for inclusion may differ from traditional faculty orientation and socialization processes. In supporting adjunct orientation and socialization, institutions give adjunct instructors a greater opportunity to achieve institutional goals and meet organizational expectations. My study addressed this critical issue by investigating faculty and academic leaders' experiences to help promote a greater sense of inclusion and organizational belonging for adjunct faculty at community colleges and ways in which individual instructors and organizations can cultivate a greater sense of inclusion for adjuncts.

Meeting Student Needs in Community Colleges

The function of serving students through instruction is at the core of community colleges—in their espoused and lived missions, in their organizational structure, and in their focus on teaching as a means of supporting student achievement and outcomes (Cohen & Brawer, 2008). With an emphasis on accessibility and more open enrollment structures, community colleges seek to create opportunity through education for populations who may have previously experienced social, cultural, and economic barriers to access (Baum, 2013). Today, community colleges largely carry the mission of broad access to education to the wider

community of learners who seek higher education opportunities. Community colleges serve a broad range of learners with a wide range of academic and personal needs. Community colleges tend to offer classes at a competitive cost, attracting students who wish to save money while satisfying basic bachelor's degree requirements, or pursuing associate's degrees. These colleges also create a pathway for students who may be academically underprepared to start coursework at a 4-year college or university. Given the variety of students served, older adult learners Creating greater access, expanding support for a diverse community of learners, and offering pathways to continued educational opportunity, as driven by a commitment to best practices in teaching and learning, all exemplify what community colleges promise students. In such an environment, preparing and supporting instructors so that they can support their students is pivotal to reaching the mission of the college.

Faculty Impact

In part due to fluctuating enrollments and the need for greater numbers of core course instructors, adjunct faculty routinely teach the majority of first- and second-year coursework, which is especially common at community colleges, where so much of the faculty body is composed of part-time faculty. Reichard (2003) argued that although adjunct faculty teach a majority of general education and foundational courses, a "committed, integrated, and continuous" (p. 62) faculty is needed to ensure that the mission and support of the whole student is maintained. From an administrative perspective, Reichard is concerned that teacher skillset—not faculty appointment—should dictate who teaches what—and whom. As the growing number of adjuncts have early contact with learners and help to set learner's academic expectations, adjunct faculty could have a tremendous impact on student success (Curtis, Mahabir, & Vitullo, 2016). Students, and colleges, expect that instructors will not only play a role in lecturing and

leading their classrooms but will also play a role in investing in students as learners, promoting student development and intellectual growth, and connecting students to the larger mission of the institution (Austin & Trice, 2016; Cohen & Brawer, 2008).

Research indicates that faculty members can have a long-lasting impact on students' levels of achievement, persistence, and academic and personal success. As one longitudinal study of student engagement and achievement revealed, the relationships that students had with peers and faculty was a primary factor for student success—even long after students completed their studies (Chambliss & Takacs, 2014). Umbach and Wawrzynski's (2005) research also noted the incredible impact that faculty behaviors and attitudes can have on students, arguing that faculty "play the single-most important role in student learning" (p. 176). They emphasized that good instructors engage in effective teaching practices and cultivate cognitively challenging—yet supportive—environments for learning. However, for faculty to have a positive effect on student success, students must feel that faculty understand them, can engage them, and can challenge them. For instructors, this means being able to develop and cultivate a place within the college and a space in which to develop an instructional practice and iteratively improve their instructional strategies each term.

Limitations for Adjunct Faculty

Several studies have underscored the impact of part-time faculty on student achievement, academic quality, and retention. In his study of the efficacy of adjunct faculty using national post-secondary datasets, Jacoby (2006) found that the use of adjunct negatively correlated with graduation rates by comparing student exposure to part-time faculty with time to graduation. In short, as the number of adjuncts were increased at the colleges in his study, graduation rate declined.

One possible explanation for this phenomenon may be a lack of educational rigor, curricular cohesion, and coherence among courses taught by adjuncts (Jacoby, 2006). Adjunct faculty are asked to accomplish more with fewer resources than some of their peers, which could impede their ability to serve students. As such, part-time adjunct faculty may have less time and effort to devote to planning, teaching, and reflecting on their courses, since they instructors may be teaching at more than one institution at once, or they may hold full-time employment outside of academia. Schuetz (2002) examined the instructional practices of part- and full-time faculty, and found that although both instructional groups spend equivalent time in class devoted to typical course activities, such as lecturing and leading class discussions, more part-time instructors reported never using guest lecturers, multimedia, or lab experiments. Furthermore, the study revealed that part-time faculty were less likely to engage in revising their curricula or engage students outside of coursework (extracurricular activities).

Despite these findings about the methods that adjunct faculty use and do not use to engage students, there is little evidence to indicate that part-time faculty are inherently less qualified to teach or capable of teaching, or that students perceive them as less capable. In his study comparing evaluations of part-time and full-time faculty, Landrum (2009) found very little difference between the two. Schuetz (2002) also noted that adjuncts may struggle to meet instructional demands not due to a lack of ability or skill, but rather because of their employment status and lack of access to professional development opportunities. In an analysis of pedagogical practices among part-time faculty, Eagan (2007) found that part-time faculty were similar to their full-time counterparts in the teaching practices they employed. However, the same article considers that institutional exclusion may still limit part-timers from fully benefiting students and their institutions. Kezar and Maxey (2014) noted that:

although part-time instructors may be excellent teachers in the classroom, their working conditions make it nearly impossible for them to be as involved as their full-time peers in the lives of students and to provide for those students with similar supports outside of class. (p. 35)

Specific Implications for Vulnerable Student Populations

Faculty members' relationships with students are a strong predictor of student learning; there may be additional benefit for students of color and first-generation college students (Kezar & Maxey, 2016a). Edwards and Scott (Edwards & Scott, 2012; Scott & Edwards, 2012) underscored the impact that adjunct faculty may have on learners with cognitive and physical disabilities—dependent on the instructor's familiarity and confidence with accessing resources, support, and understanding of policies and practices to support this population of learners. However, as adjunct instructors may have less proximity to and awareness of supports for students with disabilities, it is possible to lack awareness or knowledge of how to best reach diverse learners using universal or responsive design principles. Without specific supports, such as on-demand knowledge portals or on-site training, adjunct instructors may feel particularly unaware of how to meet a diverse set of students' needs (Curtis et al., 2016).

Adjunct Labor Conditions

The Proliferation of Adjunct Positions

Data collected about faculty appointments over the last several decades indicate a massive shift from employing instructors under longer-term academic contracts to largely part-time contingent (adjunct) appointments. Eagan, Jaeger, and Grantham (2015) reported that nearly two-thirds of all new instructor appointments, regardless of institution type, are off the tenure track. The largest area of this growth has been in the appointment of part-time contingent faculty. According to the National Center for Education Statistics, from 1993 to 2013 the number of part-time faculty teaching at degree-granting postsecondary institutions increased by 104%.

Comparatively, the number of full-time faculty (tenured and non-tenure) increased only 45% (Kena et al., 2015). Adjuncts are employed across public and private institutions at every classification of institution in higher education. However, 70% of faculty at U.S. community colleges are part-time contingent faculty, compared to roughly 50% at 4-year institutions (Eagan et al., 2015; Gehrke & Kezar, 2015a).

Although some leaders in higher education urge a reinvestment in tenure structures at colleges and universities (AAUP, 2016), it is unlikely that the trend toward hiring more adjunct faculty will abate or reverse, as drivers of the changing professorate are multifaceted. Kezar and Maxey (2016a) acknowledged this trend, identifying the complex drivers that have created a current proliferation of adjunct positions and a divestment from a tenured professorate. These factors include a *massification* of higher education, with historically large numbers of college-going students driving a need for responsive institutions and instructors; market fluctuations that have driven a need for flexibility in hiring/scheduling; and economic volatility that has put economic pressures on administrators to cut costs, which has fueled hiring adjunct faculty who are cheaper and do not qualify for many benefits as part-time workers. The final factor, a *corporatization* of higher education, has driven an *unbundling* of faculty roles where instructors are less responsible for day-to-day administrative, research, and service functions and are instead asked to focus on delivering instruction as productively and efficiently as possible. As costs rise, universities and colleges face pressure to cut expenses as federal and state budgets dwindle, while meeting higher levels of demand for high-quality, impactful teaching (Baldwin & Chronister, 2001; Cross & Goldenberg, 2009; Gehrke & Kezar, 2015b). In addition, the impending retirement of a great number of instructors will fuel the proliferation of part-time faculty positions (Doyle, 2008; Gibson-Harman, Rodriguez, & Grant Haworth, 2002; Welch,

2002). Given current conditions and a lack of new full-time positions, institutions have leveraged adjunct faculty labor to meet the needs of college students.

New Faculty Roles and Identities

In their proposal of a modern faculty model, Austin and Trice (2016) asserted that "creativity and commitment of faculty members and the quality of their work are essential factors in the ability of universities and colleges to fulfill the responsibilities to society represented in their missions" (p. 58). They place collegiality and respect at the center of a flexible faculty model that recognizes the value of teaching and service as much as contributions to research. Likewise, Kezar and Maxey (2016b) argued that new faculty models must recognize the important role that faculty play in student and institutional success, and encourage educational leaders to "be active critics of existing models that have long not served students as well as they could" (p. 37).

A proposed model of faculty work published by the New American Colleges and Universities reflects a holistic approach, wherein an academic department is the locus of operationalizing institutional objectives and goals, and the place where faculty work is organized around intended outcomes, continual improvement and assessment, and student needs (Hensel, Hunnicutt, & Salomon, 2015). In such a model, there is a place for faculty of all levels of expertise, teaching and research skill, and experience to make meaningful contributions. For such a model to succeed, scholars agree that a sense of collegiality and organizational alignment will need to take a central role (Gappa & Austin, 2010; Hensel et al., 2015; Kezar & Maxey, 2016a; Kezar & Sam, 2013). As such, a need for each faculty member to feel invested, and a part of accomplishing the mission of the institution and goals of the department, is essential for successful faculty work in the current labor paradigm. Through their study of faculty and

administrative perspectives, Kezar and Sam (2013) noted that a key aspect to achieving faculty equity is to create a unified faculty—one in which all instructors are *members*. However, unification has been difficult to achieve, as experiences of exclusion are commonplace among adjunct faculty (Center for Community College Student Engagement, 2014; Coalition on the Academic Workforce, 2012).

Experiences of Exclusion and Social Identity Theory

Based on research about the formation and function of groups and members of those groups, *social identity theory* posits that one's social identity is formed when an individual gains knowledge that he or she belongs to a certain social group and assigns value to group membership (Hogg, 2016). According social identity theory, social groups of all sizes and purposes provide group members with an identity that stipulates the values, behaviors, and identifiers of the group and its members. According to social identity theory, categorizing someone as a member of the group will confer certain attributes and assumptions about that group member and his/her membership within the group.

For instructors teaching at community colleges, several assumptions are inherent: there is an increased focus on teaching, most faculty members hold a master's degree and are less likely to hold advanced degrees than university professors, and their primary responsibility is to teach—reflecting deep knowledge in one or more subject areas (Cohen & Brawer, 2008). The professional identity of community college instructors is formed around the practice of teaching and the mission of community colleges to increase educational opportunity for broad populations of learners. Cohen and Brawer (2008) noted that, "regardless of the degree titles and types of programs, an emphasis on breadth of preparation and sensitivity to the goals of the community colleges and the concerns of their students has been a standard recommendation [for faculty

selection]" (p. 88). These scholars posited that "nearly all [community colleges] have some sort of new faculty orientation program" (p. 90).

However, part-time adjunct faculty working within community colleges may have less preparation, and may be selected less carefully than their full-time peers. The underlying assumption that part-time faculty occupy a different level of institutional membership and affiliation comes in part from several assumptions about their identity within community colleges. Because of their contingent status, part-time faculty members may be considered lesser members of their institutions, have lower levels of inclusion and involvement, and may teach at more than one institution at a time (Cohen & Brawer, 2008). In analyzing the formation of an instructional identity of adjunct faculty members, adjuncts at community colleges may never fully identify as members of an institution, especially without proper orientation or socialization into the faculty in-group.

Over 20 years ago, Roueche, Roueche, and Milliron (1996) identified part-time faculty as *the strangers* on American Community College campuses. Their research on organizational and social inclusion suggested that focusing on participation, communication, and socialization could help mitigate this sense of exclusion and isolation. Since then, there is still a prevailing sense of isolation and *second-class* status experienced by adjuncts. Levin and Hernandez (2014) interviewed part-time faculty to understand the process of forming a professional identity, and found a pervasive sense of exclusion and institutional detachment. Reevyi and Deacon's (2014) contemporary study into the experiences of contingent faculty identified that adjuncts still experience unique stressors related to feelings of isolation and exclusion. Using the framework of expectancy theory to explain person-to-role fit, James and Binder (2011) identified community and inclusion as the two most important factors of faculty inclusion and retention.

However, James and Binder also noted that by having a tiered instructional staff based on faculty appointment, it is difficult to achieve full inclusion for all faculty members. This finding is supported by Meixner et al.'s (2010) study of faculty experiences of inclusion, wherein adjunct faculty interviewed reported feeling emotionally and professionally disconnected.

Levin and Hernandez (2014) found that part-time faculty in their study felt like outsiders; many faculty members said this was due to a diminished professional title and accompanying status. A National Education Association (NEA) analysis of professional status held by part-time faculty revealed that the majority hold a non-ranked job titles, listed as instructor or lecturer (as opposed to tenure- or career-track titles with inherent levels of advancement). Overall, part-time instructors made up between 79% (at doctoral-level universities) and 89% (at associate-level colleges) of non-professional ranks (National Education Association Higher Education Research Center, 2007). A survey of community college faculty reflected many of the developments identified in the NEA analysis—that part-time instructors tended to have lower levels of educational achievement than their full-time counterparts (reporting largely bachelor's and master's degrees), had fewer years of teaching experience, and were far more likely to hold lower-level job titles than their full-time counterparts (Center for Community College Student Engagement, 2014). This means that many of the faculty entering institutions as adjuncts may have less experience with the process of academic professionalization as they enter the field, making strategic socialization and organizational inclusion even more essential.

Indeed, much of the literature on full-time faculty socialization assumes that faculty have been enculturated into academia through their graduate work and research, although the degree to which this actually prepares faculty to teach has been debated (Austin, 2002; Eddy & Hart, 2012; Fleming et al., 2016; Sorcinelli, 2002). In his review of literature about new faculty's

disposition toward teaching, A. Jones (2008) discovered that the socialization process that graduate students receive in their academic programs tends to position scholars to be researchers, with less time learning strategies for teaching. If research indicates that even tenured and tenure-track faculty struggle with organizational entry due to lack of full preparation (Austin, 2002; Fleming et al., 2016; Rosch & Reich, 1996), adjunct faculty may be at an even greater disadvantage due to the additional lack of supports that adjuncts commonly experience (Center for Community College Student Engagement, 2014; Coalition on the Academic Workforce, 2012; Eagan et al., 2014). Further, as many adjunct faculty at community colleges have fewer years of post-baccalaureate experience (with a majority of adjunct faculty holding a master's degree in their subject area), the rigor and duration of teaching preparation that typically occur in graduate programs may be limited or diminished (Cohen & Brawer, 2008).

Beyond entering the field with less academic socialization and lower professional standing, adjuncts also face a lack of professional and technical resources and may have diminished access and awareness of communal resources. A 2012 Association for the Study of Higher Education (ASHE) Higher Education Report noted that for part-time faculty, especially those who are teaching in the evenings and weekends, access to support services may be diminished (Kezar & Sam, 2010). This finding echoes findings from the Higher Education Research Institute, which surveyed part-time faculty and found that adjuncts experience diminished access to support services (Eagan et al., 2014). Without directly creating space for contingent faculty and listening to their particular needs, it is incredibly difficult to ensure that the institution is supporting all instructors (Linder, 2012). Sources of support and community could borrow from the extant literature on best practices for faculty engagement, which includes providing access to shared office space and access to technical resources (Center for Community

College Student Engagement, 2014; Coalition on the Academic Workforce, 2012; Eagan et al., 2015), providing a comprehensive new instructor handbook (Jacobs, 1998; Kezar & Sam, 2013; McGrew & Untener, 2010), and providing opportunities for networking and exchanging ideas about teaching and learning (Linder, 2012). However, without being aware of these resources—should they exist—adjunct faculty are unable to capitalize on potential opportunities for collaboration and increased performance.

Proper orientation would help many adjunct faculty to acclimate to their environments, form professional networks, and understand what types of supports are available to instructors. However, since many adjunct positions are filled just-in-time, new adjunct faculty may join their institutions after formal orientation activities have taken place. The Higher Education Research Institute found that almost 40% of faculty at all types of institutions had between 1-3 months' notice of their course assignments, whereas around 16% of university faculty had 2 weeks or less to prepare for their courses (Eagan et al., 2014). These numbers do not reflect the number of cancellations or last-minute course additions, which are often uncompensated and leave the instructor without anticipated income (Jacobs, 1998; Rhoades & Torres-Olave, 2015). Such scheduling decisions pose a challenge to the process of easing new instructors into their roles at a pace that meets institutional need for flexibility while recognizing that new instructors—like any new employee—have a lot to learn about the role, the organization, and the supports available. When instructors do not have this vital information about the institutions where they are employed, the degree of job uncertainty and anxiety may increase. No employee wishes to start a new position with uncertainty about what is required or asked of him/her. However, for new instructors, this lack of certainty about their identity can be ameliorated through organizational socialization tactics and by cultivating membership and affiliation with a group. Research has

shown how under conditions of an uncertain identity, group affiliation and membership can reduce uncertainty (in general) and improve role orientation for new members unfamiliar with the conditions and expectations of their new position (Ashforth & Saks, 1996; Hogg, 2016; Tajfel, 2010).

Growth of full-time, tenured, and career positions is unlikely. Kezar and Maxey (2016a) argued that administrators, adjunct and tenure-track faculty, and students will benefit from recognizing and investing in adjunct faculty members teaching in higher education by better understanding their role and supporting them as valued members of the academy. To do so, adjunct faculty need to be treated professionally and afforded the same positive working conditions, collegial respect, professional support, and acceptance that should be afforded to all working in a valued profession. A large part of this process includes investing in adjunct-focused socialization strategies that acclimate new adjunct instructors into their organizations and expected role as instructors.

Organizational Socialization

Organizational socialization—the process of becoming a member of an organization or institution—includes internalizing new beliefs and practices particular to a specific institution, forming new social networks, and learning one's role and unique contributions within the institution (Van Maanen & Schein, 1979). This process includes learning new attitudes, behaviors, and knowledge necessary to participate fully as a member of the group (Fleming et al., 2016). Most industries welcome new employees with specific newcomer orientation and job entry processes in order to best acclimate them to the responsibilities, rights, and conditions of their job role and the organization. Specific personnel—such as directors, managers, and human resource personnel—guide new hires through the paperwork, policies, and social norms of an

organization. By the end of the orientation process, that newcomer should function as a fully-fledged member of the organization and may be asked to help acclimate subsequent newcomers to the organization using similar tactics (Van Maanen, 1978).

According to Van Maanen and Schein (1979), there are three reasons why organizational socialization matters for individuals and organizations. First, people in transitory phases, such as employees starting a new job, are in an *anxiety-producing* state that diminishes their ability to perform at high levels (additionally, this condition is unpleasant for the new employee). Second, because learning is a social activity, newcomers will look for any cues as to how they should acclimate to a new group. Informal processes may or may not be the most ideal to transition a newcomer from the outside to gain insider status, especially if the models and cues available are less than ideal. Finally, institutional memory, productivity, and organizational stability depend on newcomers' ability to actively adopt the organization's mission and contribute their unique talents and perspective. For the new adjuncts joining their colleges, organizational and larger labor factors make all three areas critical to address via organizational socialization tactics.

Seminal literature on organizational socialization recognizes the multiple dimensions of acclimation and attachment inherent to the process of going from the outside of a group or organization to becoming a fully-included member. Social identity theory offers a "unified conceptual framework that explicates group processes and intergroup relations in terms of the interaction of social, cognitive, and social interactive, and societal processes, and places self-concept at the core of the dynamic" (Hogg, 2016, pp. 13-14). This theory explains why it can be so difficult to move from the outside to the inside of a group or find mobility within different status levels of the in-group. Social identity theory explains why formal orientation and

newcomer socialization processes are so important in helping new group members make the transition from outsider to insider.

In examining conditions of adjunct employment through social identity theory, adjunct instructors are more likely to face an uncertainty in their role, as well as identity, on campus. Many adjuncts are employed by their universities and colleges for the flexibility they offer their institutions. However, this creates a degree of uncertainty; contracts are created and renewed (or cancelled) quickly according to the demand for courses, and the system of adjunct employment does little to create longer-term assurances or benefits for employees. Hogg (2016) defined uncertain-identity theory as the concept that when times and conditions are uncertain, behavior becomes less rational and more erratic. Identifying with a group can help reduce that sense of anxiety because group affiliation provides a prototypical *template* that demonstrates how group members should operate within a given system or institution (Chao, 2012).

G. Jones (1986) specifically identified two components of organizational socialization: *role orientation* and *organizational commitment*. Role orientation is the process of establishing one's role within an organization and can exist on a spectrum between conforming to preexisting positions and innovating to create a completely new position within an organization. Organizational commitment is the degree to which a member of the organization shares values of the organization and its members and are willing to exert effort to achieve shared goals or outcomes. Research suggests that organizations can foster both role orientation and commitment by employing different socialization strategies (Ashforth & Saks, 1996; Chao, 2012; Fleming et al., 2016; G. Jones, 1986; Lapointe et al., 2014; Schein, 2010; Van Maanen & Schein, 1979).

When new employees are properly oriented, there are benefits not only to the employee, but also to the organization. Higher levels of organizational socialization relate positively to

increased organizational attachment, job satisfaction, job performance, productivity, and organizational citizenship (Ashforth & Saks, 1996). When organizational socialization fails to occur in the context of higher education, faculty may be less aware of institutional policies and practices and it may take longer to cultivate a sense of belonging or navigating institutional resources (Fleming et al., 2016). Without proper socialization and inclusion, less oriented and socialized faculty may feel anxious about their roles and expectations for performance. Austin and Trice (2016) asserted that:

> All faculty members—regardless of appointment type—[should be] supported in their work, feel part of a community that shares responsibility for achieving institutional missions, and have the opportunity to participate in a reciprocal relationship such as the done that has defined faculty employment (albeit through tenure) in academe for many years. (pp. 63–64)

Forming a collegial network is essential to new faculty members finding their place within the organization, which is correlated with increased intellectual engagement, collaboration, and socio-emotional support (Lindholm, 2003). Furthermore, fuller inclusion of adjunct faculty might increase their involvement in developing learner-centered teaching practices, increasing mentoring and advising activities with students in and outside of the classroom, and permitting greater collaboration and promulgation of knowledge and insight.

Strategies for Newcomer Socialization

Several studies have identified Van Maanen and Schein (1979) as creating the formative framework for understanding and measuring the use of socialization tactics and strategies for newcomer socialization (Allen & Meyer, 1990; Ashforth & Saks, 1996; G. Jones, 1986; Lindholm, 2003). This framework identifies socialization strategies on a bipolar scale between individual strategies (those strategies the newcomer must self-seek) and organizational strategies (those strategies supported by the organization that attempting to induct the newcomer). Van

Maanen and Schein identified the following six dimensions of organizational socialization that promote and/or hinder organizational socialization, with the goal of helping organizations tailor newcomer socialization activities to desired outcomes for group members:

1. *Collective versus individual socialization:* The degree to which a newcomer is grouped with other newcomers for the orientation period or is prompted to navigate his/her initial period of introduction alone.

2. *Formal versus informal socialization:* The degree to which the newcomer is segregated from the general membership of an organization for their orientation period or is integrated into the general membership of an organization.

3. *Sequential versus random tactic:* The degree to which orientation activities are sequenced in a particular order with fixed steps or are allowed to occur at random.

4. *Fixed versus variable socialization:* The degree to which orientation activities are set to occur during a specific or random period of time or until certain outcomes are achieved.

5. *Serial versus disjunctive processes:* The degree to which a newcomer is guided in the socialization process by experienced member(s) of a group.

6. *Investiture versus divestiture:* The degree to which a newcomer's identity is affirmed and personal characteristics are valued (investive), or his/her identity is minimized to achieve greater group conformity (divestive).

Research about the efficacy in using the tactics identified by Van Maanen and Schein (1979) note that institutional socialization processes (e.g., collective, formal, sequential, fixed, serial, and investive orientation and induction activities) were more likely to cultivate a greater sense of role orientation and organizational affiliation. Conversely, individual socialization

processes (individual, informal, random, variable, disjunctive, and divestive activities) were more likely to cultivate role innovation (the newcomer creating his/her own pathway as a professional) and less organizational affiliation and satisfaction (G. Jones, 1986). G. Jones (1986) built upon the work of Van Maanen and Schein, studying the relationship between socialization tactics in practice and the self-reported levels of inclusion that newcomers reported as they started new jobs. Based on a survey of literature about organizational socialization processes and practices, Chao (2012) has synthesized specific interventions that organizations and agents of an organization (e.g., leaders, long-time members) could take to support greater adjustment and inclusion for new members. These tactics included the development of formal orientation programs that help provide newcomers an introduction to their jobs, coworkers, and the mission and culture of their organization; training programs that offer newcomers support on performing job tasks; social activities that help the newcomer identify as a member; and business trips or conference travel that require newcomers to identify as members to those outside of the organization. Individual tactics include practices like *monitoring*—or observing established members, peers, or even one's self—in an attempt to adopt normal standards of behavior and practice; *inquiry,* or asking direct and indirect questions; consulting manuals and handbooks or knowledge bases; exerting social influence and networking with established members; and finally experimenting with job tasks and roles and testing the limits of a job or role.

Further, leaders within an organization have the power to positively impact newcomer socialization. Harris et al. (2014) found not only that empowering leadership helped newcomers adjust to their organizations, but also that leadership could foster creative engagement—capitalizing on newcomers' ability to bring fresh perspectives to their organizations during the entry phase of socialization. This practice not only affirms the newcomer's identity and value to

leaders, but also helps create greater collaboration and cohesion amongst organizational members.

Organizational Socialization in the Academy

In their comprehensive study of tenured faculty, Rosch and Reich (1996) studied the process of organizational socialization specifically within academia. They found that assimilation of new faculty into their roles is a process that mirrors the one described by Van Maanen and Schein (1979), wherein the new member of an organization constantly assesses and reassesses his/her performance against stated and unstated norms. In alignment with the wide spectrum of literature on organizational socialization and social identity theories (Chao, 2012), Rosch and Reich found that an academic chairperson or director can help reduce role uncertainty by providing a framework for new faculty and communicating work norms and performance expectations through formal and informal orientation and socialization activities. Based on their interviews with tenure-track transitional faculty at a large university, Fleming et al. (2016) found that individual factors (introversion/extroversion, reluctant/active networking) could enhance environmental factors that support or hinder organizational inclusion. However, their findings indicated that despite individual tactics for organizational belonging, institutional factors (e.g., the involvement of department leadership, mentoring, research collaboration, physical location of the faculty member's office, etc.) had more of an impact than faculty active networking strategies.

Organizational Socialization for Adjuncts

However, due to the contingent nature of their appointments, adjunct faculty are more likely to experience more *individualized* organizational entry, which may have the effect of diminished organizational affiliation and satisfaction. Based on their own review of unequal

supports for adjuncts, Kezar and Maxey (2016b) argued that adjuncts receive less orientation and support, and thus have less knowledge and expertise about their role and responsibilities to their students, departments, and institution. The result of a lack of formal inclusion and orientation is that adjuncts must use individual tactics—finding their own instructional identity and place on campus—to orient themselves to their new teaching positions.

Although some degree of role innovation is ideal in academic professions where each professor brings his or her unique skills, personality, and research interests to their work, proper orientation activities support cultivating instructors' knowledge about academic policies and practices, programs for students, and curriculum goals for the department or institution (Baldwin & Chronister, 2001; Kezar & Maxey, 2016a; Kezar & Sam, 2010). Therefore, designing activities that best support organizational entry for adjuncts—especially those who need a comprehensive knowledge about the mission of the institution and supports for students—is essential for supporting instructional success. When a lack of socialization occurs, it not only poses a risk to the instructor's satisfaction, but also may affect student experiences and outcomes (Bettinger & Long, 2010; Cross & Goldenberg, 2009; Eagan et al., 2015; Harrington & Schibik, 2001; Jacoby, 2006; Jaeger, 2008).

Conclusion

Although much is known about the labor conditions in which adjunct faculty are working, as well as some of the top-down strategies for creating professional development opportunities and inclusion, less is known about the experiences and needs of community college faculty members and their perspectives on what they have found useful for joining their institutions and gaining membership and inclusion. In their literature review and meta-analysis about scholarship on community college faculty from 1990-2000, Twombly and Townsend

(2008) acknowledged that community college faculty (as a whole) are underrepresented in empirical research. Furthermore, in this literature on community college faculty, adjunct faculty perspectives are largely absent.

More research—especially research that directly explores the perspectives of adjunct instructors and their process of gaining membership as faculty—is needed to help scholars and practitioners understand how to best support students through supporting the practice of teaching. The value of gaining insight into faculty experiences and perspectives around the process of organizational socialization might help educational leaders, administrators, and faculty develop programs and strategies to create more inclusion and organizational belonging for adjuncts working in community colleges.

CHAPTER 3: METHODS

Introduction

Despite the proliferation of adjunct positions over the last 30 years, strategies and supportive processes for orienting and including new adjunct faculty into their institutions seem to lag behind this shift in the professorate. My study sought a more comprehensive understanding about the process by which part-time faculty members who are new to teaching in the community college system come to understand and acclimate to their roles as adjunct faculty members at a given institution. The study also aimed to identify the specific strategies that adjuncts and institutions can take to cultivate greater organizational commitment, as defined by a desire to share in the goals of the organization to meet student needs and learning outcomes. By understanding the processes that new adjuncts use to successfully acclimate to new roles, and by identifying strategies for increasing organizational commitment among adjunct faculty members, the findings of this research study may help administrators meet the needs of new adjunct faculty in designing entry and orientation programs and new instructor supports. Further, the project identified individual strategies that new adjunct faculty can use in cultivating a greater sense of inclusion and belonging at their institutions. Since instructors can have the biggest positive influence on students, supporting a growing adjunct population will ultimately enhance student success.

Research Questions

This research project sought to understand the process of how new adjunct faculty become members of their community colleges by using both individual and organizational socialization strategies and techniques. The following research questions guided my inquiry into

how adjuncts experience *organizational socialization*, as defined by Van Maanen and Schein (1979):

1. How do new adjunct faculty joining community colleges become included members of their community colleges, using both individual and organizational socialization strategies and techniques?

2. How do specific orientation strategies increase a sense of belonging and organizational socialization for new adjuncts working in California community colleges?

Research Design and Rationale

The purpose of this research project was to understand the process that adjunct faculty undergo during the orientation phase of joining a new community college, including the strategies that help and hinder the process from both an individual and organizational perspective. Although several of the adjunct faculty I interviewed were also completely new to the profession of teaching within a community college setting, the focus of this study is on the process of becoming a member of a particular college and engaging the culture of that college and department. However, new adjunct faculty teaching at a given community college also come to define their instructional identities within the larger context of the culture and practices prevalent at a particular college.

By conducting this research, I gained insight into the process of moving from outsider to insider at the community college, as well as whether adjuncts are truly able to move into insider status in the current organizational context of working in California community colleges. The study analyzed the process of organizational socialization for adjunct instructors new to teaching at two community colleges. Since this study focused on adjunct faculty's perceptions of

newcomer socialization and the process of forming an instructional identity within a given institution, I developed case studies that focused on the phenomenon of new adjunct faculty orientation at two community colleges in Southern California.

Since the goal of the study was to understand the experiences and viewpoints of new adjunct faculty in acclimating to new roles and institutions, as well as identify ways that higher education administrators can best orient and support new adjunct faculty to their jobs, a qualitative approach to gathering data was deemed most appropriate for understanding the phenomena and the environment in which it takes place. Maxwell (2013) wrote that qualitative research methods are appropriate for "understanding the process by which events and actions take place" (p. 30), suggesting that quantitative research is not well-suited for understanding complex processes and the impact on people involved. Quantitative methods are most appropriate to measure outcomes, inputs, and other quantifiable measures, rather than experiences and processes targeted in this study; therefore, I did not elect to pursue quantitative methods of collecting data. With a focus on understanding organizational socialization as a complex, multivariate process, a qualitative research study was deemed appropriate. As Creswell (2010) wrote, "Qualitative researchers try to develop a complex picture of the problem or issue under study" (p. 186). The complexities of adjunct faculty's academic work require a nuanced understanding of their varied experiences, needs, and perspectives that require careful examination and engagement to comprehend.

Since the goal of this research project was to understand the context-specific experiences and perspectives of new instructors in the process of forming their professional identity as instructors, the study developed site-specific case studies and a cross-case analysis to understand how new adjunct faculty become included members of their community colleges and the

strategies that administrators take in designing inclusive orientation programs. According to

Merriam and Tisdell (2016), "A case study is an in-depth description and analysis of a bounded

system" (p. 37). Yin (2014) recommended developing and analyzing case studies for research

that asks how or why questions about contemporary events over which the researcher has little or

no control. Yin also noted that in case study research, the relationship between context and data

points is important and requires a deeper investigation to understand fully. As part of

understanding the larger context of academic labor and inclusion, this research project benefitted

from the grounded theoretical framework (Tajfel, 2010; Van Maanen & Schein, 1979) and well-

defined phases of organizational entry and orientation that bounded the cases being investigated.

The case studies outlined in Chapter 4 describe the overall culture of the institutions and

general people processing tactics, as well as strategies for increasing organizational socialization

from two perspectives: organizational (community college faculty leadership, administrative,

and/or support processes) and individual (the strategies that individual adjuncts use to orient

themselves to new roles and organizations). The case studies synthesize contextual information

from both perspectives to gain insight into practices that help or hinder the process of

organizational socialization. The study focused on the bounded phenomena of new adjunct

orientation and enculturation at a given community college site: the process that adjuncts take in

moving from outsider to insider through the organizational entry and orientation phase of

entering a given community college.

Strategies of Inquiry

Since the focus of this study was to understand strategies for creating an inclusive culture

for adjunct faculty working in community colleges, careful site selection was an important

foundation for inquiry. I narrowed the selection of sites to two community colleges located in Southern California that met the following criteria:

- Sites are classified as broad-access community colleges within a confined geographic location in Southern California; this provided access to the principal researcher and increased the applicability of the findings to those working within this large and complex system.

- Sites report a significant proportion (at least 50%) of the college faculty classified as adjunct instructors, reflecting local, state, and national trends towards hiring a larger proportion of part-time non-tenure track faculty into teaching positions.

- Sites have engaged leadership and faculty in math and English departments, as evidenced by full-time personnel occupying leadership positions (e.g., Deans, Chairs, etc.) as opposed to interim or unfilled positions.

- Sites permit access to department-level faculty leadership and personnel that can facilitate access to instructors. A review of the literature and professional experience indicated that hiring and orientation are often conducted at the department level at a given college.

- Sites espouse developing or refining formal orientation programs and are interested in leveraging the research findings from this study.

- Sites enjoy a *word-of-mouth* reputation for excellence in teaching and learning amongst post-secondary instructors, administrators, and students.

Using the criteria outlined previously, I evaluated a number of community colleges in Southern California, eventually focusing on six possible sites. Methods of initial assessment included referencing databases like the California Community College Data Mart and public-

facing websites for each potential institution. I contacted administrators and/or institutional research offices at these colleges, and then focused data collection to the two sites that were most amenable to participating in the study.

Methods of gathering data included interviews with faculty leaders and administrators and new adjunct faculty, in addition to document analysis focused on new instructor orientation materials (which included faculty handbooks, faculty support documents, and online information repositories/websites), as well as emails or other documents that are provided to a new adjunct faculty member in the orientation phase of joining the community college. The case analysis also included a survey of documentation that may be out-of-date or missing (e.g., handbooks with missing links, online resources that are no longer valid, information that is difficult to locate and/or missing, etc.).

For the purpose of this study, the orientation phase was defined as the period of time between official notification of hire until the end of the first term of teaching. Information was gathered in stages before and during one academic term, as defined by the selected institutions (Spring 2018 semester). After data collection and analysis were conducted, site-specific case study reports were developed for each site; then, a cross-case analysis was developed by comparing and contrasting general practices and site-specific strategies at each community college.

Site and Population

Two sites were chosen: Oak Hills Community College (OHCC) and Juniper Grove Community College (JGCC)[1]. Both sites are designated HSIs with at least 25% of their student population identified as Hispanic. Both Southern California community college sites are known

---

[1] Both "Oak Hills" and "Juniper Grove" are pseudonyms chosen to protect the identity of participants and sites. Throughout the document, specific details beyond demographic or descriptive information are omitted or altered.

in the region and state for a focus on student outcomes, including transfer to 4-year colleges and universities and completion of associate's degrees and/or prerequisites within a timely manner. OHCC and JGCC both have a majority of faculty classified as part-time adjunct faculty (at least 60% at each site), and the respective leadership at each site expressed a desire to create a more inclusive working environment for *all* faculty—including adjunct faculty. Both sites were interested in incorporating the findings of this research project to increase a sense of affiliation and inclusion within the faculty.

After securing formal approval to collect data from the respective institutional research (IR) offices at OHCC and JGCC, I first contacted faculty leaders and educational leaders using directory information and word-of-mouth referrals from IR office personnel and colleagues at each site. Then, I distributed recruitment posters and screener links to the faculty through administrators and educational leaders within each department. Since the study examines whole-site practices (practices undertaken by administrators and leaders that oversee faculty inclusion throughout the entire college) and within-site practices (practices specific to English and math departments at the college), I targeted faculty and leadership with the most proximity to orientation practices. At both sites, the personnel representing organizational practices were college leadership: department leaders (Division Deans, Department Chairs, Associate Department Chairs) and institutional leaders (Program Directors, Associate Program Directors, Program Leads, Committee Leads). Those with most proximity to individual practices were adjunct faculty members with up to five years of experience teaching at the college, serving within the English and/or math department.

The mathematics and English department academic departments at each site were targeted for within-site sampling of new adjunct faculty and administrators (totaling four

departments studied). The rationale for this selection process was to observe and hear about differences in how institutions facilitate the newcomer socialization process and how adjuncts at those sites experience newcomer socialization within the specific context. Further, within-site identification two departments per college helped determine the variance in onboarding and orientation practices that occur between departments and the possible common themes that emerge from studying different departments within the same institution.

At the onset of the study, I aimed to interview at least 20 adjunct faculty members (10 adjunct faculty members at each institution, five within each department), and at least three college leaders at each site (for a total of at least six college leaders). However, recruiting adjunct faculty members proved difficult for many reasons. First, I did not have a direct way to contact adjunct faculty members—communication was mediated through administrative staff and college leaders. Distributing fliers at community college campuses proved largely ineffective as well. However, at one campus and department, the school dean printed and distributed fliers to each adjunct faculty member and placed that flier in his or her campus mailbox with a note of support for the study. This helped to increase the number of participants at this particular site and department. Second, adjunct faculty members have many demands on their time and energy. Those faculty who did reach out to express interviews were able to participate, due to the flexibility of online web-conferencing. However, I suspect that many faculty members did not respond to calls for participation due to the perceived strain on their schedule that participation poses. Finally, I believe that the timing of the study made it difficult to connect with newly-hired adjunct faculty. Having conducted a majority of the interviews during the spring term, fewer adjunct faculty tend to be retained into the spring term from the fall. A majority of new hires,

according to college leaders, tend to happen during the summer between academic program years.

Table 1 presents the final number of people interviewed for this study and their respective appointments. The personnel classified as working at a Center for Teaching and Learning (CTL) reflected personnel who were either physically located within a CTL and/or functioned in support of traditional CTL activities, such as professional development and supporting the practice of teaching at the college. Only Oak Hill had a physical CTL on-campus at the time of the study.

	Adjunct Faculty	College Leadership[2]
Oak Hills: English Department	3	2
Oak Hills: Math Department	2	1
Oak Hills: Center for Teaching & Learning	--	1
Juniper Grove: English Department	3	1
Juniper Grove: Math Department	1	2
Juniper Grove: Center for Teaching & Learning	--	1
TOTAL ($N = 17$)	9	8

Table 1. Overview of Total Interview Subjects

The rationale for attempting to observe at least some variability within the site (interviewing people from different departments) is that the literature indicates that within a college, departments and their culture tend to have the most impact on an instructor's acclimation and inclusion, and departments have the most flexibility with how they select, orient, and bring new members on board as staff members. However, I also know that individuals' experiences may vary depending on their reasons and motivations for joining the institution, and their level of comfort with networking and social engagement.

---

[2] Educational or department leadership is defined as faculty or administrative staff that play a leadership role in the orientation and inclusion process and may include Deans, Chairs, Program Directors, or faculty of a full-time position leading strategic orientation efforts.

Data Collection Methods

To develop my case studies, I relied on several methods of collecting data: interviewing new adjunct faculty and administrators who play a role in orienting new faculty and analyzing document availability and content. Interviewing individual adjunct instructors helped me to gain insight into their experiences of orientation and organizational socialization within each participant's community college context. Since semi-structured interviews allowed me to probe for additional examples, information, and experiences related to each research question, I believe this type of interview was the best method for gaining insight into participants' experiences and perceptions. Interviews helped me to uncover strategies that would help provide a better experience in newcomer adjustment and orientation for future instructors. Many of the interviews revealed additional insight and information beyond what was targeted in the protocol, including best practices from other colleges and institutions beyond the selected sites.

Potential participants for the study were identified for recruitment based on their proximity to the orientation process. For faculty leadership, I specifically sought out Department Deans, Program Directors, and Department Chairs—since Chairs and Deans most directly shape the experiences of new faculty based on their role in establishing and maintaining department culture and norms, overseeing the hiring and evaluation of staff, and developing strategic initiatives. For adjunct instructors, I posted flyers in faculty-focused areas (hallways near classrooms, mail-rooms) and asked administrators to electronically distribute flyers to solicit potential participants to take a brief screening survey. The screening survey (see Appendix A) asked potential participants to answer a series of questions to determine their eligibility, provide consent to be contacted for an interview, and indicate preferences for interview format (e.g., in-person, over-the-phone, online).

50

The protocol for adjunct faculty interviews included questions that prompted the participant to disclose his/her process of joining a new community college and sharing a self-described sense of inclusion at his/her institution (see Appendices B & C). The protocol also explored factors that helped and hindered that sense of inclusion and affiliation. Finally, the interviews probed for espoused strategies that the organization and/or faculty member have adopted to increase a sense of affiliation with and orientation to the campus and institutional priorities. Items asked about the various individual and institutional strategies that the literature in organizational inclusion identifies as factors in the socialization process. The protocol for administrative personnel and faculty leaders focused on the process of identifying, hiring, and orienting new faculty members—particularly adjunct faculty members—and creating a culture of inclusion at their institutions. Both populations were asked for their opinions about the role that adjunct faculty play in the success of their colleges and in community colleges in general. I practiced delivering interview questions and reviewed techniques and strategies using the protocols as attached in Appendices B and C.

Interview locations were determined via the screening survey and were conducted in the preferred locations identified by adjunct instructors. Although nearly all leadership interviews were conducted in the participants' private offices, adjuncts rarely have a dedicated office space. Therefore, a majority of the adjunct faculty and one administrator/faculty leader elected to conduct interviews over a secure web-conferencing tool: Zoom. Using Zoom not only allowed the participants greater flexibility in scheduling, but also helped them to select an environment where they felt comfortable and secure in sharing their experiences while maintaining a sense of presence with me as an interviewer. The features of Zoom allow participants to share their camera and web camera, or to dial into the call using a cellphone or landline-based telephone.

For participants who elected to meet in person, we met in a private office held by the interviewee or dedicated office space leveraged by the professionals at the given institution, such as semi-private office areas.

All interviews were recorded for ease of analysis. Zoom has a built-in recording tool, and extracted audio-only feed was captured and used for transcription. Video feeds were destroyed after collection. In-person interviews were recorded on a hand-held audio-recording device and a cell-phone voice recorder (used on airplane mode to avoid interruptions) was used as backup in case the primary recording device failed. After the interviews were recorded and audio files were anonymized to the greatest extent possible, audio files were sent to a secure transcription service, Rev (http://www.rev.com), where the audio files were securely transcribed and encoded with time-stamps for reference and analysis.

In addition to using interview data, I analyzed the availability and content of support/orientation documents (e.g., campus websites, instructor handbooks, policies regarding new instructors, welcome packets, etc.). I specifically reviewed the availability and currency of such documents, as well as the information contained within the documentation. Further, I spent time visiting department offices and campuses to gain a better understanding of the organizational culture and context that new instructors are entering at a specific site. Documents and site visits helped to verify, complicate, or bring into question the data gathered from interviews and observation of formal/informal orientation events.

Data Analysis

I analyzed interview transcripts by first conducting line-by-line coding to discover emergent themes related to my research questions regarding organizational socialization in an educational context and the formation of a unique social identity within a larger organizational

context. All data gathered through interviews, observations, and document analysis were coded according to themes and strategies that explain and identify organizational socialization practices, as defined by Van Maanen and Schein (1979), and different socialization strategies that have emerged from their original theory (Chao, 2012). However, I also identified and coded for emergent themes by creating new categories based on participants' shared insights. Using this process, major themes included indicators of inclusion, described levels of inclusion, and indicators of organizational socialization processes. Further themes and subthemes included individual interventions (such as networking with faculty, being present on campus for meetings or office hours) and organizational factors that administrators said helped to facilitate the orientation process for newcomers (sponsoring mentoring and encouraging student-focused collaboration, etc.). Interview responses quickly confirmed a general process for hiring and orienting new faculty (with little variance in practice beyond slight differences at each institution and within each department). Therefore, coding was focused on strategies and tactics for increasing socialization, barriers encountered by participants, and the general sense of inclusion that the new faculty members felt or experienced. Observations and documents were also analyzed using the prior framework of organizational socialization, specifically identifying strategies that are believed to help or hinder the process of organizational socialization and confirming cultural context for the interviews. Evidence of organizational strategies for new adjunct faculty inclusion may include hosting events and creating support documentation that specifically targets new adjunct faculty and creating specific spaces and roles for adjunct faculty.

Finally, case studies were developed by synthesizing the findings gathered from and across each site studied, drawing from interviews, documents analyzed and other available sources of data, such as site-specific demographics. These site-level case studies explain the

process of organizational socialization at each site and within each department. Further, these case studies describe steps that adjunct instructors and educational leaders took to increase a sense of inclusion for new adjunct faculty. I then conducted a cross-case analysis across the sites, examining any significant or noteworthy similarities or differences in responses based on institution or department. Underdeveloped themes or findings may require additional phases of data collection to determine the validity of a specific theme or finding. These limitations are discussed in Chapter 5.

Triangulation was achieved through analyzing different sources of data (diverse perspectives from separate academic departments, separate institutions, etc.), as well as different types of data gathered (interviews, analysis of documentation, and field notes). Further, comparing the case analyses helped to verify or question pieces of data when examined by discrete case or across cases.

Statement of Positionality

My personal and professional experiences have shaped my positions, assumptions, and approaches involved in gathering and analyzing data for this research project. As a first-generation college student, I am especially appreciative of the many opportunities that higher education affords students who are socially, academically, or economically disadvantaged. My pathway to college began with an early intervention initiative promoting college to first-generation and low-income students. My instructors were an essential component of this program; they ensured that I was identified as a student-in-need and that I received support services at an early age. From the perspective of a student, instructor, and administrator, I am keenly aware of the advancement that can occur when all members of an organization—

regardless of role—share a purpose, collective awareness of resources and strategic initiatives, and ownership towards achieving the goal of educational equity.

My work as a researcher has also focused on how organizations become more intentionally inclusive and collaborative. My core conviction of promoting inclusion stems from my experiences of *exclusion*—not only as a new adjunct faculty member at various institutions but in attending colleges where I did not immediately feel a sense of belonging or familiarity. Through experience and scholarship, I realized that this sense of belonging can be cultivated and sustained through a commitment to shared organizational values and diverse individuals working towards common goals. While it can be disheartening to observe the wide-spread disconnection that so many adjunct faculty experience, I have also been inspired by scholars and leaders who see the untapped potential in nurturing a unified and respectful school culture.

Finally, my training as a writer has instilled a value for the experiences of *all* people, regardless of their level of inclusion in a social group or organization. My scholarship at both NMSU and UCLA has instructed and illuminated aspects of "invisible" social systems that members of a college engage with every day. This training has been pivotal in developing skills as an investigator and storyteller. My graduate work in creative writing prepared me for the challenges of developing and presenting case studies that connect with audiences. My graduate work as in Education has inspired me to improve the condition of adjunct labor—for the benefit of students, colleges, and the professorate.

Ethical Issues

To reduce possible ethical conflict, I used criteria-based sampling to select sites and participants in interviews. The sites selected for this study were informed of the methods involved in this study, as well as any risks of participating in the study. At each site, IR

governing boards reviewed study materials and protocols and provided formal permission to gather data within a specified timeframe. All personally identifying information (PII) was removed from data immediately after gathered to reduce the possibility of identification via third-party access (e.g., identification of personnel involved during the transcription process). All data were stored in a secure, password-protected virtual hard drive (Google Drive) and backed up on a password-protected local folder. All audio files had PII removed by a third party before transcription, and pseudonyms were used to reference specific institutions and personnel involved in each case study.

Credibility and Trustworthiness

I entered this research project with an awareness that I could have been susceptible to reactivity bias, since I was aware of, and working with, a predetermined model of organizational socialization. However, by seeking evidence for the organizational socialization processes outlined by Van Maanen and Schein (1979) as well as other processes for orienting new faculty, I was open to the possibility of other frameworks for orienting new faculty. Further, since I have had experiences as an instructor/adjunct professor, I took greater care not to over-empathize with the participants and the information they shared, nor did I only seek information and experiences that confirmed my own. Especially because the study had a goal of positively influencing a sense of instructor inclusion, I began the research project under the assumption that all instructors want to be included and had to remain open to the possibility that many instructors do not want this experience. In fact, several of the faculty that I interviewed shared that they were *not* seeking full-time positions, either because they wanted to balance other work demands, or had given up on the enterprise of obtaining full-time teaching due to the difficulties of finding full-time teaching positions. Texts like *Envisioning the Faculty for the 21st Century* (Kezar & Maxey,

2016a) especially helped me to understand the variety of motivations and aspirations that new faculty bring with them to new teaching appointments. I also took great care to balance the purpose of this study with the reality that greater inclusion may not create more pathways to professional mobility—although inclusion is certainly a requisite for professional success. Additionally, because of my deeper knowledge of the organizational socialization model, I took care not to "lead" instructors to connect their experiences with the models that I have researched—with a semi-structured interview protocol, I was able to check with the subject to enhance my own understanding or unpack new ideas or concepts. Throughout the process, I remained open to the possibility of new knowledge that challenged, confirmed, expanded, or complicated my understanding of the phenomena of new faculty joining their community colleges and the positive, negative, and neutral experiences encountered in the process.

CHAPTER 4: FINDINGS

This study investigated how educational leaders at two community colleges orient new adjunct faculty and work to create a culture of inclusion for these faculty members. The study also examined the tactics and strategies used by new adjunct faculty members to increase their individual sense of role orientation, inclusion, and cohesion within their institutions and departments. The overall purpose of the study was to understand how specific strategies may contribute to a sense of belonging and organizational socialization for new faculty and explore the various processes and strategies in place for orienting new adjunct faculty to community colleges.

Because newcomers are the least invested members of any group, in terms of ties to group norms, practices, and values (Chao, 2012; Hogg, 2016), and since adjunct faculty often occupy a liminal status at many community colleges (Roueche et al., 1996), new adjunct faculty joining community colleges may need to adopt very intentional strategies to increase their sense of role orientation, inclusion, and connection to key resources and relationships needed to best support students. Further, given the increase in new adjunct faculty hires and the benefits of creating a culture of inclusion for *all* new faculty members, community colleges may benefit from strategically coordinating resources and practices to ensure a greater sense of inclusion and affiliation for adjunct faculty. Therefore, this investigation sought to understand how new adjunct faculty members become members of their community colleges, using both individual strategies and participating in department- and institution-wide activities. Further, this investigation also sought to describe how various strategies promoted a sense of organizational socialization for new adjunct faculty members.

This study investigated how educational leaders at two Southern California community colleges—Oak Hills Community College (OHCC) and Juniper Grove Community College (JGCC)[3]—socialize and include new adjunct faculty members. The study also made explicit the processes, strategies, and tactics that individual adjunct faculty members used to increase their level of inclusion and familiarity with new faculty roles. This chapter starts by offering an overview of both sites and their general characteristics, then continues by presenting a case study of each institution. Finally, the chapter concludes with a cross-case analysis of the two case studies, detailing the key similarities, themes, and findings of relevance to practitioners and scholars.

Overview of Sites

Although they are geographically distinct, OHCC and JGCC share many key attributes:

1. Both sites border the same large city in Southern California. OHCC and JGC are close to public transportation, civic and cultural centers, and various industrial hubs, while enjoying a closer-knit community environment largely neighbored by residential and small commercial neighborhoods. These neighborhoods tend to have higher median household incomes than the larger metropolitan area and much higher median incomes than those reported by students (The New York Times, n.d.; U.S. Census, n.d.).

2. OHCC and JGCC are both designated as HSIs: at least 25% of the institution is composed of Hispanic learners and share a focus on success for Hispanic learners (U.S. Department of Education, 2016).

---

[3] Both pseudonyms; identifying details, such as name and specific geographic location, have been changed or altered to protect the identity of sites and participants.

3. OHCC and JGCC each serve approximately 30,000 students, many of them commuters. A majority of learners attend part-time (60% or more). Each site also serves a sizeable population of non-traditional and first-generation learners.

4. OHCC and JGCC share a positive reputation in the field of community college education, as evidenced by local, state, and national awards, as well as regional recognition for excellence in teaching and learning as well as recognition for serving underserved populations.

5. OHCC and JGCC both hire a majority of part-time faculty into new positions—this reflects a state and national trend toward increasing new adjunct faculty appointments.

Beyond these similarities, both adjunct instructors and educational leaders at OHCC and JGCC expressed that their colleges are desired places to work and to study, and that each site continually strives to create a culture of equity, inclusion, and respect for diversity. These values were not only shared through various examples in the interviews, but also articulated in formal mission and value statements on public websites and documents shared with the public and college community.

Overview of Participants

For the purpose of this study, I interviewed 17 individuals at OHCC and JGCC over the course of three months (February through May 2018). The following tables describe the individuals interviewed at each site, including their departments, years of experience, roles, and faculty experiences.

Pseudonym	Gender	Role	Department	Total Years at College	Total Years Teaching
Ariana Klein	Female	Department Leader	Center for Teaching & Learning	7	3
Kristin Albright	Female	Adjunct Instructor	English	5	12
Lauren Kelly	Female	Department Leader	English	13	13
Voltaire Stephens	Male	Adjunct Instructor	English	5	2
Kevin Young	Male	Department Leader	English	11	14
Bryan Zephyr	Male	Adjunct Instructor	English	1	2
Diana Dyer	Female	Department Leader	Math	30	30
Judith Rivers	Female	Adjunct Instructor	Math	1	3
David West	Male	Adjunct Instructor	Math	2	4

Table 2. Demographic Overview of Interviewees: Oak Hills Community College

Pseudonym	Gender	Role	Department	Total Years at College	Total Years Teaching
Sarah Espina	Female	Adjunct instructor	English	1	20
Stephanie Gray	Female	Full-Time Instructor & Program Coordinator	Center for Teaching & Learning	21	21
Cynthia Havens	Female	Department Leader	Math	10	14
Mark Ingalls	Male	Full-Time Instructor & Program Coordinator	Math	10	14
Carlos Martin	Male	Adjunct Instructor	English	1	3
Bryce Olsen	Male	Adjunct Instructor	Math	1	4
Iris Silver	Female	Department Leader	English	1	17
Josh Song	Male	Adjunct Instructor	English	1	2

Table 3. Demographic Overview of Interviewees: Juniper Grove Community College

Case #1: Oak Hills Community College

Overall Site Description and Background of the College

OHCC is a large, urban HSI located in Southern California. The campus sits within a largely residential area, with easy access to public transportation and major roads and freeways. The campus has seen many changes throughout decades of serving students—however, the college has remained a strong part of the community and larger metropolitan area. In every sense of the word, OHCC is a *commuter campus*, with multiple bus stops, coffee shops, and small

restaurants serving students on the go. Due to limited amounts of space, cars circle the block in long lines to enter parking structures. Space is at a premium at this campus, with large plots of the land allocated for new building projects and portable classroom spaces. Through a campaign to reduce automobile traffic in the area, the campus has campaigned to promote public transportation, walking, biking, and carpooling.

The campus is well appointed and clean; many newer buildings blend in with older buildings, and several smaller fountains and sculptures adorn various walking paths. Some parts of the campus are under construction, with mockups of future structures and common spaces displayed prominently on posters in front of construction sites. The site is reminiscent of many 4-year universities and colleges, combining elements of traditional and modern architecture and landscaped outdoor spaces to encourage students to gather and engage on campus. Each building is clearly identified with consistent placards and signs, and several maps are posted throughout the campus.

During one afternoon visit, the grounds are abuzz with students gathering in small groups. It is almost 11:00 in the morning, and several food trucks line one side of campus where students are either just finishing or starting classes. Students are dropped off at a designated Uber/Lyft parking station on a quieter side street. Students appear relaxed, walking at a leisurely pace between buildings and social spaces. There are plentiful areas to sit and work outdoors, socialize, or congregate. Students tend to gather to study at the library, which includes private desks for individual use, small offices for group use, and open spaces for reading, writing, or relaxing. Faculty and staff tend to gather indoors, and a few instructors chat near the coffee shop outside of one of the administrative buildings. Near the library, students can find quieter outdoor spaces to study or relax. The student population is visibly diverse: in race, gender, and

nationality. Walking the campus, I can hear various languages being spoken in open areas: various dialects of English, Spanish, Korean, and German. Marketing displays posted throughout the campus and the local community—including bus signs, posters, and pole banners—feature the diversity of the student body with positive messages of encouragement and aspiration. Overall, the energy of the campus is vibrant and upbeat, with a strong current of social connection visible in the ways students gather and engage one another between classes.

Culture, mission, and values. The stated mission and values of the institution are most prominently located on the institution's public website. This public declaration underscores the institution's commitment to diversity and inclusion, social equity and responsibility, and responsible stewardship of local and global resources. OHCC also promotes a vision of global leadership and innovation, democracy, integrity, and collegiality. Academic and intellectual freedom is an unstated cornerstone of the institution and was cited frequently by adjunct faculty and administrators as something deeply valued and unique to the college and its history.

The institution has a reputation for excellent teachers and prominent stories of success, as evidenced by various awards and a local reputation of excellence shared by instructors, administrators, and even students. These narratives are widely broadcast online, in outreach and advertising, and in the personal experiences shared by students who often come back to teach or work at the college. The campus draws students from throughout Southern California as well as internationally; the college has a center devoted to working with and recruiting international students and providing them with comprehensive support services and academic guidance. The campus also has dedicated resource centers for undocumented students and DACA (Deferred Action for Childhood Arrivals) recipients, first-generation college students, non-traditional students, students of color, and students with disabilities. Academic support centers help students

pursuing transfer, STEM fields, and other academic, personal, or professional goals. The campus

community strives to embody the spirit of accessibility, inclusivity, sustainability, and academic

rigor. These ideals are reflected in online and print materials, on banners placed throughout the

community, and in hiring and recruitment efforts that forefront the mission and values of the

institution.

The value of adjunct faculty at Oak Hills. Through personal interviews, educational

leaders at OHCC expressed that they felt that adjunct faculty were "critical" members of the

college. The department leaders and administrator interviewed explained that adjuncts represent

the largest number of faculty working with students to date. One math department leader stated,

"Oak Hills would not exist if it wasn't for part-time faculty. My department has nearly three

times as many part-time faculty as full-time faculty." Educational leaders throughout the college

also appreciated that adjunct faculty enable the institution to serve more students, especially

those in entry-level and over-enrolled courses that may open additional sections after initial

enrollment. In general, adjunct faculty are regarded by their leadership as great instructors and

leaders. Although each person interviewed recognized the talents that adjunct faculty bring to the

college, one educational leader from the English department noted the disconnection between the

work that adjuncts do and the support their institutions extend to them. He stated:

> I don't think that you could measure student success at this college without thinking of it
> as a contribution by part-time faculty. I mean, they're fundamentally important. The
> problem with that statement is that as soon as you say it, you realize that they are not
> fundamentally supported the same way that full-time faculty are [supported], so … their
> participation and development is crucial to students' success. And I know that at Oak
> Hills Community College they are generally well supported and invited into the vital
> conversations on campus. Maybe more often than they would be at other campuses.

Adjunct faculty also recognized their value in higher education in general and at OHCC

specifically. According to one adjunct instructor, "Most students have more experience with the

adjuncts as opposed to full-timers. Also, adjuncts are often times younger than the full-timers and

students often relate to younger instructors more than older instructors based on my experience."

Three instructors emphasized the value of having close "near-peer" models when they pursued their education: someone just a few steps ahead of them in the educational journey who illuminated their educational path. One instructor mentioned that, given her own experience as a community college student, she would like to serve as an example to her students. Another adjunct instructor mentioned the value that teaching at other campuses brings to her teaching. She stated:

> Because [adjuncts] are commuting to different campuses and stuff, I think sometimes we can bring other perspectives from other schools, maybe practices that are working at other schools, things that other schools are doing in their English departments. But with that being said…I used to teach at Maple Valley Community College[4] as well. And I think most people will say the same thing: Oak Hills is kind of in a different league; so not that we can't learn from other schools, but I think we are very much at the top of the gang when it comes to English departments at community colleges. So, I would take more from Oak Hills to my other school when I was still working at both.

Another adjunct instructor expressed:

> I think probably the real strength is that we take the class load that tends to occur either last minute or filling in the gaps where the full-time faculty can't cover. I couldn't imagine *any* campus [running] without the adjuncts.

The essential nature of adjunct faculty work was reiterated in each interview, with many of the participants providing a connection to their own personal interactions with students or teachers.

Recruiting for value alignment. Overall, the academic leaders indicated that they hire for value alignment—with a strong focus on equity. As one department leader in English stated:

> We just sort of make the assumption after we hire [faculty] that they are in line with our values. And then the observation is just a follow up. Making sure that they are [aligned with our values]. And really, it's about inclusion about making personal connections with students and showing support for all of the students.

Another leader in the math department echoed this statement by summarizing her experience:

---

[4] A pseudonym for another community college in the area.

> Do we talk about the mission of the college in every single meeting? No, we don't do that. Do we talk about student success? Yes. And when we hire, do we tell them what is the goal here in this department? Yes, we do cover that.

In further discussion, this department leader pointed out that she investigates a potential hire's motivation for working with community college students and his/her strategies for engaging learners who may be underprepared or face other systemic challenges. Her perspective is that evaluation becomes not only a measure of teaching efficacy but also an assessment of alignment between the instructor's values and those of the institution. Another educational leader who works with faculty across the institution shared that living the mission takes time and intentionality. She explained:

> We're an HSI institution and we have our mission but we are very committed and it's taken years to sort of have this sort of underlying drumbeat of equity and we're trying to get that to grow and be louder but that all takes a good amount of time because not only do you have to reach people that are here like on a full-time basis but do have to reach to adjunct in order to get to the equity standpoint.

Members of the college recognize that living the mission and cultivating shared values requires focused effort—and that more work can be done in this regard. One department leader in English said that based on an equity-focused institute he attended with other college leaders, he strives to be more intentional about hiring diverse candidates and ensuring that equity is a greater focus within the institution. This message resonates with adjunct faculty, who frequently cited a need to do more to reach students of different socio-economic, racial, and academic backgrounds.

Adjunct faculty shared that they felt the institution values academic freedom and trusts instructors. Instructors in the English department are largely at liberty to select their own texts and adapt the curriculum as long as they maintain alignment with program outcomes and objectives. Instructors in the math department are able to adapt their approaches to reach learners with different backgrounds and levels of preparation. As one English department faculty member reflected:

Another value of Oak Hills Community College is also they really respect freedom. Academic freedom for the instructors. So, I really appreciate that, even though in my head when I was teaching the first time I thought, "…I'm going to do this this, and this," so rigid … and I realize—no it's not as rigid. They want you to find your voice find your style in a similar way they want students to find their style their way of learning and their voice. So, it's almost reciprocal.

From the experiences shared by faculty, the trust and professionalism invested into new and established members of the college seem to increase a sense of role confidence—even if it takes some time to find confidence in their role as new faculty. One English department adjunct faculty member expressed that he wished that his leadership would have helped make their confidence in him explicit sooner. Another adjunct faculty member in math shared that she received direct guidance from her chair to "trust herself," and that this helped her gain confidence as a new staff member. This sense of trust instilled into new faculty members was cited throughout interviews with OHCC adjunct faculty as instrumental in forging their instructional identities and was a marked indicator of early belonging as a new faculty member.

According to the faculty and department leaders that I interviewed, the focus on cultural alignment appears to occur throughout the institution at the point of recruitment and hiring, and is *reinforced* through strategic initiatives, course observations and resulting performance evaluations that happen for every newcomer and throughout a teacher's career, and through smaller conversations that occur in faculty meetings and one-on-one check-ins between faculty leaders and their staff.

Balancing challenge and support. Maintaining a challenging—yet supportive—learning environment is a concern reflected in many of the interviews with faculty and educational leaders at OHCC. As one adjunct instructor teaching in the English department stated:

[Oak Hills Community College] feels like a 4-year college and there's just something very ... collegiate. But you just feel very much like you're a serious college student when you're there. And I've asked my students … why did you choose [this college]? And

67

most of them will say number one it's because of the number of transfers; but number two, it just feels more serious than all of the other [community college] campuses.

Another adjunct faculty member teaching in the English department shared his thoughts about supporting students through responsive teaching:

I need to respect the differences—and the diversity—of students as a way to expand my horizons in terms of how to teach and also craft lesson plans and assignments that could cater to a majority of the students' needs.… Making sure students are getting what they deserve…. First and foremost.

One math department leader emphasized rigor through the frame of supporting student progress: "Lowering the standards is not an option, because we transfer students and they go to the next course. And they're expected to basically perform at that level." Because a goal of so many students is to transfer to highly selective colleges and universities in the area and across the nation, several of the faculty members I interviewed reflected on ways that they work to prepare students for the challenges of academic life. This calling to prepare students who are academically under-prepared was often rooted in personal motivation to serve the underserved, as one adjunct faculty member teaching in the English department expressed:

The role of community college is to serve the students who aren't necessarily prepared or don't have the means to go to a 4-year [college or university] right away. And so I love that sense of "we're here to serve those students." We want to provide them with an opportunity to get where they want to get.

Another faculty member in the English Department shared a similar sentiment: "The value to Oak Hills Community College, of course, is putting students first."

Department leadership, institutional administrators, and adjunct faculty all communicated their concerns about student achievement and making sure that all faculty were aware of, and engaged in, concerted efforts to support students on streamlined academic pathways. Interviews revealed that adjuncts in math and English both provide deep experience and leadership in this

area—serving on committees and curriculum review projects, establishing connections with students, and representing experiences of working with underserved student communities.

Recognizing leadership and learning at all levels. The practice of adjuncts assuming leadership roles (both formal and informal) is common at OHCC. Although not all adjuncts serve in leadership positions, many leadership positions are held by adjuncts or former adjunct instructors. Each department leader with whom I spoke cited committee work and service as foundational to his/her membership and eventual promotion within the department. Of the five adjunct instructors interviewed at OHCC, only two had not yet engaged in some form of curriculum development, faculty representation in governance, or committee work during their relatively brief time at the college. While department leaders' experiences may not represent the typical adjunct faculty member, those in department leadership cited these experiences as critical to their own inclusion at the college. One leader in the English department recounts a formative experience in his leadership journey that began while he was an adjunct instructor:

> [Leading a strategic project] was a high energy, exciting opportunity—obviously for me as a part-time faculty member but also for the other part-time faculty who worked there and certainly introduced me to the idea of a kind of *esprit de corps* and how to gather a group of people who are passionate about change together.

In this leader's case, the project led to greater recognition from his faculty and a full-time position, which eventually led to being elected to department leadership; however, like others with whom I spoke, his motivation was to not only progress his career but also serve students by leveraging his unique skills and experience.

In short, there is a general recognition at the college that all who wish to contribute to student success can do so by attending student-focused events and volunteering their time and talent. For adjuncts who teach at other institutions, there is a special interest from leaders and full-time faculty in learning "what they do at *x* community college." One adjunct cited her

experience working on the *common essay* project in the English department based on her experience teaching middle and high school students through a national K-12 teaching program. Another adjunct instructor cited working to revamp an upper-division math class based on her recent university teaching experience. For the most part, department leadership look at *all* student-focused efforts as an expression of the faculty member living the mission and working toward the common good of promoting student success. The department leadership expressed little skepticism about faculty motivations for getting involved in in professional development and leadership. However, one administrator connected with institutional professional develop efforts noted that faculty sometimes associate participating in faculty development activities with the promise of full-time employment. She expressed that:

> [Our professional development programs have] become a thing unfortunately where people think they're going to get hired based on it, and they're really not. So that's hard. I mean, it's great for professional development but it's not a guarantee. It's just a step … to show you do care about your learning.

This is not to say that professional development is not strongly valued for the sake of learning and strengthening one's instructional practice at OHCC. There are many offerings open to all faculty on a regular basis at OHCC, and professional development funds are equally available to full- and part-time faculty ($1,000 per recipient, annually). The OHCC website contains detailed forms and process information to support an instructor's request for funding, although one educational leader working with faculty across the institution mentioned that certain faculty (both adjunct and full-time) have tended to be more active in pursuing professional development support than others. Professional institutes, brown bag workshops, lectures, department meetings, and other events reflect a shared part of the OHCC mission: that everyone is a learner, including long-time faculty and those who have concluded their formal education decades ago.

A faculty leader who works across the institution shared her advice for connecting:

[Faculty have] got to be open to where you can do your own self work. Finding those spaces [for connection] because there are definitely spaces. We have technology assistance, pedagogy assistance, equity, race, Brown bags, working with students, student affairs, undocumented allies. There's all these different programs that we have. So, I think it's just kind of committing yourself to at least one of those spaces so that you learn to meet people and people recognize you.

Faculty members all noted that they strongly value the professional development offerings at OHCC. One adjunct faculty member in the English department shared: "anything that has to do with professional development, I've been trying to go to those […] which is sort of infrequently, but as much as possible I would say."

A prominent theme throughout interviews with adjunct faculty at OHCC was that, although they value the professional development activities offered to them, they are frequently unable to attend due to working at other campuses or on other professional or personal projects. Department leadership reflected an understanding of this conflict throughout our interviews, noting they are aware of the competing challenges that contingent faculty face. One faculty leader in math stated, "Many of [the adjunct faculty] have other part-time jobs. And many of them actually have other *full-time* jobs. So, they are not here present outside of the class time or the office hour time."

Institutional socialization practices.

Figure 1 outlines the hiring and orientation process at OHCC. Each of the following sections describes the process in more detail.

| Applicant selected from adjunct application pool | → | Candidate interviewed by department leadership | → | New hire paperwork with Human Resources

• Optional: HR Orientation | → | 1:1 Orientation with Dept. Leadership | → | New Faculty Begin Teaching | → | Observation of New Faculty Member |
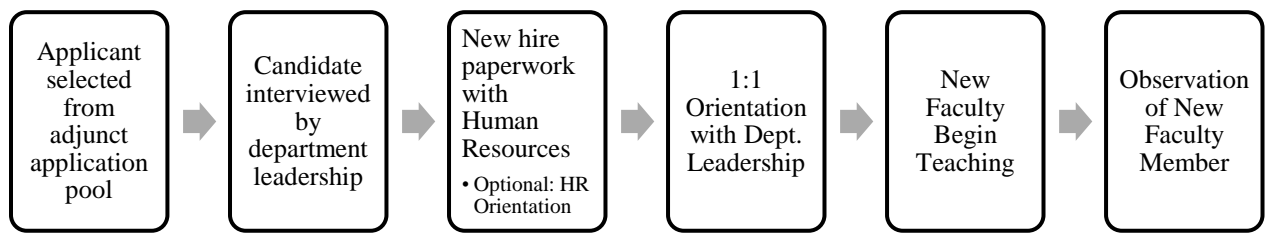
Figure 1. The Hiring and Orientation Process at Oak Hills Community College.

Recruitment and hiring. The process for hiring new faculty at OHCC starts with selecting applicants from a faculty applicant pool—an online portal managed by human resources that organizes all the possible applicants for an open position. At OHCC, adjunct English positions are open for applications throughout the year and are accessed by department leadership when an expressed need arises. Instructors are expected to upload not only a resume, but also references, and may also be asked to submit a statement of purpose and teaching philosophy. Department leaders expressed a desire to practice equity-focused hiring practices and to reduce the number of emergency hires—both efforts that included collaborating with various personnel in Human Resources.

Onboarding and orientation. Once candidates are selected from the applicant pool, individual interviews are scheduled. After a new adjunct faculty member has been hired, he or she schedules a time to complete new hire paperwork with Human Resources. New faculty then have an informal orientation by sitting down one-on-one with the department chair or vice chair. In this meeting, adjunct faculty and department leaders discuss the course outline, key dates for faculty meetings and flex days, and specific approaches to teaching. Both the English and math departments share this process. New faculty members are also sent an email with key information from the department chair or vice chair and are introduced to other faculty members

via email and in department meetings. Further, the department will try to connect the new faculty member with an established faculty member—adjunct or full-time—who may share common interests or areas of teaching. Beyond this, ongoing orientation events include informal social events and department meetings that occur on a regular basis.

Evaluation. As a matter of policy, all new faculty are observed and evaluated in their first semester of teaching—either by department leadership or a designated full-time faculty member. This observation requires that the observer look for evidence of effective teaching practices and mandates that materials are provided to the observing instructor ahead of time, so he/she can develop a broader understanding of the classroom context. The observation is recorded using a standard form. Once the observation has taken place, the observer and new faculty member meet to discuss the results of the observation and areas for improvement or sustained success.

Oak Hills English Department: Site Description and Background

The English department offices are located within a larger building that houses other administrative units, tutoring labs, and computer centers. The interior of this space is visibly older than some buildings on campus; the paint and carpets show signs of wear. There is a large open area with rows of individual study carrels. However, the English offices are placed within a separate wing of the building, with a door opening to a network of hallways and office areas. Inside the office entrance is a very large reception area with faculty mailboxes lining one wall, and seating for those waiting for appointments. The several times that I visited, the department's administrative assistant was out for lunch or meetings. Although there are few wayfinding signs at the entrance of the building, the door to the English department offices is clearly labeled.

Throughout the interior halls of the department offices, posters advertise upcoming events and courses. Each faculty office reflects the unique style and décor of its tenant—some

are sparsely decorated, others are adorned with bright colors and trinkets from travel or personal items. Very few offices are shared. The office doors to the Chair and Vice Chair are wide open, welcoming students and faculty alike to stop in to say hello (which I observed occurring frequently). Classrooms are located throughout the building and campus, but the offices are clearly marked and take up a large percentage of one floor. An office dedicated to holding adjunct office hours is currently shared by five adjunct faculty members who have their hours and days posted on the office door. More adjunct faculty members have posted office hours in other locations: the campus coffee shop, the library, or the faculty annex. However, the dedicated adjunct faculty office is located between the Chair and Vice Chair's offices.

Another area for faculty—the faculty workroom—is located next door to the office complex, which offers computers, printing, and small work areas for faculty. Several faculty members are observed holding office hours just outside of the faculty workroom. Several tables with small chairs are arranged outside of the faculty area; however, only faculty are permitted in the workroom. This is an area where faculty can work on exams, grade assignments, or catch up with other faculty without the pressures of drop-in meetings with students.

Department culture, mission, and values. Newcomers in the English department tend to interact initially through social connection with existing faculty (with people adjuncts knew before being hired or met early in their orientations) and one-on-one meetings with department leadership, although the department does have a faculty handbook available online and the chair communicates regularly with all faculty via emailed updates, newsletters, and event invitations. The department leadership mentioned the occurrence of regular social events; however, most of the adjunct faculty members interviewed were unable to attend these social gatherings due to personal or professional conflicts. New adjunct faculty expressed excitement at joining the

department, especially those who were aware of the college's excellent reputation for supporting students and had been previously acquainted with someone working at the college.

In accordance with the larger culture of the institution, the department values collaboration, equity, and a focus on student success more than anything else. One adjunct shared his understood purpose as an instructor in the department: "to show ways in which English is vital and crucial for the 21st century student." Another adjunct stated, "Their mission, at least in the English department, was very much aligned with what I had sort of historically done…which was kind of education as a social justice issue." Examples of student-centered practice shared by instructors included teaching students *how* to learn and not just *what* to learn, focusing on successful study skills while concurrently teaching English, and engaging students' motivation and helping them connect to support resources in order to create a foundation for success— especially for vulnerable learner populations.

Adjuncts frequently cited current and former department leadership, as well as other full- and part-time faculty, as "connectors" who helped them to get started as new faculty members or to transition from tutors/instructional support staff to adjuncts by pursuing additional education and training. An adjunct in the department noted that the key faculty and administrative support staff helped him to feel more included by establishing relationships for him while he was working as an instructional support specialist.

> [These members of the department] really helped me in terms of how to network in the department, how to connect to full-timers, how to connect to the adjunct, how to connect to the chair and the vice chair. I felt those were important tools for me to establish myself as a more confident adjunct instructor once that day happened.

An adjunct with nearly 5 years of experience recalls her start with the department:

> There was such a spirit of like camaraderie. People were sharing materials, people were sharing curriculum, and everyone was so welcoming. Honestly, it's been such a positive experience. … People will introduce themselves, you know, "What are you teaching? Do

you need anything? Have you checked out this resource?" It's just such a positive environment. I've loved teaching there.

However, one adjunct faculty member shared his less-connected experience:

I did run into the same set of people, and occasionally the full-time faculty would say hello…. I mean … it wasn't like I was ignored. But, it wasn't like anyone went out of their way [to connect with me] as well.

This faculty member spoke about relying on existing faculty connections with part-time faculty, noting that it was helpful to connect with friends who also taught at the college. The extent to which instructors leveraged their existing social networks as newcomers was not a focus of this research project, but is a promising area for studying new faculty inclusion and socialization.

Department hiring and orientation practices. In the English department at OHCC, orientation tends to take place on an individual, one-on-one basis, arising whenever a new faculty member is hired. Orientation practices specific to the English department include informal social events and after-work happy hour. The department leadership has also adopted a communication strategy that includes regular email updates to faculty—adjuncts and full-time, new and established—to share news, welcome department members, and extend invitations to department meetings and events. Beyond this, an online portal is available for faculty to access on-demand resources, such as the faculty handbook and other materials (sample syllabi, policy documents, etc.).

Establishing and encouraging collaborative relationships between full-time faculty and part-time faculty is another strategy that the department relies on to create greater cohesion. Efforts that focus on curriculum development and assessing student learning, streamlining student pathways to transfer, focusing on student retention and achievement, and efforts to enhance student support were all cited as examples of projects that created greater inclusion and cohesion within the department. Recently, a mentorship program was piloted that pairs

established faculty with new adjunct faculty members for ongoing guidance and connection. Although the program is still in its infancy, adjuncts and department leaders seem cautiously optimistic about the success of the program as indicated by a desire to continue the mentorship program while recognizing key challenges in scheduling and managing the mentor-to-mentee ratio.

Finally, department leadership regularly hosts department meetings focused on policies, practices, and active projects within the department. Although department meetings are held during a time when most full-time faculty are available, the scheduling can be a challenge for part-time faculty, some of whom are scheduled to work during the campus activity hour. Still, adjunct instructors saw value in these meetings and mentioned making time for department meetings or special training sessions.

Oak Hills Math Department: Site Description and Background

The math department is located on a quieter side of campus. The administrative offices are located in a large single-story building sandwiched between four or five long-standing portable classroom units, each of which holds three to four classrooms. Signs along the buildings help visitors find their way. The administrative office is located directly inside the foyer of the department and is almost always staffed; however, a prominently placed directory is also posted, with names and locations of offices. Like the English department, the math department also has a dedicated "faculty-only" workroom, and the department chair's office is located next to the administrative offices. Much like the English department, the math department also has a dedicated shared adjunct faculty office where students can meet with instructors individually or in small groups.

Department culture, mission, and values. In the math department, there is a strong emphasis on instructional quality and rigor, connecting to the larger value of the institution to balance academic challenge with support. As a department leader shared:

> We emphasize a lot on the quality of what is covered in the course. Because of the fact that math classes are so connected to each other. […] But then at the same time, of course making sure the students succeed is also important.

I spoke with two adjunct instructors and one department leader, all of whom emphasized a shared value of rigor and upholding the standards of their discipline. They reiterated that helping students to succeed without lowering standards is an imperative for the department.

Monthly faculty meetings are the place where a variety of topics are discussed, and ad-hoc orientation and professional development takes place. According to adjunct faculty members I interviewed, the department meetings often include deeper discussions of student outcomes and strategies for cultivating more student success. Even for faculty who cannot attend, meeting summaries and outcomes are communicated to the larger faculty body via email. This helped one adjunct faculty member feel more included. He explained, "Even if I don't really participate in the meetings, I get to know what's going on."

Sharing information electronically was a recurring theme in interviews with members of the math department. In addition to regular communications via email, both adjunct faculty members interviewed referred to the online portal—an electronic "homeroom"—for the department where faculty can access sample syllabi and assessments, download the department handbook, and receive curriculum guidance for specific course sequences. An adjunct faculty member shared, "[Department leaders] put all of this information up there, but some classes have more [information] than others." However, the department chair noted that the materials grow every semester based on demand.

Collaboration in the math department depends on the initiative of the newcomer and their desire to connect with established faculty, either by emailing or having informal conversations in the faculty workroom. As one adjunct faculty member stated:

> I know many of the faculty are just very kind and helpful through the transition. I would email them if I felt like I was at a point where something was a little bit not clear to me in terms of how the structure of the class was.

The other adjunct faculty member I interviewed noted that most of his interactions with established faculty and staff take place in informal settings where he can ask questions and get advice on topics like how to connect to students or adjust his teaching approach.

Forming one's instructional confidence and teaching style is an important milestone and one that the department culture values. An adjunct faculty member related their personal experience:

> My boss—the director of the department—she visited my class. She said, "You have to teach the way you can teach. You know everyone's different, so never feel like you have to be someone else, like implement someone else's way, because we're all talented in our own way." When she said that, I felt a little bit more comfortable to be my *own* example.

This experience connects to a larger theme I found across faculty and departments at OHCC—that encouraging a unique instructional identity helped newcomers affirm their place in the department and institution. A value mentioned by many faculty members across the institution is that of academic freedom, and each member is at liberty to adopt the approaches he/she feels best suit his/her students and classroom. This is not to say there is not always room for growth and improvement, but that each person will approach teaching in a style that is authentic to who he/she is and how he/she relates to others. Van Maanen and Schein (1979) referred to experimenting with approaches to adopting a role as "content innovation," which is "marked by the development of substantivize improvements or changes in the knowledge base or strategic practices of a particular role" (p. 228). Van Maanen and Schein proposed that content innovation

79

occurs when newcomers experience orientation as a collective, during a fixed timetable, and that does not require adhering to a set sequence of events or activities. Further, they posited that newcomers who operate independently of established members may be more likely to take an innovative stance towards how they perform their role in the organization.

Department hiring and orientation practices. The process of hiring new faculty in the math department largely follows the same patterns identified previously (see Figure 1). However, during the interview phase, department leadership and adjunct faculty indicated that candidates were required to give a teaching demonstration. As in the English department, the interview seeks to understand if a candidate is aligned with the values of the department and institution, and department leadership to understand the strategies and experiences that instructor takes to connect with students. As the department chair described:

> We kind of get that sense [of working with students] when we're interviewing them. Are we talking about a person who feels "I'm teaching at [a highly-selective university]," or is this a person who understands [students at community colleges]? And is willing to get to know students?

Once hired, new faculty members are then able to log into the online homeroom using the college's dedicated learning management system. The portal contains sample syllabi, schedules, and assessments for particular courses and programs of study. Further, the department requires that some courses have additional training/meetings associated with them. The department leader I interviewed explained that, "For some of our newer courses…any new part-time or full-time faculty who's assigned to that course goes through some sort of two-hour orientation with the faculty…who created that course." This additional training ensures that instructors are aware of additional requirements for courses like statistics and helps to norm instructional practices.

In addition to the online department homeroom, adjuncts indicated that in their department, communication happens electronically. One new adjunct faculty member shared

that, "For a first year, I feel like I've been doing a good amount of interactions and most of my communication has been via email." Having the availability of the online portal as well as consistent electronic communication was something the faculty cited as promoting their inclusion and awareness of key issues, given their varying proximity to campus and ability to attend department meetings. One faculty member shared his advice for newcomers:

> So most of the time, the first time for me as well, [the adjunct faculty] don't know as much about students' background. I would suggest then to get into the department home room…and read through different courses, outlines, and the chart of mathematics.

As with the English department, department leadership and administrative staff work together to orient a newcomer to the department through a one-on-one meeting and/or connecting with administrative staff to ensure the newcomer has all the materials and support needed to begin teaching. Still, even with comprehensive support, there are sometimes details that are unattended. As one new faculty member shared:

> It was still not necessarily a comfortable transition; like, I didn't even have a key to my classroom and I didn't know I needed a key to the classroom. It's those things, even though I'm sure they come up and it doesn't matter how much information they give me, there's something that's going to be left out.

To attempt to cover the materials necessary for teaching each semester, there is also a daylong event that occurs before each semester. This "department day" is open to all faculty, new and returning, as well as part-time and full-time staff. The session is not mandatory, but includes breakfast and lunch. Topics include policy updates, course sequence updates, and special topics of relevance, like setting boundaries in the classroom. During these sessions, instructional strategies are debated and discussed, and more established faculty may connect with newer faculty members. Shorter monthly meetings may touch upon many of the same topics and help newcomers connect with more established staff and faculty. Again, because these activities are optional, perhaps only a handful of part-time staff attend, but as noted previously, updates are

also emailed to the department so that everyone is aware of any developments affecting the department.

Mentoring in the math department does occur, albeit in a less structured manner than described in the English department. The department leader I interviewed spoke about making a practice of connecting new faculty with standing committee leads or others with an interest in the newcomers' area of instruction. After introducing the faculty, department leaders expect that the committee lead will follow up with the newcomer. One adjunct faculty member mentioned actively seeking out others who taught courses in her track; another described informal interactions in the faculty workroom and seeking advice as needed. The department leader that I interviewed described the nature of mentoring in the department: "I would say informally it does happen. Because again, I do see our part-time faculty and full-time faculty communicating ('Tell me about how do you teach this course'), but not formally."

Department leaders describe peer evaluation as one of the more structured instances of mentorship in the department. The leader with whom I spoke stated, "I see [faculty peer evaluations] as part of mentoring, absolutely." One adjunct faculty member shared that she felt more affirmed than oriented as a new member after sitting down with her full-time reviewer to review her formal evaluation. She shared, "I fit the guidelines of what [Oak Hills] is looking for, so that was good… but [I was] not yet settled, rather just more in tune with the program." The other adjunct faculty member with whom I spoke also seemed to appreciate the feedback that his reviewer provided as a way of helping him understand how to best connect with student populations he had less experience working with, such as first-generation students or underprepared students.

Within-Case Analysis: Oak Hills Community College

The following section outlines within-case themes and findings that emerged from a focused analysis of transcripts and documentation from OHCC. Additional findings are outlined in the general cross-case analysis presented at the end of this chapter.

Key Themes and Findings

Shared challenges for faculty leadership.

Policy shifts for English and math. Institutionally, faculty leaders face changing education policy, fluctuating enrollments, and shifting student needs. California Assembly Bill 705 (Seymour-Campbell Student Success Act of 2012, 2017) mandates that that community colleges increase the probability that students can enter and complete transfer-level coursework in math and English within a one-year timeline. AB 705 also enables the use of multiple measures in placing students in initial courses, in an effort to reduce the number of students entering remedial courses in math and English. The legislation has mobilized both the English and math departments into working on respective curricular solutions and engaging faculty in designing better pathways to student success. These policy challenges have created more opportunities for all faculty to become invested in committee work, new curriculum, and new strategies to support students as a cohesive team. Both the English and math departments are engaging part-time faculty in curriculum review and strategic alignment of courses to meet this new policy requirement.

Realities of adjunct appointments. Leaders in both the math and English department recognize how essential "getting involved" is for newcomers to become more included members of the faculty. However, leadership recognizes that adjunct faculty have many demands on their time and energy. A department leader in English explained:

I'm not going to tell [adjunct faculty] not to [teach at a variety of campuses] that, but clearly that would be a way to give themselves more time to be involved here. But I would never tell somebody not to work—you know—to make ends meet.

All the faculty leaders I interviewed had experience "adjuncting," which was reflected in their sensitivity toward the struggle that adjunct faculty face when attempting to establish themselves as members at new colleges. A department leader in English summarized this challenge:

The department generally understands that part-time faculty are teaching. You know, on three or four campuses. And so long as they are doing a good job in the classroom and if they're holding their office hours, which here they are paid to do. You know, everything is great. But I certainly encourage them to join [campus and department initiatives].

Given the conditions of adjunct employment, the department leadership I interviewed felt a need to "do more" for the faculty. As one department leader in math reflected:

I wish we would do a better job, I really wish. Because I don't think we do enough. And I feel like many of our part-time faculty feel like in order for them to save their job, they can't be part of the department, or they have to do certain things. I wish that didn't exist. I wish we could do a better job in making them feel more comfortable.

There is ample evidence that both departments have leadership that cares about adjunct faculty and wants to support them more completely. Support for this interpretation comes from both communicating the value of adjunct faculty and guiding and connecting newcomers to membership and leaders personally taking the time to research strategies for adjunct inclusion, as well as their willingness to try new approaches to welcoming and orienting newcomers.

Compensation and full-time work. A theme that emerged from the interviews is faculty leadership's desire to create more full-time positions and more fairly compensate adjunct faculty for their contributions. Leadership from English and math both stated that they would create more full-time positions if they could, and the adjunct faculty that currently teach at the college would be strongly considered for those positions. One leader in the English department shared his thoughts:

I don't know the best way to say it would be way more of them should be invited into full-time positions. And we should have a better full-time to part-time ratio than we do have because we have amazing faculty.

Another department leader in math shared a similar perspective. "Creating some sort of job security for [adjunct faculty], I think, is really important. And a pathway to become full-time. I wish we could do all of that."

Shared strategies for inclusion from faculty leadership. An administrator working with faculty across the institution stated, "Faculty life just on its own can be isolating unless you're involved in committees or involved in something where you really have an outside lens to everything." The leaders at OHCC that I interviewed seemed to want to create spaces for connection and collegial relationships to take place. Several strategies identified by the leadership at OHCC showed promise for creating a more inclusive culture and included ensuring value alignment throughout the recruitment and hiring process, meeting one-on-one with new adjuncts and honoring their contributions. Each of these strategies is explained in more detail subsequently.

Ensuring value alignment in recruitment and hiring. Department leaders across departments conveyed their intentions to both recruit and hire faculty that align with the mission of the institution and department. Foremost, department leaders expressed that they hire faculty who have an understanding of and appreciation for the unique student population at OHCC and the challenges those students face and are willing to develop their instructional identity within this larger institutional context. Leadership from the English and math departments both expressed an appreciation for instructional freedom and the experiences that a newcomer brings to OHCC and the commitment to help cultivate that newcomer to grow with the institution. Several of the adjuncts I interviewed confirmed that they felt educational leaders valued their backgrounds and experiences. Both departments leverage the evaluation process to ensure that

instructors are aligning with the overall mission of the college while developing a unique instructional identity and teaching style. This may include intervening when instructors adopt approaches that lack inclusion for particular student populations; however, the focus on this feedback is to spark generative conversations where questions can be raised and more student-focused approaches can emerge.

Meeting one-on-one with department leadership. Adjunct faculty described department leaders in the English and math department as open, responsive, and welcoming. After speaking to these leaders, I understood that all of the department leaders actively reach out to new faculty and sit down with them one-on-one as part of the hiring process. However, the relationship building does not end here. Both department leaders reach out to faculty to follow up with them, engage in evaluations, welcome the new faculty members to department meetings, and invite them to work on projects. In many ways, department leaders are some of the newcomers' first mentors and role models for success in the department. As one leader from the English department described:

> I will still continue to check in with people to just drop them a line and invite them to come chat with me if they have questions or just to see how it's going. And some of them, I think usually the more active ones, take me up on that offer and will just stop by and talk about ways to get involved.

An adjunct from this department confirmed his leader's approach, saying, "I felt like if I had any questions I could always go to [him]." Department leaders' open-door policy[5] encourages any faculty member to trust his/her leadership with issues, problems, and ideas that arise. This takes time and consistent responsiveness to establish, but leadership in both departments expressed that they actively attempt to create open lines of communication with adjunct faculty. Another faculty leader described the simple act of asking a newcomer to sit with her at an event. Acts like

---

[5] Each time I visited the campus, all of the leaders' doors were actually open.

these can reinforce social cohesion and help the newcomer feel more at ease coming to

leadership for guidance or support.

Honoring the contributions of adjuncts. Because leadership recognizes the work that

adjuncts do and their contributions to student success, adjunct faculty feel valued and that they

have a place in the institution. As one adjunct faculty member in the English department shared:

> [Oak Hills] has always made me feel like, "We trust you, as long as you you're providing critical thinking and a lot of reading and writing for your students like we know that, you know, we hired you for a reason."

Another adjunct in English shared a moment from his interview with the department leadership.

> [What my department leader] said was "because of [your masters] program, because of the reputation, because of the people that I've hired from there, that's why I called you in." … And he went over my syllabus with me, I brought him a syllabus and a couple of assignment examples, and he went over that with me and he thought that my pedagogy, my methods and types of assignments I was giving, would be a perfect fit. So that's how I started at [Oak Hills].

In addition to expressing why an individual's values align with the needs of the

institution, leaders can help adjuncts understand they have a purpose and a place in the institution

by dedicating resources to their work. The institution dedicates professional development funds

to those who petition and are selected for support; administrators voiced that they attempt to be

as equitable as possible in distributing these funds and remain mindful that adjuncts are included

in the awards. Celebrating the unique skills that an individual brings to the team also helps to

establish a sense of "belonging;" adjuncts expressed that their leaders did this by knowing about

their experiences and communicating the value of those experiences in their new role(s).

OHCC also has dedicated office spaces in the English and math department for new

faculty, as well as a general-purpose "faculty village" in another building. The faculty village is

open for use by members of various programs and departments. Leaders shared that, when

possible, they hope that adjunct faculty make use of these spaces. An adjunct in the English department reflected on his use of common spaces and its value to him as a faculty member:

> I've used most of those spaces. And there's an adjunct office, and faculty village—which is pretty underused—which, I like to use it a lot, because it's close to where my class is this semester. And actually, I was assigned there last semester, and so I made friends with all of the English faculty that are in that little bungalow there.

Having faculty workspaces with dedicating computing resources, printing, and desks for focused grading or planning work (as well as meeting with students) is another way that OHCC helps to support the instructors as professionals and respect their work.

Shared challenges for adjunct faculty.

Last-minute hiring. Several of the adjuncts with whom I spoke at OHCC were hired very close to the start of the semester. A positive aspect is that adjuncts expressed that they were grateful for the opportunity to be invited to teach at the college. Conversely, last-minute hiring meant that adjuncts had less time to prepare their course materials and lesson plans. Three of the five adjuncts with whom I spoke felt like they needed more time to prepare their materials and review existing materials before the first day of class. However, as noted previously, human resources and department leadership are strategizing to reduce the need for emergency hiring. This is difficult in the face of unpredictable enrollments and instances where regularly scheduled faculty must decline teaching appointments at the last minute and a section requires emergency reassignment.

Scheduling conflicts. Nearly all of the adjuncts I interviewed cited a challenge with attending orientation and socialization events at OHCC because of competing work or life priorities. For several adjunct faculty members, dealing with geographic distance and long commutes made it difficult to come to campus for all non-mandatory events and social gatherings. Adjuncts also noted how their teaching schedule interfered with attending department

meetings, which are held during a common "activity hour." During this time, full-time faculty are not scheduled to teach in order to facilitate participating in meetings. However, adjunct faculty *are* scheduled during this period out of necessity to offer classes to students throughout the day. Working at multiple campuses is a challenge for many faculty at OHCC, but all the part-time faculty with whom I spoke grappled with at least one scheduling conflict that inhibited their ability to participate in faculty meetings, orientation sessions, or other organizational socialization activities.

Shared strategies and inclusion from adjunct faculty

Look to leadership and established faculty for guidance. Across departments, adjunct faculty shared that they look to department leaders (chairs, vice chairs, deans) for mentorship, guidance, and support. In one case, an adjunct faculty member in the English department related how he/she reached out to his/her chair for support with a make-up exam; another adjunct faculty member in math mentioned reaching out to her chair for policy clarification. The level of openness and responsiveness experienced by adjunct faculty from their leaders helped to establish the trust necessary for adjunct faculty members to feel comfortable; however, adjunct faculty indicated that a proactive approach was important to getting the guidance and help needed to improve their teaching practice.

Several of the adjunct faculty members I interviewed had also identified informal guides in the department who became their "go-to" resource for teaching ideas and lesson feedback. One particular full-time faculty member—who had been an adjunct for many years—was mentioned by several different adjunct faculty members in the English department as a resource for connection and encouragement. In the math department, one adjunct recommended reaching out to the chair to connect with instructors who have taught similar courses and could serve as

mentors or resources. In this adjunct's experience, she continued to reach out until she found

solutions and support (through the help of her chair and a full-time faculty member).

In synthesizing experiences and perspectives of adjuncts and department leaders, the

socialization process at OHCC strongly indicates what Van Maanen and Schein (1979) call a

serial approach to socialization—one in which incumbents serve as role models for new faculty

members. This is only now being formalized in the mentorship program being piloted in 2017-

18; however, most adjunct faculty stated that they felt extremely comfortable reaching out to

members for support as needed.

Get to know students and their needs. Several of the faculty members noted that getting

to know the students was an important part of forming an instructional identity, figuring out their

role as instructors, and honing an instructional strategy. Although department leaders do

communicate who the students are (as confirmed in both interviews with department leaders and

faculty), several adjunct faculty members reported a disconnect between their perceptions of

student needs and actual student needs. One adjunct English instructor shared:

> I just remember that first semester of being … I was shocked by something that [the students] didn't know or by something they have never heard of, or didn't have access to. I remember I found out my students were typing their essays on their phones. And it was like a semester of learning for me.

Another instructor in the math department shared:

> [In our department] we always have a discussion about [student engagement] and how some students just feel like they don't matter, so we are consistently learning more about these things and how to implement it. Even minor interactions, they can be misunderstood by students.

Adjunct faculty shared that getting to know the students includes connecting with

students authentically in class, studying the demographics of the college before teaching, and

speaking to seasoned instructors about the different learners and challenges encountered in the

classroom. Although this practice did not necessarily help instructors feel more connected to

members in their college, getting to know students helped to solidify individual adjuncts' sense of their role at the college.

Sharing educational pathways. Another strategy that adjunct instructors from OHCC tended to employ was connecting their own education journeys with those of their students. Several adjunct faculty members shared that they, too, were community college students and had first-hand knowledge of the struggles their students face. One adjunct faculty member in the English department explained, "I was a community college student, and I did share that with my students. I like to use myself as an example for them." Another adjunct faculty member in English reported using a similar approach, communicating his lessons learned for his students. He stated, "I'm very authentic with my students. And I came from a community college background myself…so on day one, I just give all my information." Yet another adjunct faculty member in math shared that because he does not have a community college background, he does not share his personal educational journey with students and instead focuses primarily on skill development in the subject area.

Connecting with students and serving as a role model helped many of the adjunct faculty interviewed to solidify their instructional identity in the classroom and shaped their narratives about themselves as learners *and* teachers. This strategy—for instructors who have a community college background—can prove to be very motivational for students and empowering for teachers. As one adjunct faculty member in math reflected:

> Over the years, I have been much more open. I like sharing my story now, and I tell all my [Oak Hills] students that I used to go there, and they love it. I share from my own mistakes. I tell them how to be a good student, and what works, and what doesn't work, and how some things just matter: like [experiencing] trial and error. I noticed [my students] like it and they actually are more.... They see me as a human being, and they relate a little bit more.... They feel welcomed in a way.

In cases where adjunct faculty can share their educational pathways, adjunct faculty and leaders shared that students seem to react positively to having models for learning as classroom leaders. Further, positive feedback from students tends to affirm the adjunct's instructional identity and sense of preparing students for academic success.

Case #2: Juniper Grove Community College

Overall Site Description and Background of the College

JGCC is located in a large suburban area in Southern California. Like OHCC, the surrounding area is largely residential, although the college has attracted many businesses catering to students: fast food restaurants, bars, and coffee shops. The area has a "small town" feel despite a large population—perhaps because of relative space afforded to those biking, walking, and driving. Most of the buildings—on campus and beyond campus—are at most three stories tall. Sidewalks bound the entire campus grounds. The neighborhood boasts a number of churches, public and private schools, museums, and libraries. Unlike OHCC, the campus has plenty of parking in convenient structures that line the campus. Parking is not only readily available, but also affordable: only a few dollars for a day of parking. Students can be observed coming and going throughout the day, but without long lines of cars or congestion.

Each time I visited the campus, there was a general atmosphere of calm—even as students walked to and from classes and final exams. Because of the wide, open spaces, the campus is quiet in comparison to the more frenetic OHCC campus. JGCC has spacious and open grounds. Buildings on the JGCC campus are bordered by expansive green lawns. Large fountains, sculptures, and a few very tall trees line the walking paths. Many of the buildings at JGCC reflect the architectural style popular in the 1930s and 1940s in Southern California.

However, several newer buildings appear to have been built in the 1970s during the expansion of the campus.

Despite the abundance of grounds, there are few seating areas for students to enjoy on campus. Beyond the few tables outside of the student center, most students gather in the library or indoor classroom spaces before class sessions. Several students make do with improvised seating, sitting on low curbs or fountain walls. On the days that I visited, the library was a popular gathering place for students studying for final exams or working on group presentations.

Like OHCC, JGCC is also classified as a large HSI. The study body is quite diverse. As one longtime instructional leader shared:

> You have a 17-year-old who graduated high school early sitting next to a 43-year-old who's 25 years out of school and deathly afraid of coming back, next to a 25-year-old transfer student from Taiwan. And all of these people have to be served by the same class.

During my visits to the campus in the early and late afternoons, a majority of students appear to be younger people of color.

Culture, mission, and values. The mission of JGCC outlines a vision to connect with and uplift underserved communities and uphold an environment of rigor, quality, and student success. The values outlined on the college website connect with the larger mission, underscoring lifelong learning, collegiality, diversity, and a recognition of the college's legacy of success. The language used on the site regarding JGCC's mission and values directly addresses students, faculty, and staff as shared partners in creating a robust academic environment.

The faculty leadership whom I interviewed emphasized that newcomers who come to work at JGCC need to cultivate an awareness of the academic, social, and economic barriers faced by students from different learner populations. This reflected alignment with the college's mission to support and encourage diversity and honor a wide spectrum of experiences. The institution endeavors to create a community of life-long learners who can think critically and

reach high academic goals. The leaders with whom I spoke stated that the faculty should, when possible, reflect more of the diversity that is apparent in the student body. However, as one educational leader from the math department shared, the college is a place where people have long careers—and as such, the organization is less agile in reflecting the racial and cultural shifts with an increased faculty diversity.

Several of the faculty members that I spoke to were less concerned about the articulation of the mission on websites or in marketing collateral, and more concerned about how the mission expressed in the work of the college. One adjunct faculty member working in the English department shared:

> [Juniper Grove's] values and mission generally kind of inform how I pick my content and to whom I feel like I'm teaching. I mean, it always affects the audience, because you think about who gets drawn into [Juniper Grove College] because of their mission or because of the students' understanding of that mission.

More so, it was important to educational leaders that their faculty members adopt equity-minded practices and be able to reach and engage with students who may have struggles with learning in traditional classroom settings.

However, as one department leader in the math department stated, " You know, about the mission of the community college, and the values that we hope that they have as they're coming onboard.… Sometimes we just need a person [to teach]. So…I think some of that gets lost." This response indicates that practical realities of filling teaching positions may impede the ability of staff to carefully scrutinize newcomers for organizational fit—although assessing teaching ability and a sensitivity to serving a diverse range of learners was something that each department leader emphasized as an important part of recruitment and hiring.

The value of adjunct faculty at Juniper Grove Community College. The faculty with whom I spoke had varied opinions about the role that adjunct play and their purpose in meeting

the mission of the college. All of the adjunct faculty and educational leaders that I interviewed at JGCC noted that a majority of courses are taught by adjuncts at the college and that adjunct instructors' primary role is to teach. One math department leader noted that leveraging adjunct faculty helps his department serve more students in highly-impacted courses; by having the flexibility of temporary employment, the department can serve students who would otherwise go unserved. Another leader in the English department shared how much she values the teaching ability of her adjunct faculty and the perspectives that adjuncts can bring from other institutions or professional experiences. Another educational leader in the math department noted that there is a wide variance amongst adjunct faculty; some faculty are very engaged, and for others, the job is more transactional in nature.

The adjunct faculty that I interviewed at JGCC also understood both an economic reality to leveraging part-time faculty, as well as the value that adjunct faculty bring to the institution. One adjunct faculty member in the math department stated, "I realized that, often schools are pressed for funds…not paying say benefits to teachers could save you lot of money." Another adjunct instructor in the English department shared that adjuncts bring "fresh blood, because you have teachers who teach in other schools. You have teachers that come straight out of college. They're up-to-speed and up-to-date on all the new techniques." Another adjunct instructor teaching English shared a similar perspective:

> We're all very well qualified. The adjuncts that I've met, I mean they're all extremely well qualified. And we teach classes: we teach on the weekend, we also teach often teach in the evening, we often teach in the early morning. So, we are accommodating the non-traditional student in the sense that we're helping students who have other obligations.

Although adjuncts are acknowledged for the work that they do (including an annual award recognizing an adjunct instructor who exemplifies excellent instruction) and the expertise they

bring to the table, almost everyone that I interviewed from JGCC recognized that more could be done to create more inclusion and connection.

Hierarchy versus family atmosphere. At JGCC, there is an increased focus on the quality of experience and educational pathways for students, especially students from underserved communities. A majority of those interviewed noted that they were impressed by the quality of academic programs and appreciated the college's focus on student success. Part of the level of support that faculty provide students is not only scholastic, but also socio-emotional. As one faculty leader in math explained:

> [Instructors] are not necessarily just there to deliver the content, but that they need to connect with their students, and those life experiences should be portrayed to students so that the students have the connection with the instructor. And then the students are more likely to want to perform for the instructor.

As such, many of the leaders and adjunct faculty with whom I spoke espoused a desire to create or contribute to a "family-like" culture where students feel an increased sense of support and connection to the college; this is accomplished through increasing a sense of affiliation through faculty. Several initiatives connect faculty to longer-term professional development, and all faculty are welcome to become involved in student-focused initiatives and events.

However, the faculty (both leadership and adjuncts) with whom I spoke described feeling a hierarchical culture at the college: one where full-time faculty are more respected than part-time faculty or classified staff. One faculty leader who works across the institution shared his/her thoughts:

> There's a caste system in the community. And I think in some ways just nationally there's a caste system between full-time and adjunct faculty. But I would like for us as a college to see we're all in this business of educating, and there's no difference [in faculty rank] to those students. And so, if we want our students to get the best education in the world we've got to give our adjuncts the tools they need to support our students. And that means them understanding who we are, what our culture is, what our mission is, what our services are, right?... So, we've got to be more inclusive and more supportive.

96

Other faculty members, who wished not to be quoted, also indicated that they had experienced a general culture of exclusion of part-time faculty. This sense of exclusion did not necessarily come from the actions of college leadership, but from a few full-time faculty members they encountered in faculty meetings or at department events. Some examples of exclusion were slight (full-time staff demonstrating a diminished regard amongst colleagues once it was revealed they were part-time faculty), whereas others were more pronounced (full-time faculty pronouncing that there are "too many adjuncts" at a faculty meeting or full-time staff taking materials from part-time instructors to redistribute to full-time faculty).

Several faculty members (both adjunct and leaders) spoke about the subtle—yet perceptible—sense that adjunct faculty feel less valued than full-time staff. Some adjunct faculty members feel this is shifting, especially as department leaders take additional steps to create more inclusion for new faculty in words and in action. Some adjunct faculty members were skeptical if full inclusion would ever be possible for adjuncts, even if they did feel a sense of orientation to the institution. One faculty member explained: "I think adjunct faculty generally will never feel at home with the full-time faculty. There's this disconnect. I know from experience when some full-time faculty finds out that I'm part-time, I get alienated." Educational leaders espoused a desire to make their departments more collegial places to work—regardless of appointment or classification. Several adjunct faculty members also mentioned that many full-time faculty have been very welcoming to new faculty by engaging them in conversation, helping them get acclimated to the institution, or providing them guidance with specific problems or student issues. The experience may vary depending on the individuals the newcomers interact with.

Focus on student success. Documents and interviews with faculty and department leaders at JGCC reflect prioritizing students and their success. The campus has a number of social, economic, and academic supports for students, including apps to help students find social networks, a college-wide emphasis on using online course tools to keep students connected outside of the classroom, and a variety of student-led clubs. Student government and leadership are very active at the college, as evidenced by student involvement and voice in college governance and efforts to create student-focused transparency in student government (e.g., posting meeting minutes promptly online, soliciting student feedback for strategic planning, etc.). The college website, which was redesigned several years ago, is almost exclusively student-focused in language and navigation, outside of the strategic plan and supporting documents directed explicitly at community and staff stakeholders. Informational is transparent, searchable, and addressed directly to learners.

In alignment with their focus on student success, JGCC boasts high levels of student transfer to 4-year universities and colleges, especially highly selective institutions. To support this success, the college has an active transfer center; numerous counselors, coaches, and tutors; and formal programs to help accelerate student success. JGCC has two major institutional initiatives that help students navigate college success: one is a supplementary curriculum for first-year students focused on learning skills for college success, and the other helps students navigate specific academic paths, with additional support resources and social support for African American and Hispanic students. Beyond academic preparation and support, JGCC has resources for some of the most vulnerable student populations. An opt-in program helps faculty and staff identify safe spaces for lesbian, gay, bisexual, and transgender (LGBT) students as well as undocumented students. JGCC also instituted an innovative program to help economically

disadvantaged students with emergency expenses or extraordinary financial hardships. Finally, the college is cultivating awareness of and support for students who are food and/or housing insecure through coordination with local community partners.

Institutional Socialization Practices

Figure 2 outlines the hiring and orientation process at JGCC. Each of the following sections describes the process in more detail.
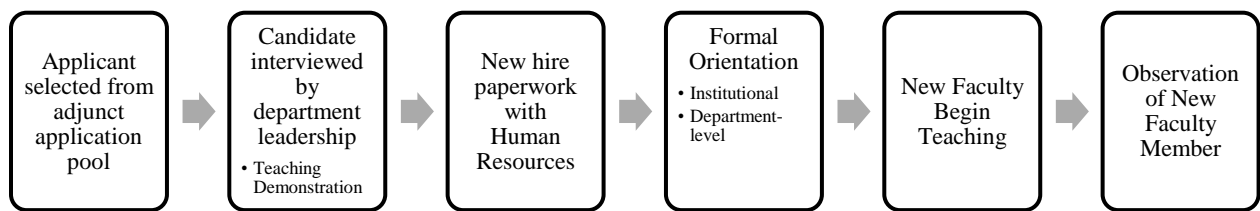
Figure 2. The Hiring and Orientation Process at Juniper Grove Community College.

Recruitment and hiring. JGCC makes use of a general application pool to manage candidate applications. When a position is open, educational leaders are able to schedule interviews with candidates and begin the hiring process with qualified instructors. As a matter of practice, both the English and math departments ask applicants who have advanced to candidacy to provide a teaching demonstration. Leaders in the English and math departments indicated that recruitment for positions has not been a challenge historically, although each department noted that they only needed to hire several instructors last academic year due to a robust adjunct pool that meets the current needs of staffing.

Onboarding and orientation. Orientation at JGCC includes both institution-wide and department-level sessions. The intuition-level orientation, which was instituted approximately five years ago, occurs before the start of each semester. This formal orientation session runs

approximately two hours and is optional; however, attendance is strongly encouraged. The institution-wide orientation for new faculty is offered at different times of the day and takes place in a lab setting so that instructors can become familiar with various learning management tools and technologies. The session primarily focuses on preparing instructors for their first day of teaching at JGCC, with an emphasis on equity-minded practices and developing a robust syllabus. Lunch is provided to all participants, and an optional tour of the campus occurs after the formal session concludes. The facilitators for the session also welcome faculty to stay connected and reach out via phone or email if they have questions or concerns after the orientation session.

Beyond the institution-wide orientation, both the English and math departments have created their own orientation sessions. Although administrative assistants and staff from human resources guide new faculty with technical details of employment, such as tracking flex hours and coordinating parking and pay, these sessions focus on topics such as articulating department goals and policies and creating an inclusive environment for students. For both the math and English department, these sessions generally include support documentation (such as PowerPoint slides and a faculty handbook specific to the department) and give instructors an opportunity to meet peers and potential-mentors in the department.

Evaluation. At JGCC, each new faculty member must be evaluated in his/her first semester of teaching. This generally occurs under the direction of a designated faculty member who works with department leaders to coordinate evaluations and curriculum. One coordinator with whom I spoke who teaches in the math department notes that evaluations typically take place near the middle of the semester, but that timing is difficult to coordinate. A department

head in English notes that she personally sat in on many classes as part of the evaluation process as a way of getting to know faculty better.

In both the English and math departments, a formal rubric is used for observing and evaluating new faculty, and the focus of the evaluation is non-punitive; strengths and areas for improvement are identified, reported, and then discussed in a one-on-one meeting with the evaluator/coordinator and the faculty member. After a faculty member's first evaluation, evaluations take place every two years on a regular evaluation schedule; ongoing evaluation is typically managed by the designated coordinator for that department.

Juniper Grove English Department: Site Description and Background

The English department at JGCC is housed within a bustling central office, with staff and instructors coming and going throughout the day. The office is clean, bright, and organized. The administrative staff for the department is quick to welcome or assist anyone who walks through the door. A large wall of mailboxes lines the wall behind a small partition, with each name labeled precisely. Important information, documents, and key dates are posted on a bulletin board. The department leaders and their assistants are located in these offices. While I was visiting the office, at least six instructors came to check their mailbox or verify a class assignment with the lead administrative assistant. The assistant knows each person's name, what he/she is teaching, and a little bit about his/her life. As each faculty member walked into the office, the assistant made small talk with them. On the day I visited the department, the administrative assistant moved from task to task while engaging me in polite conversation. She went out of her way to ensure that I had a bottle of water while I waited.

The offices for instructors are located throughout the building on several floors. Classrooms are located throughout long hallways, as are non-instructional spaces including a

media production studio. The instructor offices are shared. One instructor with whom I spoke shares her office with another teacher, off a vestibule from the main hallway. Fortunately, the rooms within this building are all marked with signs that follow a logical numbering scheme. Several students sought out instructors during my visit, dropping off exams or drafts of papers.

The English department offers a conference room and one shared office space to adjuncts, but leadership would like to make these spaces more conducive to the day-to-day work that adjuncts conduct: preparing for class, meeting with students, grading, and collaborating with leadership and peers. Department leadership shared that an additional space was recently converted to a dedicated office, so the remaining space must serve a greater number of faculty. The department dean commented that she would like to do more to create a welcoming space for adjuncts. She stated, "It's not just about the space, I feel it's a lot about what we're communicating to our adjunct population and about the value that we put on them."

Department culture, mission, and values. The English department at JGCC is a culture in transition. As the college develops an increasing focus on equity and inclusion for students, several of the department members with whom I spoke identified a greater need for engaging adjunct and classified staff in strategic initiatives and the general culture of the college. Throughout my interviews with English department leaders and adjuncts, restoring a greater level of collegiality among *all* faculty and staff was a major area of focus. However, according to the literature on organizational culture types, transitioning from a hierarchical culture to a *clan*-like culture can be a complicated shift that requires cultivating a motivation for change, learning new models for interaction, and the internalization of new cultural norms (Schein, 2010). Although information gathered as part of this study seems to indicate an awareness and desire for

change, the shift toward a more inclusive culture for adjunct faculty at JGCC will require more faculty and staff members to see the value of collegiality and inclusion.

However, there are indications that this shift has already begun in the English department. The department dean joined the college just a year ago and has an explicit goal of creating a family-like culture in the department. As a former adjunct faculty member at several institutions, the leader of the department has a particular sensitivity to the exclusion that adjuncts face. She explained her approach to tackling this issue at JGCC, specifically from within her department: "I feel like what really needs to happen is really laying a foundation and, again, cultivating a culture of 'you belong here and we value you.'" This attentiveness is not lost on the adjunct faculty. One English adjunct faculty member explained:

> The [department head] is really trying to make the adjunct faculty feel more at home by setting up meetings once a week for faculty. That's really nice. That's about awareness. [She] could easily let that slide and just have the adjuncts teach.

Several adjuncts identified the department leadership taking proactive steps towards creating a more inclusive culture, which included inviting faculty to regular meetings, ensuring that the department head interacts personally with instructors, and leaders taking the time to understand the culture of the department.

As with the larger culture of the institution, adjunct faculty and department leadership all indicated that they felt the culture of the department focuses strongly on student success, as defined by student learning outcomes and the mission of the institution. One adjunct faculty member shared her reflections on the department's culture of teaching and learning:

> I think it's excellent. I am glad I'm at this school.… I'm very impressed with the curriculum, with the attitude about students, just I am really impressed.… I just think they're doing an amazing job from the standpoint of curriculum, from the standpoint of pedagogy, and preparedness, and the thought they put into things.

The faculty handbook emphasizes rigor and alignment of curriculum as a way of best supporting learners through their educational journey. This includes a particular focus on coherence across different program areas, with detailed information about the common texts and program and course descriptions. The handbook also contains detailed student learning outcomes (SLOs) to help guide faculty in the design and delivery of their courses.

Department hiring and orientation practices. Part of "laying a foundation" for an inclusive culture has included redesigning the new faculty orientation with the intention of creating more cohesion and inclusion for adjunct faculty. As of Fall 2018, a department leader revised the faculty orientation and handbook to include updated information that *all* faculty members would find useful—including both practical information (keys, parking, making copies, classroom supplies, etc.) and conceptual information (course descriptions, general information about students served, goals for the department, etc.). Although department leadership has plans for further revision, the handbook is comprehensive. Several faculty members indicated that the handbook was helpful to them as they prepared to teach at JGCC.

Orientation sessions now explicitly target adjunct faculty in addition to full-time faculty. The department dean developed a full-day session that takes place about a week before the start of classes. Staff members refer to this as a "retreat." The first half of the retreat focuses on full-time staff, whereas the second half of the day is devoted to issues and topics specifically relevant to part-time faculty. The retreat was designed to respond to the needs of faculty; beforehand, faculty were surveyed about topics they wanted to learn about in more depth, and the session adapted to those topics.

The faculty with whom I spoke who were able to attend the retreat noted that they felt very supported during the session. One adjunct faculty member shared:

They've got a good system in place. A lot of adjuncts have questions, like "Where are my keys, where's this, where's that," and they're like, "Well, it's all in the handbook. You're going to get all that at the orientation." They pretty much take care of everything at the orientation.

This faculty member also shared that the department head made them feel welcome and connected with the mission. They explained that:

The warm part that I remember [from the orientation] was when I actually sat with [the department head].… I really liked her, because she spoke in this philosophical way, and she said, "You have a chance here to empower students. This is empowering." I really liked that. It was promising, and it really set me on the right foot with [Juniper Grove], with teaching in general really.

Another adjunct instructor explained that due to scheduling conflicts, they were not able to attend the adjunct portion of the retreat due to a number of conflicts in their schedule. Despite the fact that not all of the adjunct faculty were able to attend, one department leader in English mentioned that a high proportion (at least half) of faculty that attended the first retreat of the year were adjunct faculty members. In math, a department leader estimated that nearly 30 adjunct faculty (of approximately 80 total adjunct instructors) were able to attend the pre-semester orientation session.

Beyond retreats, meetings, and institutional orientation sessions, there is a desire to create formal connections within the department; however, the ratio favoring part-time newcomers to established full-time staff makes this difficult. In response, faculty leaders try to make informal connections where they can. According to adjunct faculty members and department leadership, the department head encourages established faculty to reach out to newcomers, and newcomers to reach out to the established faculty. This practice has been successful for at least one of the adjunct faculty members with whom I spoke. He provided several examples of faculty who guided or mentored him. Another faculty member mentioned a positive experience connecting

with a faculty member in the writing center for advice and informal support—a result of simply reaching out and asking questions and continuing to follow-up on his initial contact.

Juniper Grove Math Department: Site Description and Background

The math department at JGCC is located at the very top of a large complex of offices, administrative buildings, and large classrooms. Smaller classrooms are located on the upper-levels of the structure and are accessible only through the open-air walkways that trace the perimeter of the building. The architecture reflects a more industrial style that was popular in the 1960s and 70s in Southern California. A large elevator connects the various levels of the building and is persistently full of students going to and from class. Lockers line the exterior of the building, reminiscent of a high school hallway or gym; however, it is clear the lockers have not been used in a very long time.

In contrast to the exterior of the building, the interior department offices are relaxed, modern, and appointed with newer furniture and fixtures. It is not immediately apparent where staff would find their mailboxes or workspace, in the department offices, as the front office is somewhat minimally arranged. Like the English department's main office, the math department office is also well-lit, clean, and organized.

Department culture, mission, and values. Analyzing transcripts with department leadership, it is clear that serving students—especially historically underserved students—is a prime focus of the math department. The department leaders with whom I spoke expressed an awareness both that students generally have varied levels of preparation and that math is an area where students can get "stuck" in progressing toward their goals. As such, the department head noted that she seeks new faculty members that are sensitive to the challenges that community college students face (e.g., math anxiety, lack of preparation, lack of confidence, need to develop

106

resiliency regarding math coursework, etc.). Further, she described a mindset that she hopes new faculty adopt:

> Sometimes it's less about the material that we teach, and more about the connection with students and convincing students that they can do this, and that they are capable of learning math. Sometimes our job is more cheerleader than teacher.

In the math department, it is generally accepted that adjuncts play a largely functional role—at least amongst the adjunct faculty and leadership with whom I spoke. Both department leaders with whom I spoke acknowledged that for most instructors, teaching at JGCC may be one of many competing responsibilities in the adjuncts' lives. As one department leader shared that for many adjunct instructors, teaching "is a side gig. And that was something that I didn't know for … a year and a half or so... So there can be a lot below the surface that I don't know about." As such, the department has created "course packets" of information that help instructors teaching a particular course or sequence of courses get started. Overall, the department has a great deal of templates, resources, and on-demand information that it makes available to adjunct faculty, either through direct email communication or hosting the content online. Moreover, in general, adjunct faculty mentioned an openness that leadership demonstrates when conferencing about teaching methods and materials.

Department hiring and orientation practices. Once an instructor has been selected from the adjunct pool, he/she is invited to participate in both the institutional orientation and the department-level orientation. In the math department, the department head and coordinator run an adjunct orientation for new and returning faculty. This session lasts approximately 2 hours and includes essential information about teaching for the college and department, including information about student services, instructional support resources, and standard policies and procedures. The department staff use an outlined agenda to ensure that all areas are covered during the orientation session.

If an instructor cannot attend the session, information is either emailed to that instructor or a one-on-one session is scheduled to help the new faculty member learn about the department and responsibilities for teaching. The department head, coordinator, and administrative staff are available for faculty who have questions or need additional support. According to the materials I reviewed and interviews with department leadership, operating procedures in the department tend to be well defined. However, the only adjunct faculty member with whom I spoke from the department shared an experience of miscommunication that resulted in missing the orientation session and delays in receiving the orientation packet. He shared, "I definitely got the feeling that the reason everything fell through the cracks before that was because everybody's doesn't have enough time for these types of things—which again, I can see how that happens."

Within-Case Analysis: Juniper Grove Community College

The following section outlines within-case themes and findings that emerged from a focused analysis of transcripts and documentation from JGCC. Additional findings are outlined in the general cross-case analysis presented at the end of this chapter.

Key Themes and Findings

Shared challenges for faculty leadership.

Closing the achievement gap. In both the English and math departments, there was an expressed focus on student equity and leveraging best practices in teaching and learning to close the achievement gap for non-traditional students, students of color, and historically underserved learners. Department leaders seek instructors who have the ability to connect with students and help them to overcome social, economic, and racial barriers to achievement. Leaders in the English and math departments espoused a need to have faculty connect with students of diverse backgrounds and encourage success. One faculty leader in the math department—and an adjunct

faculty member in the same department—expressed the concern that adjunct faculty are expected to have fewer office hours and, as a result, may be less connected to the campus and students. With a strong focus on student success and a large number of adjunct faculty members serving students, adjunct and faculty leaders both expressed a concern about the current situation of adjunct instructors being limited in providing persistent support to their students.

Lack of community. Faculty leaders mentioned lack of community several times throughout the interviews, which was affirmed through interviews with adjunct faculty members. Academic leaders cited a lack of social and professional cohesion between adjuncts and various levels of members within the organization: between adjuncts and leaders, between adjuncts and full-time staff, and between adjuncts and students. Via personal interviews, leaders expressed concern for a lack of connection from adjunct faculty, but also recognized that the current state of academic labor creates a situation where it is difficult to expect or require more from faculty beyond the most essential teaching activities.

Academic leaders expressed awareness that unless adjunct faculty are internally motivated or required to attend events, it is difficult to create a sense of interest or engagement. One department leader in English noted that she does not compensate faculty for attending events, on the principle that faculty should be invested in themselves as professionals and see the benefit of attending. Another department in math cited lack of resources to compensate part-time faculty for their attendance as a reason her department does not compensate for attending orientation sessions or professional development. All academic leaders with whom I spoke communicated that at JGCC, faculty cannot be required to attend orientation sessions as per their contracts and negotiated responsibilities.

Shared strategies and inclusion from faculty leadership.

Encourage attendance and participation. To help engage adjunct faculty, academic leaders shared that they regularly invite part-time faculty to events such as the institutional and department orientation, flex professional development events, social gatherings, and department meetings. Since educational leaders cannot mandate faculty participation in these events, strongly encouraging and communicating the value of these events has been successful in increasing attendance. The head of the English department shared that she personally invites adjunct members of her department to join a pre-semester retreat every term. Department leaders have shared their strategies for increasing attendance: shortening orientation sessions, creative scheduling approaches, and developing more topics of interest to adjunct faculty to promote engagement.

An academic leader who works with faculty across the institution also encourages faculty to teach in a supplementary program that helps students become acclimated to the demands of college life. These courses help the faculty member not only understand the student population at JGCC, but also connect with the mission of the college and services available to students. Faculty work for this program is compensated and includes a yearlong mentorship and professional development as part of ensuring program success. This academic leader also noted that getting involved in student-focused initiatives in general helps faculty to come together under the common mission of helping students succeed.

Creating adjunct-focused orientation materials and documentation. A clear strength of the orientation approach at JGCC is the degree to which the institution and department leaders create documentation for adjunct faculty in the form of faculty handbooks, online resources, and presentation materials. In the math department, new adjunct faculty are given comprehensive "course packets" that detail important information about a course or courses and provide

additional guidance and support for instructors teaching in specific topics or courses. In the English department, the faculty handbook specifically outlines best practices in teaching and learning and focuses on curricular coherence and includes a welcome letter from the department head and resources for new and returning faculty.

Institutionally, new faculty orientation materials directly address the most pressing concerns of new faculty: understanding the structure of courses, syllabi, and course materials; planning the first day of class; understanding institutional policies and procedures; and accessing critical student information systems. According to document metadata, the last version of the handbook was updated in 2015. The new faculty handbook addresses both part- and full-time faculty. The handbook also includes a preparation checklist to help guide instructors through his or her first semester teaching. The document refers (via hyperlink) to many supplementary online resources on best practices in teaching and learning.

Shared challenges for adjunct faculty.

Lack of community. Across the institution, adjunct faculty unanimously noted a general lack of community for adjunct instructors joining the college—even when individuals were connected with one or two key individuals within their department. In individual interviews, adjunct faculty participants cited several reasons for the lack of connection they felt at JGCC. First, some adjunct faculty members indicated a lack of time to engage in community-building activities, such as social events, orientation sessions, or extracurricular activities. One adjunct mentioned working nearly 70 hours a week, which included teaching at several campuses. He explained, "Only the most mandatory of meetings could have happened."

Second, many of the adjunct faculty with whom I spoke indicated interactions that impeded their ability to feel parity with more established faculty members—especially

interactions at department meetings. One adjunct faculty member described a sense of "feeling lost" during a department meeting, since no one explained the larger context of the meeting topics. He remembered, "Sometimes it's intimidating, because I don't know what [established faculty members] are talking about. I'm just there and they're just so deep into their activities, and they keep the thread going." Another adjunct faculty member described feeling a sense of alienation once full-time faculty members realized he was an adjunct faculty member. Yet another adjunct faculty member described small slights—such as not being handed a sign-in sheet or having materials taken away and redistributed to a full-time staff member—as contributing to a sense of diminished collegiality and community. Adjunct faculty members whom I interviewed pointed out that a lack of collegiality was not always the norm—but that a few small interactions could significantly diminished a sense of inclusion.

Shared strategies and inclusion from adjunct faculty.

Be present on campus. Several of the adjuncts that I interviewed underscored the importance of "showing up:" to meetings, for social activities and events, and for orientation sessions. One adjunct faculty member teaching in the English department mentioned the importance of maintaining an informal presence as well: "Even though I was busy all the time, just dropping in there once a week just to kinda be like, 'Okay, what can't I miss? What's affecting what I do every day?'" Another adjunct faculty member teaching English reflected that, "I went to a lot of orientation meetings at the beginning of the year…a lot of things I really didn't have to do. So people started to recognize me." That recognition has made going to additional events feel more comfortable and created more of a sense of being "in the know" for both faculty members. JGCC has a Math Center and Writing Center, and there are a number of volunteer events in which faculty can get involved.

For one math department faculty member who experienced miscommunication when he first started working at the college, coming into the office and asking questions helped to mitigate early confusion about his class assignments and expected work. After email exchanges failed to provide this faculty member with sufficient information to support the start of his semester, he took the initiative to come into the main office and address his concerns directly with staff and department leaders. He shared, "I was able to like able to go in and talk to people. And basically, by talking to people I got all the things I needed."

Connect with non-instructional staff. More so than at OHCC, adjunct faculty at JGCC articulated the value of connecting with non-instructional support staff—both in their departments and within Human Resources. Several adjunct faculty members mentioned the value of being able to reach out to these staff members with questions or concerns about issues like compensation and benefits, administrative processes, and institutional policies. One adjunct faculty member at JGCC explained that having a familiar person with whom they interact regularly can help promote inclusion: "the department secretary, the payroll person, they're in the office. So whenever I go into the office, they're there." Another faculty member explained, "They're the ones who [have] got their fingers on the pulse." Even at satellite campuses, having staff persistently available gave newcomers a sense of consistency and someone to turn to for general information and support.

Cross-Case Analysis: Juniper Grove and Oak Hills Community Colleges

The following section outlines how specific orientation strategies influenced a sense of belonging and organizational socialization for adjuncts at JGCC and OHCCs, according to adjunct faculty. The themes and findings discussed are drawn from an analysis of interview

transcripts, orientation documents, and theoretical support about organizational socialization and the formation of a member's role in a given organization.

Overall Site Comparison: Socialization Practices

In terms of selecting new faculty members and early organizational entry, OHCC and JGCC take similar approaches to recruiting and hiring new faculty. Candidates are identified from an applicant pool managed by the Human Resources department at each college. Candidates may be required to submit teaching materials, a statement of purpose or teaching philosophy, perform a teaching demonstration, and provide professional references. At each college, Human Resources plays a role in recruiting and screening applicants. At both OHCC and JGCC, Human Resources oversees individual and/or group orientation sessions that are primarily focused on processing new hire paperwork and compliance with local, state, and federal employment laws.

Collective versus individual socialization processes. *Collective* or *individual* socialization processes refer to the manner in which orientation experiences are experienced with other newcomers or in isolation from other new members. Once a new adjunct faculty member is hired, the colleges differ in their approaches to new adjunct orientation. At OHCC, new adjunct faculty members generally meet with the heads of their department and are socialized as individual faculty members. New adjunct faculty members typically meet on-site with department leadership for approximately an hour and discuss strategies for teaching, address any questions or concerns, and cover basic information about working at the college and/or department. At this point or beforehand, new adjunct faculty are also provided any materials needed to perform their teaching duties, including keys to classrooms, parking passes, and faculty handbooks. Although OHCC does have a campus-wide orientation presentation hosted by

campus Human Resources, this orientation focuses on general labor-related practices and policies and focuses less on the roles that new faculty adopt as instructors at the college. As a result, the adjuncts at OHCC largely experience *individual* socialization processes when joining the college.

At JGCC, new adjunct faculty may participate in an institution-wide orientation that focuses on the specific needs of new adjunct faculty members. Instructional leaders at the campus develop and lead this orientation session before each semester. This orientation includes new adjuncts across multiple disciplines and covers topics like equity-minded instruction and developing a robust course syllabus. The session also includes information about the variety of instructional tools and technologies that are available to instructors at JGCC. New adjunct faculty members are also welcome to participate in pre-semester "retreats" or plenaries. The English department invites all new and returning faculty to these sessions, with breakout sessions focused on various needs and topics that might relate to adjunct faculty. The math department also has pre-semester orientations that extend to *all* adjunct faculty—both new and returning. As a result, these types of orientations allow the newcomer a chance to experience *collective* socialization processes; they experience orientation with other newcomers who are in a similar position at the college. However, individuals who are unable to attend organized pre-semester events at JGCC typically meet individually with educational leaders or their proxies in the manner described as typical of OHCC: a one-on-one session with department leadership reviewing basic information necessary to teaching within the department.

Van Maanen and Schein (1979) noted that when individuals going through the orientation process without other newcomers as allies, it tends to create an orientation to the role that is more innovative as opposed to adopting the norms and standards of the institution. However, as so

much of the hiring process is attuned to seeking individuals that already align with the mission and values of the institution, undergoing the orientation process as an individual may not have as much of an effect on a newcomer's sense of their role at the college.

Formal versus informal socialization processes. *Formal* or *informal* socialization processes refer to the manner in which orientation experiences segregate newcomers or incorporate them into normal activities for a given role. At both OHCC and JGCC—and at most community colleges—newcomers start the term in a manner similar to full-time faculty. Faculty members order their textbooks and develop their syllabi. New adjunct faculty have the same expectations of students as established faculty and are expected to perform the same as established faculty with some degree of leniency for those who are still developing an instructional method and approach. Members at both colleges emphasize that students do not know the difference between adjunct faculty and full-time faculty, unless informed by the faculty member. The only area where newcomers are treated differently from established faculty is the frequency with which they are evaluated (initially in the first semester and then periodically after that) and the teaching assignments that are offered to them (policies restrict the number of courses that adjunct instructors may teach in one year, and in-general faculty leaders may use a prioritized list by seniority when assigning courses each semester).

The effect of pooling newcomers and established members in terms of segregating newcomers or treating newcomers as probationary hires, which Van Maanen and Schein (1979) referred to as an *informal socialization process*, is that the newcomer may become more of a content innovator—experimenting with approaches to conducting his/her work—as opposed to conforming to pre-established norms for the role. According to the model proposed by Van Maanen and Schein, new adjunct faculty may experiment to figure out what approaches are best

116

to accomplish a job standard, as reinforced by the evaluation of teaching performance. This was a strong theme that emerged from analyzing interviews, especially at OHCC. New adjunct faculty indicated that they initially experimented with different teaching styles and approaches to better meet the needs of students and fit within the expected performance expectations of their department leaders. At both colleges, new adjunct faculty members confirmed that they underwent a period of "trial and error" when joining the college and were able to transfer pre-established teaching practices from other colleges and then adapt those practices to new organizational contexts.

Sequential versus random socialization processes. *Sequential* or *random* socialization processes refer to the manner in which orientation experiences are ordered or unordered. At OHCC and JGCC, adjunct faculty do undergo *some* experiences in an established sequence; primarily, the order in which new faculty are hired, oriented, and evaluated is somewhat universal. Across all interviews, the evaluation period indicates a confirmation or disconfirmation of membership in the department and serves as a basis for continued employment (although other factors, such as number of open positions, affect continued employment). Human Resource paperwork must be completed before the instructor teaches his or her first class. Applications must be submitted before selection and interviews take place.

Random events might include optional or occasional participation in department meetings, participation in professional development, applying for/being selected for additional professional development support, and serving on committees or being asked to contribute to strategic projects. Participation in these key events depends on the individual capacity and motivation of the new adjunct faculty member. Van Maanen and Schein (1979) posited that a more random (than sequential) orientation might lead a newcomer to adopt more of a content-

117

innovator's approach to adopting new roles and responsibilities, meaning that the newcomer may experiment more with approaches to completing his/her assigned tasks and key responsibilities.

Both colleges implement a mix of sequential milestones (such as meeting with the department chair or attending orientation, being evaluated, reviewing the evaluation with an established faculty member, submitting final grades, receiving student evaluations of teaching) and more random milestones that may or may not occur in the course of teaching (such as engaging in student conduct issues, dropping students from a course, engaging in department-wide initiatives, engaging in mentorship activities). The theory of organizational socialization presented by Van Maanen and Schein (1979) indicates that a mixture of sequential and random socialization experiences can develop a more innovative mindset for the newcomer, meaning that they may be more creative in meeting the demands of their role. Interviews with new adjunct faculty members revealed that these faculty members often deal with novel challenges by experimenting with solutions, engaging faculty leadership for advice, or transferring skills from other college teaching contexts. In each case, the adjunct faculty related that they face a variety of novel challenges as new adjunct faculty, which requires creativity and flexibility, as well as a "learning" mindset.

Fixed versus variable socialization processes. *Fixed* or *variable* socialization processes refer to the manner in which orientation experiences indicate a timeline to full membership. Faculty and leadership interviewed at OHCC stated that membership for new adjunct faculty members may take between 2 months and 3 years, with most respondents reporting that they felt included within the first semester of teaching. At JGCC, the variance of responses was narrower. Faculty and leadership indicating that it takes approximately one to three semesters to feel like

part of JGCC. Most frequently, though, faculty tended to state that it took them a semester to feel oriented and familiar enough with the college to feel confident in their role.

For full-time faculty members, there is a period of review before tenure is established. Speaking with adjunct faculty, I came to understand that there is always a sense of existing on the periphery. One adjunct faculty member from OHCC shared his perspective: "I think this relates to just the dynamic of being a part-time faculty.… Sometimes, it's almost like some people have one foot out the door because they don't know if they have a long-term job or not." Adjunct faculty shared a general sense of concern about being asked to return to teach in subsequent semesters, although those who had taught for several semesters at the same institution shared that they felt a greater sense of being a part of their institutions.

Van Maanen and Schein (1979) noted that without a fixed timeline to membership, it can be difficult for new members to know they have transitioned from *newcomer* to *member*. With adjunct faculty having little sense of forward momentum within an organization, there may be a sense of increased *role anxiety* with a variable timeline, which, according to Van Maanen and Schein, would produce more role conformity as a way to reduce anxiety. A scholar conducting the first empirical study of the socialization model in practice disagreed. Based G. Jones' research, he thought that variable tactics would promote more role innovation because the newcomer would take the initiative to define his/her own timeline for inclusion (Chao, 2012; G. Jones, 1986).

The adjunct faculty with whom I spoke at both colleges demonstrated key differences in terms of role anxiety between those who aspired to full-time positions and those who were content with working as part-time adjunct faculty members. An analysis of the interviews indicates that those who aspired to full-time positions try to demonstrate role commitment and a

sense of duty to the organization; however, those who did not aspire to full-time positions seemed to have a varied sense of anxiety about meeting a specific timeline to inclusion—or even questioning if full inclusion is possible for adjunct faculty. Overall, a lack of a specific timeline to membership did seem to either produce anxiety for those seeking more permanent positions—especially anxiety around continuing to teach at the institution in subsequent quarters—or promote a sense of resignation that the faculty member would remain a partial member of the college. Several adjunct faculty members mentioned feeling discouraged by the lack of full-time positions available, as did a few educational leaders. One department leader noted:

> There have been many faculty members who were adjunct and then moved to full-time after having got a lot of the pedagogy, but not all of them do. You know that's really hard, but it is also sort of the reality of our educational system.

In every case, the timeline to inclusion varies based on individual circumstance and the larger shift in higher education that favors contingent faculty appointments over more durable teaching contracts.

Serial versus disjunctive socialization processes. *Serial* or *disjunctive* socialization processes refer to the manner in which orientation experiences leverage incumbent members as formal or informal role models for new members. At OHCC, interviews reflect a culture of mentorship; despite a formal mentorship program just beginning campus-wide in 2017, informal connections have sustained a sense of support for new adjunct faculty members. Several new adjunct faculty members mentioned key individuals who shaped their teaching practice and sense of inclusion. One faculty member who teaches in Oak Hill's English department, Susan[6], was mentioned by several adjunct instructors as instrumental in their feeling welcome and developing instructional approaches at the college. Susan was someone the faculty members felt comfortable

---

[6] A pseudonym.

approaching with questions, concerns, or guidance. One adjunct faculty member at OHCC started as an instructional aide in Susan's class. Another mentioned how Susan served as a role model for teaching, and how the new faculty member planned to observe Susan's class. In Oak Hill's math department, several unnamed faculty members were cited as examples of formal and informal mentors; whether these instructors responded via a quick email or made time to discuss student conduct issues in the faculty workroom, new adjunct faculty conveyed that these faculty members served as role models and mentors who were invested in their success. Leaders of both the math and English department shared how they try to establish lines of communication between experienced faculty and newcomers and encourage new faculty to reach out to them directly for guidance or support.

At JGCC, new adjunct faculty both sought out mentors and had established faculty reach out to them with guidance and support. One such mentor working in the writing center was able to give the new adjunct faculty member advice and guidance on navigating the demands of teaching at JGCC. More formally, the head of the English department invites established department members to present on topics at orientation to help give adjuncts an opportunity to gain expertise and insight into key topics.

The adjuncts with whom I spoke noted that most of the faculty members with whom they interact are full-time faculty. Although this is valuable, one adjunct faculty member noted that established members of his department can sometimes lose sight of what it feels like to be a newcomer. He shared:

> I find that older faculty have a hard time remembering what it's like the first couple of years because if—you know—two years were like this out of 30 years you've been teaching, it doesn't seem that consequential. When you've been teaching for one year. It's incredibly consequential.

A few of the adjunct faculty members with whom I spoke indicated that "near-peer" mentors were extremely helpful for illuminating pathways for success. Several adjunct faculty members indicated that they had friends teaching at the institution or were connected through tutoring work or graduate work to personnel at their colleges before they joined. One faculty member spoke of a faculty member whose footsteps she followed from undergraduate education, to graduate education, to entering and developing her career. Another shared that a close friend teaching at the college became her guide. She reflected,

> I have always wondered what people do if they don't have someone there who they already know and who they can kind of connect with to get materials and stuff. So you know, I mean I feel like that's invaluable.

According to Van Maanen and Schein (1979), providing newcomers with insider role models helps to orient new staff to their roles and creates a sense of organizational continuity. However, there is an assumption that when newcomers are connected with role models who differ from them significantly, there can be a *disjunctive* orientation to the role—meaning that what helped the role model succeed may or may not help the new member succeed. In the case of adjunct faculty members, it may help newcomers to meet other adjunct faculty members. Then again, full-time faculty members may have more knowledge and insight into organizational processes and strategies for teaching in a particular institutional context. Adjunct faculty members conveyed that it was immensely helpful to have role models in the teaching ranks at their college, and specifically noted that near-peers were most helpful in terms of guidance and support, as well as providing inspiration for advancement. Those mentors can help adjuncts navigate unclear or ambiguous situations that require complex understanding of the institutional context and instructional responsibility.

Investiture versus divestiture in socialization processes. *Investiture* or *divestiture* in socialization processes refer to the degree to which a newcomer's knowledge, skills, and abilities

are embraced by the organization and incorporated into the newcomer's role. The information shared in interviews with instructors at OHCC indicates a very high degree of investiture. Educational leaders indicated that they seek individuals with a diversity of experiences in order to strengthen the practices of the college and department. As one faculty leader stated:

> I look for, "Does this person's personality and experience match what we have here? Or is this person willing to kind of adapt to some of the stuff that we need?" But then at the same time, obviously what they bring in is important. And I don't expect them to be a different person.

Adjunct faculty members shared experiences that affirm the value the institution places on their unique perspectives. One adjunct faculty member teaching in the English department at OHCC shared how he sees himself fitting into the organization, "Being authentic is my personal value. But I would like to assume at Oak Hills they treasure so much individuality and freedom that authenticity is very much valued as well." Another reflected on times where leadership affirmed her experience was a benefit for the institution. Faculty identified moments like those as instrumental in creating a sense of belonging.

Interviews with members at JGCC reflected a similar desire to leverage the diverse experiences of faculty who join the college. As a leader in the English department leader stated, "We value not just the fact that you are a body who can teach a class of 28 students but your knowledge—the knowledge that you bring and your experiences." Faculty leaders explained that instructors provide examples of persistence and success for students. A leader in the math department explained:

> We do always appreciate the faculty that have been community college students themselves, because there's this sense of connection that a person has with the experience of being a community college student. And I think it's important that students see faculty as people and understand a bit about their experiences. Whether that's their experiences as a student in general, or as a community college student.

In interviews, adjunct faculty spoke extensively about their experiences and the value they bring to the classroom. Although both the English and math departments require particular texts, the new adjunct faculty with whom I spoke felt comfortable adapting and augmenting materials based on their past experiences teaching and developing curriculum.

Van Maanen and Schein (1979) noted that typically, divestiture occurs in "total institutions" (p. 251) where membership itself requires remaking one's self in the image of the organization. These institutions value conformity to a standard over a diversity of perspective. Conversely, institutions that take an investiture approach endeavor to "take advantage of and build upon the skills, values, and attitudes the recruit is thought to possess" (p. 250). In general, colleges and universities espouse a value for diversity of experience and perspective. OHCC and JGCC particularly underscore the value of diversity in their mission and values statements, and reflect these values in their approaches to hiring, orienting, and evaluating new faculty.

Van Maanen and Schein (1979) wrote that "investiture processes attempt to make entrance into a given organizationally defined role as smooth and trouble free as possible" (p. 250). Although both community colleges value new adjunct faculty members and the strengths they bring to the organization, more could be done to ensure that organizational entry is a smooth process. Throughout interviews with new adjunct faculty, participants noted several obstacles on their path to inclusion, including instances of missing information, not having keys to a classroom, or experiencing confusion over norms for participating in faculty meetings. Bringing greater attention and intention to the process of orienting new adjunct faculty may create better transitions for newcomers and outcomes for students and colleges overall.

Role orientation, content innovation, and role innovation. Van Maanen and Schein (1979) explored the ways in which different organizational socialization tactics might combine to

create the desired role orientation for a given organization. They noted that when organizations intentionally design socialization activities with a certain role orientation outcome in mind, it will "maximize the probabilities of certain outcomes" (p. 253). They identified three common end-states: a *custodial* response to socialization, wherein a newcomer fully adopts the responsibilities and norms of a role; a *content innovation* response, wherein a newcomer adopts the norms of a role but experiments with methods for accomplishing the role; and a *role innovation* response, wherein a newcomer completely transforms not only the methods for performing a role, but also the role itself.

In analyzing the process of organizational socialization at both OHCC and JGCC, newcomers experience a mixture of sequential and random experiences that confirm their identities as new faculty members, and have variable timelines to "membership"—informally defined as having a positive evaluation and/or being invited to teach classes again. Through a network of mentors and guides, newcomers experience a serial process of learning the culture of the institution and strategies for improving instruction, and adjuncts shared that they generally felt open to bring their academic and professional experience to their teaching practice. The key difference between the two colleges is the degree to which newcomers experience orientation as individuals or collectively. Van Maanen and Schein (1979) theorized that collective orientation processes would be most likely to create a custodial orientation for newcomers and individual socialization processes would be more likely to produce "the specific outcomes desired by the socialization agent(s)" (p. 236). A survey of experiences at both OHCC and JGCC indicated that newcomers have largely adopted a "content innovation" perspective of their roles, wherein newcomers have accepted the general mission, norms, and responsibilities of a role; however, the individual is open to improving practice by adopting new strategies and experimentation with

125

instructional approaches. Analyzing interviews with academic leaders, this outlook may be ideal, as each leader expressed a need to constantly evaluate and improve the quality of instruction for all learners—specifically as more colleges are called to address issues of equity in a rapidly changing environment.

Interviews with adjunct faculty revealed many instances wherein the new faculty member felt more comfortable adapting his/her teaching strategies once he/she felt he/she had become a part of the college. However, several instructors indicated that they initially felt confined to stick to suggested activities, readings, and assessments—only experimenting once they had practiced what they felt were the expected behaviors of a new adjunct faculty member. One adjunct faculty member shared his advice:

> Of course read the [Student Learning Outcomes]. However, don't assume that whatever is listed as suggested assignments are what you need to do. They are mere suggestions, hence "suggested" assignments. But I feel as a new adjunct you're so blindsided by the rules and trying to follow suit—because your life sort of depends on it—that you forget the purpose of why you are here.

Several new adjunct faculty members articulated that the purpose of their role is to engage and inspire students to adopt successful learning practices and master content knowledge in a given discipline. All of the adjunct faculty members I interviewed shared that they feel a calling to help students persist academically, especially in the face of systemic or personal challenges. In order to perform this task, it is necessary to do a great deal of experimentation and adopt promising practices in order to navigate an often-ambiguous environment. Feeling included and supported may, as interviews indicate, give new instructors a sense of security necessary to experiment; those instructors who indicated they did not need this sense of security in a role or position (i.e., new adjunct instructors who felt a stronger obligation to serve students than adopt institutionally-recognized practices) also discussed the same obligation to meet students' needs through adaptive teaching practices.

Shared Organizational Strategies

The following section outlines practices that educational leaders took to promote greater social and professional inclusion for new adjunct faculty members, according to the adjunct faculty members and educational leaders with whom I spoke. Each strategy was described by educational leaders and confirmed by new adjunct faculty members at JGCC and OHCC, according to personal interviews with members at both colleges. Although some of the strategies may seem obvious to practitioners or were previously described in the literature as best practices for new faculty inclusion, it is important to verify and validate those assertions as practices adopted at the sites. All of the educational leaders and adjunct faculty that I interviewed emphasized the importance of bringing an intentional approach to onboarding and including new faculty.

Establishing orientation processes and protocols for new adjunct faculty. One of the most impactful practices discussed in this study was the development of formal orientation programs and processes. As Chao (2012) summarized, "formal orientation programs are training programs designed to introduce newcomers to their jobs and coworkers. Orientation programs can also provide information about the organization's mission, culture, and general processes" (p. 24). Of the two institutions, JGCC has developed more formal adjunct-specific orientation programs that are delivered consistently each semester. These sessions specifically target the needs of someone joining the institution for their first semester of teaching as an adjunct faculty member, and explicitly work to meeting the needs of the specific student population at JGCC. The institution-wide orientation focuses on equity and best practices in teaching, as well as resources that new faculty can leverage.

At the department level, the sessions are more closely focused on meeting the needs of the students within a particular discipline (English or math); although there is some overlap in the topics covered, the department-level sessions offer a unique opportunity for group socialization (new adjunct faculty meeting other new adjunct faculty as well as established faculty members). Because these department-level orientations are facilitated by department leadership, they allow newcomers a chance to forge new professional connections with their leaders and directly learn about the expectations leaders have for them as new teachers.

The primary issue identified by adjunct faculty, however, is a difficulty attending these formal sessions due to scheduling and the variety of demands that are placed on an adjunct faculty member's time and resources. Several adjunct faculty members shared that they commute great distances to teach at different campuses. Others cited a need to balance teaching responsibilities with other priorities, such as obligations to family, other employment, or educational pursuits. Another issue identified in analyzing the content of both orientation sessions is that there is an opportunity for greater alignment between the institution-wide orientation and the sessions delivered by departments each semester.

As discussed earlier in this chapter, educational leaders at OHCC orient newcomers in less formal orientation sessions. New faculty meet with department leadership in one-on-one meetings that delve into the questions and concerns of new faculty. The more intimate orientation process also allows for candid conversations to take place wherein leadership can help clarify the expectations placed on new faculty and address any underlying assumptions that could lead to ineffective instruction. For example, one faculty leader noted that his new adjunct faculty often focus their curriculum or select materials that interested them as students—rather than investigating the needs and interests of students at the particular college. However, several

faculty leaders at OHCC mentioned an intuition-wide adjunct orientation as an aspiration for the near future. Citing Richard Lyon's *Best Practices for Supporting Adjunct Faculty (2007)*, one educational leader in the English department articulated a vision for a session that coincidentally mirrors the sessions offered at JGCC. He stated, "I think if it could be college-wide, you'll get better attendance on the whole than even if individual departments were pulling this off on their own." Another faculty leader in the math department noted that an institution-wide session was a common practice in the distant past, but may prove useful in the near future. Several of the adjunct faculty with whom I spoke cited the value of one-on-one orientation meetings with department leaders. Instructors appreciated the personal interest and connection that these meetings created and felt more comfortable maintaining a connection with their leaders if they needed advice or to reach out to resolve an instructional issue.

Although they differ in approaches, department leaders at both OHCC and JGCC communicated the importance of orienting new adjunct faculty to the institution and department—both leveraging informal interactions like one-on-one meetings with department leaders or mentors and formal sessions like the retreats, orientations, and evaluation reviews. Leaders at both institutions and within both the English and math departments recognized that working with adjunct faculty requires additional sensitivity to the labor conditions, scheduling demands, and social structures that effect adjunct faculty. At both institutions, iterative improvements have been made to the orientation process and are expected to continue. Soliciting formal (session evaluations, surveys) and informal feedback helps leaders to better meet instructors' needs. Educational leaders at JGCC help to improve their orientation by surveying participants about their experiences and needs. Educational leaders at OHCC discuss these needs informally and directly with personnel.

However, leaders at both institutions and within both departments recognize the value that both formal and informal strategies have in helping adjunct faculty acclimate to a new work culture. At both institutions, educational leadership expressed a desire to create a more robust process, by engaging both informal or formal strategies for including newcomers. At OHCC, educational leaders noted a need for a more defined and formal process moving forward—one that specifically engaged the adjunct instructor in the culture and work of the institution. At JGCC, participants discussed more informal strategies for supporting an inclusive culture for adjunct instructors. Educational leaders within the math departments at both institutions emphasized creating documentation and "packets" that could help newcomers adopt curricular approaches and practices to ensure greater alignment of student learning outcomes.

At both institutions, Human Resources plays an integral role in recruitment and initial processing of new adjunct hires. At OHCC, Human Resources hosts the only institution-wide orientation session for new faculty members. Educational leaders cited workshops offered through Human Resources to improve equity-minded hiring practices. At JGCC, personnel in Human Resources and payroll were cited as helping newcomers navigate new policies and processes. Beyond the support of Human Resources, each site's departmental leadership has developed its own approaches to including new adjunct faculty through formal and informal orientation sessions.

Additional orientation and support for special initiatives. Finally, faculty leaders of math departments at both colleges shared that they have created additional orientation supports to help faculty teaching in particular programs or course sequences. At OHCC, for example, any instructor teaching within a particular statistics course sequence will go through an additional orientation and norming session that runs about 2 hours. Several faculty members talked about

committees coming together to address new policy and legislation around basic skills education and how the department would revise their curriculum.

At JGCC, there are additional course supports for certain courses and specific learner populations, including encouraging new adjunct faculty to teach a freshman seminar that promotes college student success. Part of teaching in this program includes a specialized orientation program, membership in a professional learning institute, and participation in a program-sponsored mentorship program that helps new faculty understand issues of equity and inclusive teaching practices.

Establishing a communication strategy. As many adjunct faculty are working at multiple campuses, and faculty are hired at various points in time throughout the academic year, it is imperative that institutional and department leadership have an aligned communication *strategy* to maximize the effectiveness of information provided at various points in hiring, orienting, and continuing to support adjunct faculty. Having a communication strategy in place can help make the orientation process smoother for all new faculty, but especially for new adjunct faculty who are receiving a number of messages and information from multiple channels.

Modes of communication. Several adjunct faculty members at both institutions share that email is a primary mode of communication. As noted in the case analysis of the communication mode at OHCC's math department, adjuncts shared that most of the communication happens electronically via email. Several other faculty members mentioned that they are able to keep up to date on campus events and department-level information by leveraging email. An adjunct faculty member in the OHCC English department recalled how he referenced specific "orientation" emails both his first semester and thereafter. He said,

I actually referred back to that original email [the department head] had sent me with all of the steps that you have to take with the syllabus, or all the little things you have to do at the beginning of the semester.

However, at least one adjunct faculty member with whom I spoke shared an experience of receiving "too many" emails. Another admitted having difficulty organizing all of the information that comes at the start and end of semesters.

Department leaders stated that they have a strategy in place when it comes to communicating with faculty, and that email is a large part of that strategy. One department leader in the OHCC English department explained how he approaches email communications:

As far as communicating [critical information], it's all basically by email so…I send email about our meetings and important decisions, pending legislation…. And I send it to everybody. I don't ever send an email to *just* full-time faculty.

Another faculty leader in the math department at OHCC sends an email update after each department meeting to summarize outcomes and key decisions that were made. At JGCC, email is just one channel that leaders take to establish communication with faculty. A leader in the English department described how she both emails and reinforces information via flyers and verbally. In the math department, both department leaders with whom I spoke utilize email to invite instructors to reach out for further clarification or discussion.

Printed information "packets" were another popular method at both sites for providing large volumes of information, such as faculty handbooks or course curriculum. Although some faculty members found printed orientation and support materials helpful, others shared that they did not reference these materials frequently—or at all. One faculty member explained: "It's just that I never read the thing and I always asked the clerk, and she's like, 'It's in your handbook.' I'm like, 'Oh, yeah.' That's on me." Another faculty member shared that he held on to a physical copy of his faculty handbook for many months before throwing it out, unreferenced.

A growing practice is to create digital repositories of orientation and support information that faculty can access on-demand. At both OHCC and JGCC, department leaders described creating faculty handbooks, orientation slides/handouts, and sample syllabi and course materials for new faculty members. Adjunct faculty at both colleges confirmed that having these digital materials helped them to assemble curriculum and address emergent issues when a trusted peer or advisor was not available to assist them. Both colleges are increasingly moving materials online to staff-restricted websites, online file repositories like Dropbox, or the institutional Learning Management Systems, where copies of these materials remain available at any time of day. For new faculty, however, restricted sites pose a challenge—several new adjunct faculty that I interviewed mentioned that it took several weeks after the start of their first class to gain access to information hosted on the college's Learning Management System or email system. Having links that are accessible without a functional staff email or login would mitigate barriers to early access of information (e.g., providing faculty a digital information packet via a dedicated link).

Finally, several of the faculty leaders that I interviewed spoke about leveraging multiple channels of communication—email, discussing items at staff meetings, creating flyers, department calendars, distributing information in repositories—to ensure that the message is received by all faculty. Having a dedicated staff member "in-the-know" also helped to ensure that information was clear, and that faculty have someone to whom they can reach out if they need help or support. Several adjunct faculty members mentioned administrative staff by name and felt comfortable calling or stopping in if they had questions.

Timing. Managing the presentation of information requires careful consideration of content, audience, and timing. A majority of the leaders that I interviewed referenced how critical it is to time communications so that instructors have the information they need, exactly when

133

they need it. Interviews with department leaders revealed that most of the department leaders either utilized an orientation checklist to ensure that critical information and materials had been distributed, or were in the process of developing something more formal to support this process. Not surprisingly, faculty appreciated having ample time—several weeks at least—to digest information and develop their courses based on guidelines and templates provided by their departments.

In the instances where communication went awry, it seemed to critically affect the ability of the new adjunct faculty member to function in his/her new role. I spoke with one adjunct instructor who suffered due to a critical point of miscommunication when he was joining his college. He shared that he missed key pieces of information, such as the start date for his course, information about the department-level orientation, and the answers to specific concerns and questions that he had about teaching the course. He shared his insights on improving communications for new adjunct faculty:

> I would say having a schedule of, like, when in the hiring process people get certain pieces the information. I think all the information was eventually emailed to me. So, I don't think that was the problem. I think it was all there. I think the process for getting that out was maybe a little broken. Especially, making sure that there are no cracks where you can slip through.

Another adjunct faculty member at a different college shared that although she received information about her class (like the learning objectives and syllabus template with institutional policies), she missed critical information about parking and access to her classroom. These adjunct instructors understand that staff are very busy, but expressed that creating a checklist or protocol for sending information could help mitigate the confusion created by a lack of clear information.

Content. In the personal interviews that I conducted, the types of information that new adjunct faculty said they needed were largely functional in nature and include practical and

134

logistical information about the course they were teaching and the resources they would need to leverage to teach them. Faculty cited access to faculty handbooks, sample presentation materials and assessments, course learning objectives, and department calendars as a way of becoming informed members of their departments. Faculty also mentioned that they appreciated information about social events, student-focused events (like job fairs, transfer events, etc.), and professional benefits and development opportunities available to them as faculty members.

When department leadership personalized this information to the greatest extent possible, it made adjunct faculty feel as if someone in the department was looking out for them. Adjunct faculty appreciated when their leaders included them in invitations to department meetings and events—even if they were unable to attend. One educational leader in the English department at OHCC noted an institutional practice of introducing new faculty and staff at key meetings and then following up with an email update to all faculty and staff; the department has aligned this practice by introducing all attending new faculty at department meetings and emailing faculty and staff when a new staff or faculty member is hired. Further, the head of the department has adopted regular email "check-ins" to ensure that new faculty feel supported and comfortable communicating with him. Educational leaders at both sites communicated that they do the same, following up with faculty regularly via email.

Supporting interpersonal connections.

The "open door policy." The educational leaders with whom I met all observed a professional open-door policy, encouraging staff to reach out via email, phone, or by stopping by their offices. Each educational leader with whom I spoke strove to make faculty feel welcome to ask questions or meet with them one-on-one, and therefore physically tend to have an open door to signal that people can drop in. I observed a more apparent "open door" practice at OHCC, where the offices of department leadership are more accessible than those at JGCC. At JGCC, the practice of scheduling meetings seems more frequent, and I observed fewer "drop ins" with higher-level leadership during my short visits to the main offices. However, faculty at both colleges mentioned that they at least felt comfortable reaching out to their chair, dean, or someone in a position of department leadership—especially if they experienced a problem or issue that touched upon policy or common department practice. For example, one adjunct instructor reached out to his chair when he needed to work around a student's participation in a extra-curricular school activity. Another adjunct faculty member cited going to his chair when she needed clarification on a policy.

Mentorship. Educational leaders at both sites mentioned the various connections that they attempt to foster among full- and part-time faculty, newcomers, and established faculty. Several adjunct faculty members at both institutions mentioned that they appreciated having department leaders encourage mentorship and connecting them with like-minded faculty members. In many cases, personal networks helped the newcomer to establish their own guides and mentors; in other cases, a faculty leader (such as a department head or unit director) was able to facilitate an initial connection. At OHCC, a newly implemented mentorship program is showing promise for helping new adjunct faculty feel more included and formalizing an often-

136

informal process. Although the program faces operational challenges (finding enough full-time faculty who are willing to participate, maintaining social connections, scheduling, etc.), several faculty members described it as a step in the right direction.

At JGCC, mentorship is more informal, but it does occur with the help of educational leaders and the proactivity of new adjunct faculty members. In both departments, the role of the coordinator (course or division-level) helps to create more cohesion in the instructional practices and processes of evaluation. Further, having support staff connected to faculty helps to alleviate the burden on faculty leaders and makes one-on-one support more accessible to new adjunct faculty members. Several new adjunct faculty members that I interviewed at both JGCC and OHCC identified classified staff members as instrumental in helping initiate an early connection to the campus, department, and faculty resources.

Establishing spaces for adjunct faculty. Both OHCC and JGCC provide dedicated physical spaces for adjunct faculty to plan their courses, meet with students, and network with one another. Creating these spaces with adjunct faculty in mind can help newcomers find a physical place that corresponds with all of the activities of teaching that happen *outside* of the classroom. Department leaders also encourage faculty to leverage student-focused spaces for meetings with students (individually or in small groups)—spaces like the campus writing center or math lab. Several faculty members shared that leveraging these shared spaces not only helped them to connect with students (who found meeting in these spaces convenient and accessible), but also helped to facilitate informal social connections between faculty members who were also leveraging adjacent spaces.

At JGCC, at least one department leader spoke about expanding these spaces for adjunct faculty and making them more welcoming—including providing comfort items such as a coffee

maker or more inviting lighting. Adjunct faculty that I interviewed also shared that having resources like computers, copiers, and other materials to support faculty work were helpful in creating a welcoming environment. While many adjunct faculty are not able to utilize these spaces consistently, a common practice is to establish semi-private shared office space that can be reserved by specific faculty members on a consistent basis throughout the semester. Faculty at OHCC have such a space for English department adjuncts, who rotate through the office space each week. The math department at OHCC has a similar space, equipped with a chalkboard and a desk for faculty use. On several occasions, I observed this space being used to tutor small groups of students or host individual meetings.

Beyond this, the adjunct faculty members with whom I spoke at OHCC expressed appreciation for the availability of faculty workrooms—areas that were off-limits to students and allowed faculty members to decompress before or after class. These areas were stocked with equipment that faculty can use, including office supplies and computers, printers, copiers, and other equipment. Not only does each department have a faculty work area, but also their Center for Teaching and Learning includes spaces for focused work. Adjunct faculty at JGCC mentioned that they also have places and spaces to both meet with students, as well as engage in focused work; however, adjunct faculty at JGCC mentioned their physical environment far less than adjunct faculty at OHCC.

Social events and mixers. Each of the departments that I visited hosted a variety of events that both formally and informally support social connection—including holiday parties, mixers, celebrations, and happy hour gatherings. Very few of the adjunct faculty that I interviewed were able to attend these events regularly, but several were aware of them and received regular invitations from department leaders or peers. Regular invitations to faculty

meetings also encourage social connection and cohesion. One faculty leader noted that when she sees a newcomer, she makes a personal effort to invite him/her to sit with her and personally introduces invite him/her to other faculty. Another faculty leader was described as taking the time to get to know each faculty member at a department retreat, offering each new staff and faculty member a small group informal conversation about his/her interests and background in his/her field.

Supporting professional development.

Training and development opportunities. Part of including adjunct faculty as professionals is recognizing their need for professional learning, demonstrating an investment in the newcomer as a professional. Several of the adjunct instructors with whom I spoke emphasized their desire to attend as many professional development activities as possible. Several others mentioned that they aspire to attend these events but are limited by their schedule. In almost every instance when professional development was a topic of discussion in an interview, adjunct faculty members expressed gratitude at having resources dedicated to professional development and learning.

Administrators emphasized that professional development is extremely valuable to deepening an instructional practice *and* a sense of inclusion. As noted earlier in the case analysis of OHCC, academic leadership emphasizes proactively "finding those spaces [for connection]." And although some administrators recognize that faculty view professional development as an assurance of obtaining a full-time position, those I interviewed expressed that it is difficult to move into more inclusion in the campus without attending professional development workshops. One leader in the English department at OHCC shared her experience:

I was attending all those different trainings and workshops to just improve my knowledge and skill of that area and so then I was hired because of those qualifications and then you know [the skills] I was able to bring.

A variety of professional learning activities are available to adjunct faculty at both OHCC and JGCC. These include both formal and informal events focused on various teaching topics and skills—both online and in person. Having dedicated funding and staff effort toward creating professional development and orientation practices enables faculty to focus their efforts on creating a community of learning and collegiality. Several faculty members at JGCC oversee and develop the institutional orientation sessions as well as other professional learning initiatives. At OHCC, faculty are able to leverage a center for teaching and learning that hosts regular workshops and trainings. At JGCC, various faculty bodies and departments offer workshops and trainings on topics that include educational technologies and strategies for inclusive teaching.

Formal evaluation processes. At both OHCC and JGCC, leaders expressed that the formal instructor evaluation process was essential in order to reinforce best practices espoused by the department. Further, new adjunct faculty members cited the evaluation as a pivotal moment in their orientation process. As one adjunct faculty member from OHCC shared, "I don't know if I really felt like part of the faculty at that point, but I just felt a little bit maybe more accepted. Especially [because] I got really great feedback from my faculty reviewer and suggestions."

At both OHCC and JGCC, new faculty are evaluated within their first semester of teaching, and they are required to attend a meeting to discuss the written evaluation from the faculty evaluator. The formal evaluation follows a similar rubric at each site; topics evaluated include teaching methods and areas for improving instructional practice. Nearly all of the adjunct faculty members with whom I spoke expressed the value of the evaluation process in helping them understand what was expected of them and affirming positive practices that the instructor

had adopted. By creating a structured evaluation process and emphasizing the post-evaluation debriefing session between the evaluator and new instructor, adjunct faculty receive targeted feedback that clarifies any doubt about what is expected of an instructor in a given role within a department.

Summary of practices. Although department leaders all expressed a desire to do more to support adjunct faculty members, each department leader shared that he/she takes seriously the task of including *all* new faculty members. However, there was a specific sensitivity shown to including adjuncts—perhaps because a majority of the department leaders with whom I spoke had adjunct teaching experience and knew about the conditions that adjunct instructors face: commuting to multiple campuses, experiencing inconsistency in teaching schedules and employment, and working with a lack of benefits or job security. The practices of creating formal and information orientation processes, creating on-demand materials and reference documentation, facilitating connections with members of the department or institution, establishing spaces conducive to adjunct work, and supporting professional development efforts were the most prominent examples of organizational leaders intentionally creating processes for bringing new adjunct faculty into their departments and helping to promote inclusion.

Shared Individual Strategies

The adjunct faculty members that I interviewed cited the following strategies as useful in promoting their inclusion as new members of the faculty at their community college. The strategies described were cited frequently at both sites and within both the English and math departments at each site. Further, these strategies connect to the literature on general practices of inclusion outlined in Chapter 2 of this dissertation. These strategies include: being present on campus, participating in department meetings, engaging in student-focused initiatives,

Being present on campus. The most frequently mentioned strategy for inclusion

mentioned by both adjunct faculty and their leaders was to establish a presence on campus. The

faculty that I interviewed described "presence" as being on site enough to become recognizable

to established members and students of the community college and being known by name and

face. One faculty leader in the English department at OHCC offered the following advice for

new adjunct faculty:

> I think some faculty members may choose to go to the cafeteria or somewhere kind of hidden away from everybody to have their office hours. And I would actually highly recommend being in the area where there are other faculty members around so that you're kind of forced to have an interaction with them.

There are several types of these spaces on a community college campus: the faculty lounge, the

adjunct offices, and a shared adjunct office. Beyond this, administrators also suggested campus

tutoring centers or math/writing success centers as possible places to hold office hours. A faculty

leader in the math department at JGCC shared similar advice:

> Being on campus either early or after their classes, coming into the office and connecting with the staff and the faculty that they see in the office—it's not always obvious on a community college campus who's a teacher who's a student. But if [new adjunct faculty] go to locations where there are instructors, be proactive and introduce themselves start conversations about their experiences in class, about the material, about you know the content.

An adjunct faculty member in the math department at OHCC described how being on campus

helped her feel more comfortable. She stated:

> I made an effort to actually go to two of the campuses…over the summer I drove there, I parked my car, I figured out all the little things, so that was definitely very important part. [New faculty] can do it themselves or have someone walk them around campus and give them some information.

Another adjunct faculty member at OHCC teaching in the English department described a shift

in her perception about using the communal space:

> Being in the office hours in that communal area I think was so ... like initially, I was like "this is terrible, who can hold office hours like this?" But then once I'd been in there for a

while, I was like "wait, this is awesome because I've met all these people!" The people were so nice and would just introduce themselves and ask me, you know, where I'd come from and what I was teaching.

At JGCC, an adjunct faculty member teaching in the English department offered his advice to his peers:

> Don't be a hermit. Don't sit at home and just do your job and then go to work and then come home, go to work, and come home. Try and be there at the activities. Try and be there. Be brave and show up.

In addition to social connection, several adjunct faculty members mentioned that their regular practice of being on campus led to additional teaching opportunities, being asked to serve on committees, and unexpected introductions and social connections.

Participating in department meetings. Many of the administrators and new adjunct faculty members I interviewed advised newcomers to make a particular effort to attend department meetings. At both OHCC and JGCC, these regular meetings include robust discussions of upcoming initiatives, policy shifts, and institutional culture. In terms of becoming more included and connected, several adjunct faculty members shared that department meetings were a catalyst for increased inclusion. One adjunct faculty member shared his experience joining the department meetings at OHCC's English department:

> I think going to meetings and sort of being a regular face around there has made me feel like a lot more faculty recognize me and say hi. That sort of has made me feel more accepted.

Another adjunct faculty member in the math department at OHCC shared her experience:

> I attended the departmental meeting even though it was optional for part-time faculty. I want[ed] to meet some of the faculty that were there and a few of them are actually instructors that [taught here] when I was a student.... It was nice to be, now, part of the community that I had already been introduced to—but I got to meet a few people, make contacts, and kept in touch in terms of if I needed anything.

One English department faculty member at JGCC shared that she regularly attends department meetings—primarily because she wants to understand what is going on, and she is able to fit the

meetings into her teaching schedule. Another adjunct faculty member in English encourages new faculty to attend, but with a caveat: "I would say go to as many meetings as you can, but don't be discouraged if nobody lends a hand to you."

A certain amount of follow-through and initiative may be necessary to sustain connections made during department meetings. An English department leader at OHCC emphasized that department meetings become a "starting point" for connecting with established faculty—especially when the meetings include a focus on instruction. She said:

> I would say definitely take advantage of them and then follow up with those people who presented afterwards, just to like give them good feedback or see if they have any more valuable advice to pass along. And that way, they know you and you've made a connection, and you're also learning literal best practices that you could put into your own classroom.

Engaging in student-focused initiatives. Several of the faculty leaders with whom I spoke referenced their participation in student-focused events and committees as a turning point in their careers as faculty leaders. One such leader in the English department at OHCC cited her work on several committees as essential to becoming integrated into the campus. One of her peers shared that his early work in supporting student tutoring in the department eventually led to a full-time appointment and then an appointment as head of the department. Student-focused activities at OHCC were frequently scheduled, and are open for all faculty to participate and help. One educational leader who works across the campus described a transfer event where faculty and staff help students with their application essays and forms. She said, "I think that gives you an opportunity to meet like-minded faculty administrators and staff."

At JGCC, one of the department leaders in math shared that adjuncts are involved in textbook committees—reviewing academic texts under consideration for adoption. Further, adjunct faculty are active in governance. He stated, "We've got one [adjunct] who is within our department who is one of three adjunct academic senate representatives. Collectively, the three

of them represent 900 people on our campus. So, he seems to me to be pretty plugged in."

Another educational leader who works across campus notes that:

> We have an adjunct faculty issues committee. We have four adjunct senators on the academic senate. So there are ways for adjuncts to be very involved in shared governance I think on our campus maybe more so than other campuses.

At both OHCC and JGCC, meeting agendas, documentation, and representative contact information are available online—not only for the adjunct committee, but also for other student-focused committees.

Seeking professional development. Each of the sites offers extensive professional development experiences for all staff—adjuncts included. One department leader at OHCC described the wide variety of what is available:

> We have a center for teaching excellence that has workshops all the time. We have Equity Brown Bags. We have so much going on and there are different…one-day workshops or conferences…the ones that I attended for example were ones specifically connected to [Oak Hills Community College] and so I met a lot of people through that. So, I would highly recommend you know those kind of activities.

As noted earlier in my analysis of practices at OHCC, an English adjunct faculty member explained how he has made attending professional development more of a priority to support his teaching and inclusion at the college. He said, "Anything that has to do with professional development, I've been trying to go to those, and those are, you know, when they're offered I guess, which is sort of infrequently, but as much as possible I would say." His response indicates that perhaps more frequent offerings would be helpful to meet the schedules of adjunct faculty. Recently, OHCC adopted online trainings that faculty can view 24 hours a day. Topics include practices to support student equity and inclusion and supporting academic best practices in learners.

At JGCC, many of the adjunct faculty with whom I spoke were unable to attend professional development events. However, one adjunct faculty member teaching English has

made it her priority to attend as many workshops and trainings as possible, despite her extensive

teaching and administrative background. She shared:

> I've gone to other trainings, and other in services, and activities. Not required, but I go because I like to experience the culture of the school and get to know some of the conversations that are going on. Which gets back to curriculum and pedagogy.

By engaging in these workshops, instructors expressed that they deepen their instructional

practice while getting a sense of what is important to and emphasized by the institution.

Networking. Social inclusion can be accelerated through social networks. Four drivers

support the need for newcomers to network with established members: "they facilitate

information acquisition; they facilitate influence on others; they define roles or social credentials;

and they reinforce social identities" (Lin, as cited in Chao, 2012, p. 36). Throughout the

interviews I conducted, adjunct faculty members and their leaders emphasized how important it

was for new adjunct faculty members to connect with one another, with full-time faculty, and

with staff and department leadership. For adjunct faculty, this means leveraging the opportunities

for connection that have been created by educational leaders or forging one's own connections.

As one educational leader shared:

> So it's really developing—I think—a network for the adjunct and letting—not even developing it for them but letting them have a space to develop their own like friendships or colleagues, you know sort of collegial relationship that you need.

Nearly all of the adjunct faculty I interviewed mentioned that they connected with at least

one established member of their department before, during, or just after transitioning into their

role as new adjunct faculty members. In many cases, this connection completely transformed the

newcomers' experience and made them feel more secure in the role. For several of the adjunct

faculty with whom I spoke at both sites, they had either served as an instructional aide or tutor

before returning to teaching. Those connections established in the past tended to carry over for

the new adjunct faculty member as they assumed a new role and increased responsibilities. In

each of these cases, the new adjunct faculty member felt comfortable asking questions—

specifically around issues of instruction or processes particular to the institution.

>   ***Connecting with peers.*** As noted in the organizational socialization model proposed by

Van Maanen and Schein (1979), the impact of interacting with other newcomers can create a

greater esprit de corps when properly supported. Additionally, having a "near-peer"—someone

who is on the same professional track, but further ahead—can provide guidance and a template

for career development. Finally, social support that peer connection may mitigate some of the

isolation, loneliness, and lack of support that adjunct faculty were found to experience (James &

Binder, 2011; 2014; Meixner et al., 2010; Reevyi & Deason, 2014).

>   One adjunct faculty member teaching English at OHCC reflected on the value of talking

to other adjunct faculty members at the same level of experience:

> Try to talk to as many people in the department as possible. Adjunct and full-time alike. If you talk to other adjuncts you can easily share lesson plans. And you know some concerns that you have in your classroom. It's more of an even playing field because you're both adjunct you're still relatively new.

Another adjunct faculty member teaching in the English department recalled how he extended an

existing social network to strengthen bonds with other adjunct faculty:

> So there were two other adjuncts that were new adjuncts for the English department that happened to be there. One of whom I knew from graduate school. And one of whom I knew from another campus. And so we did check in from time to time throughout the semester. Also, since I had some established adjunct friends in the department, also from the program, it felt really comfortable for me in that way to check in with them. So I always felt like I had a network, even if I just needed to vent.

Having a trusted network of near-peers allows for a lower-stakes exploration of the role and

institution. The emotional connection, as one leader in the English department at OHCC stated,

allows new adjunct faculty to "build that camaraderie."

The same value for peer networks was expressed at JGCC. An adjunct faculty member in the English department explained why a near-peer network is so important in feeling supported and included:

> You know, where I was before I would meet up informally with some of the other new faculty and we'd gripe and know that that we weren't the only ones going through this process. I find that older faculty have a hard time remembering what it's like the first couple of years because if—you know—two years were like this out of 30 years you've been teaching, it doesn't seem that consequential. When you've been teaching for one year, it's *incredibly* consequential.

Most frequently, instructors that I interviewed reported that the greatest value of their social network at their college is the reduction in isolation and an increase in a sense of support. As one educational leader at JGCC expressed:

> I couldn't do it alone, I'd have to ask for help and ask other people, "What have you done?" So having that connection to other people and not being afraid to ask for help, I think, is really crucial because we don't expect [new faculty] to know everything and to understand everything just from the get-go. There is a period of time, and that could be years...especially with all the ever-changing legislation and the changing services on campus.

Several adjunct faculty members related key pieces of information about policy or process particular to a college, such as a requirement to book a library orientation session for introductory English courses or understanding normal student performance in a challenging math course. By seeking out the advice of peers, new adjunct faculty came to understand the operational norms of the institution and what to expect each semester—as well as when he or she might need additional support or guidance from leaders. Adjunct faculty shared that even informal interactions in the faculty lounge or workroom allowed them to ask questions, understand what other faculty care about, or seek advice.

Seeking mentorship. Beyond connecting with peers, many of the adjunct faculty members with whom I spoke identified a particular faculty member they considered a mentor or guide. In some cases, the faculty member was a former instructor, supervisor, or coworker. Th

adjunct faculty that I interviewed indicated that it was easier to reach out to established faculty members they already knew through graduate school, prior employment, or their extended professional network. However, many of the adjunct faculty I spoke with also formed new connections by way of formal or informal introductions through department leadership, or by seeking out expertise within their discipline.

One key benefit of establishing connections to a mentor within the department is that the newcomer may garner strategies for career growth from someone who employed those strategies with success. Several adjunct faculty members expressed a particular interest in securing full-time teaching positions and seeking information about the process directly from full-time faculty. One adjunct faculty member in the English department at OHCC said:

> Talk to full-timers as well because most of them were adjunct—if not all of them—were adjunct at one time or another and they do remember a time where, "Yeah, I had to struggle." And ask them "Hey, how did you become who you are today? What lesson plans [did you create]? Did you have to write a book? Did you have to get your Ph.D.? What did you have to do?" Because obviously as an adjunct, you can assume all you want of how to become a full-timer. But full timers know how to become a full-timer because they've done it.

Another benefit of securing a faculty mentor within the department is the insight and knowledge that a newcomer will have access to through social connection. One adjunct faculty member teaching English at JGCC shared:

> [In my first semester] I reached out to one teacher because I didn't know how to handle a certain situation and I reached out to someone with much more experience than me. We talked and he told me how to hash it out, and I was able to do that. From then on, we've had a good rapport. Another teacher needed someone to come in and do course [evaluations] for his students. We emailed back and forth, and I asked him some stuff. These were positive experiences. Really great faculty. There [are] some teachers that are really awesome.

The adjuncts who experienced connections with established faculty shared that they felt more comfortable asking follow-up questions about policies, procedures, and teaching practices and

protocols. Adjunct faculty with connection to a mentor can receive regular feedback and

guidance on how they are progressing from outsider to insider within the department.

Administrators shared that they enjoyed seeing these connections flourish and identified

the values of networking with established faculty—specifically on instructional and career

development. One department leader in the English department at JGCC offered the following

advice:

> I would recommend meeting with a full-time faculty member who is teaching a class that
> you are teaching. Coffee, office hours, whatever. I highly recommend that. Meet with
> them for half an hour and just say, "I just started teaching this class, can I talk with you
> about it?" Or whatever. So that serves two purposes, one to maybe learn something about
> their approaches to teaching the class but you're also getting to know a full-time faculty
> and they're getting to know you. And I think that whether you apply for a full-time
> position here or not, it's important to get to know.... It's not just important but it's an
> opportunity, that's how I think about it, right?

And another educational leader at JGCC who works across the institution shared the impact

finding mentors has had on her career:

> If you're not given a mentor, to try and find one. When I was adjunct I sought people out.
> I asked the dean: "Hey, will you sit down with me and that you don't have a full-time
> position here. But there's one over at this college. What suggestions could you give to me
> as a young adjunct faculty member?" They all did it. Yes…that's part of why I think I got
> a job adjuncting for one year because I did that homework. Yeah, like asking, "What does
> a successful person look like?"

Although each faculty member spoke about some initial anxiety about reaching out as a

newcomer, they also confirmed the benefits of forming and maintaining a connection to a guide

within the department. Adjunct faculty expressed that they see established faculty as longer-term

models of instruction and career development, and sources of information about processes,

policies, and instructional practice. Established faculty can provide newcomers access and

facilitate connections to key individuals or groups on campus that may not otherwise be available

or visible to the new member of a campus community. Further, established faculty mentors can

help confirm behaviors, practices, and mindset that will help a newcomer become more socially integrated into the culture of a department, division, or institution.

Seeking department leadership. One anxiety that adjunct faculty members—and even a few department leaders—expressed was a fear of reaching out to department leaders. Department leaders are often visibly engaged in committee work, various meetings with campus partners, and managing their departments. However, each of the educational leaders with whom I spoke welcomed newcomers to reach out with questions, with concerns, or to connect professionally. The head of the English department at OHCC shared that he understands:

> [I'm] obviously doing a million things and I think a lot of part time faculty members are hesitant to interrupt me. As I remember fearing doing to my predecessor. And you know, that's unfortunate but I would encourage them nonetheless to. You know send me an email and say, "Hey could we have can I have 20 minutes of your time on Monday or whatever to chat about things?" and you know—just to make those appointments.

Several adjunct faculty members at both OHCC and JGCC explained that despite the fear of wasting leaders' time or interrupting their work, reaching out directly to faculty leadership clarified confusion, helped to establish mentorship, and led to leadership opportunities. As a new adjunct math instructor at OHCC shared about her persistence in contacting established faculty and department leaders, "Even though I was maybe at times scared to ask for some things, I felt like it's better to ask and they can always say no."

The head of the English department at JGCC also encourages new faculty to reach out, but with a focus on the department and student success. She shared:

> But you got to come with the right intentions, you have to come with the right heart because I've also had others come to talk to me for other kinds of…there's ulterior motives there, and I can sense those pretty quickly. But if you want to come just to talk shop and talk about students and what I'm thinking about and they can think about it with me, then it's a lot of fun and it's make an impression I think, a good one.

Networking with administrative support staff. In a summary of research on organizational socialization and network formation, Louis et al. (as cited in Chao, 2012) found

151

that in a general business context, secretarial staff were less influential on the formation of newcomers' social networks. However, it became apparent from multiple visits to each site that administrative assistants and classified staff were critical social connectors for each department—helping newcomers and established faculty navigate the operational challenges of administering academic programs.

Adjunct faculty cited various administrative support staff who helped them obtain key information or form essential networks with others—from their department clerical staff to personnel housed within Human Resources. A leader in the English department at OHCC offered the following advice to new adjunct faculty; "[I recommend] just knowing the administrative assistant and talking with her a lot, because I did that…just because she's there and she knows what's going on and she was very informative." An adjunct faculty member in the same department referred to the same assistant, saying, "She was great…just making sure I had everything, any questions that I needed, [she] answered."

Because the administrative staff generally sits in proximity to academic leadership and full-time faculty, several adjunct instructors referenced how these staff members helped to facilitate further connections. An adjunct faculty member in the English department at OHCC recalled:

> Allison[7] was great. She would like ... I would go chat with her and then people would come in and she'd be like, "So and so, you need to meet [Rachel]. And then we would [meet]. So she…made connections for me. I really felt very much welcomed into the family.

At JGCC, a similar sentiment was expressed about the value of administrative support staff:

> [Adjuncts] have to, at some point, actually physically come into the office and so I am very grateful for the staff that I have because they're just really nice people that know how to kind of say "welcome" and kind of show them the love that they need.

---

[7] Pseudonym used.

Several adjunct instructors in the English department at JGCC expressed that the administrative

staff helps them stay connected. One adjunct faculty member said:

> When you're new, I think that they do kind of [keep an] eye you. So, I saw from the very beginning, people would call me by name. Especially the people who were involved in processing me…the department secretary, the payroll person, they're in the office. So whenever I go into the office, they're there.

Acting as a member. Adopting a new role in a new organizational context can be

difficult, but projecting role confidence can help ensure that a newcomer is viewed as competent

and trusted. The head of the OHCC English department shared his insights: "My secret, and I

think it was the secret of a lot of us who got hired, was just to sort of act. So…speak and feel like

you're a permanent part of this team already." When probed, the educational leader described

adopting the behaviors, mindset, and confidence of someone who belongs. This includes not

letting the intimidation of being a newcomer inhibit new adjunct faculty from getting involved,

asking questions, or skillfully performing their teaching duties. At the same time, several adjunct

faculty members indicated that humility and a learning mindset go a long way as well. An

adjunct faculty member teaching English and JGCC shared, "I would just say, yes I'm confident

about being able to do the job. But at the same time, there's a lot for me to learn. So keep our

eyes open, be humble, and don't be presumptuous."

Forming an instructional identity. Many of the faculty members that I interviewed at

both sites—adjunct and educational leaders—noted that an important part of feeling included is

forming one's instructional identity. For a new adjunct faculty member, forming one's

instructional identity includes adopting and transforming the role to suit individual instructional

strengths and students' needs. For adjunct faculty who were entirely new to teaching college[8],

---

[8] A third of the total adjunct population that I interviewed had two or less years of total college teaching experience, whereas two of the nine adjunct faculty members that I interviewed had more than five years of college teaching experience.

the process can take time, experimentation, and constant reflection. For newcomers who are

uncertain of their instructional identity, experimentation and performing an assumed role were

common strategies for forming an instructional identity. One adjunct faculty member teaching

English at OHCC shared,

> I just played it safe for a while until I realized, "Okay, I could break some rules." Now, no one told me that ahead of time…no one informed me that [the rules] were all assumptions and I don't want to act on my assumption.

This instructor started his semester by honestly informing the students that he was new to

teaching, stating, "I'm here to learn from you as long as you're here to learn from me." That

open dialogue with students helped to alleviate some of the pressure to conform to the methods

and teaching styles modeled to him in graduate school and by other instructors at the college.

This faculty member shared that he eventually made peace with the *process* of forming his new

instructional identity by experimentation. He described finding his identity as a "gray area" with

which newcomers must grapple:

> Can we describe that grayness in other ways? Because I am not familiar with such grayness. I need people who have experience to showcase their experience in the classroom. There are shortcomings in the classroom.… I know I'm going to have my own shortcomings. I need to tell myself OK this is normal. And there's that fear as a new adjunct that if you mess up if you make a mistake. *That's it. You're a terrible teacher.* When you're not. You were just learning the ropes. If you hear someone say "I've had these shortcomings…" before you start teaching, you have that in your mind that you are going to fail. It's just the rite of passage. You're going to have your flaws and you need to own it.

He went on to explain the process of forming his instructional identity in a way that several other

adjunct faculty members echoed in their interviews:

> To be honest I never really thought of how I became an adjunct instructor, it just happened. But. I would say. Subconsciously, I discovered my role as being an adjunct as I was teaching. In front of the students. At first, I was a bit wooden. I wanted to complete all the assignments on time because I had this quota to meet. I need to finish three assignments today or by this week and I realized that's not effective teaching. And so once I started to realize that what I was doing earlier in the semester was not right, I started to see myself become more as an adjunct instructor. I'm now crafting my

154

pedagogy to fit my teaching style. Once I recognize I have a teaching style I realized, "Oh, I am now an adjunct instructor." It has become me if you will. The transformation is complete.

Rites of passage for new adjunct faculty members include confirming and disconfirming assumptions, clarifying norms of membership in the organization and department, and establishing a process for reflecting on and adapting instructional practice. In many cases, increased distance from established members of the department may result in greater experimentation and struggle. Another adjunct faculty member in the same department at OHCC described her first semester:

> I'll be the first to admit that like my first semester at [Oak Hills], I definitely was not the best teacher I could have been because I was figuring stuff out by myself a lot. [I] was kind of working through like, you know, "What does a community college English class look like? And what do my students know?" And, "What do my students not know?" And I was frequently so very surprised with what my students didn't know.

Instructors who had prior teaching experience were able to rely on prior knowledge and experience to help ease their entry into the role. An adjunct faculty member in the math department at OHCC shared:

> I used a lot of information from [my teaching position at Sapphire State College] to help me in my classes at [Oak Hills], so it was definitely *you can mix and match*; so for adjuncts they can definitely take advantage of their previous experiences.

Adjunct faculty members at JGCC also explained how they were able to utilize prior assignments or classroom protocols to support student learning. One adjunct instructor teaching English at JGCC described the creative process of creating lessons based on their instructional mindset:

> The creative aspect of teaching is trying to make things fun, like how you keep [students] engaged, especially when you're talking about claims and sub-claims which is pretty much not fun. [...] "How do I make students embody the practice of English?" I feel like if they embody it, then when they're reading or when they're writing it's going to be easier for them.

By having prior knowledge, skills, and experiences to reflect on, new adjunct instructors with prior teaching experiences have already established their values and instructional practices and

may focus instead of adapting instruction to the unique learner needs found at their new institutions.

   Learn the political landscape. Although not directly related to the interview protocol, the topic of department politics came up frequently when talking to department leaders and new adjunct faculty. Overall, the consensus was that faculty should avoid involvement in political battles or overly investing in a certain faction at the college. However, many of the adjunct faculty members with whom I spoke did explain that learning the political climate at their college was an essential part of understanding their place and role within the department. Especially when first attending faculty meetings, adjuncts described situations where certain dynamics or debates that pre-dated their employment are still playing out. As one adjunct faculty shared:

> I really didn't understand the politics of the department. I didn't really understand the dynamics of the department. I had to sort of snoop around. And ask questions quietly in a secret way so I can understand, "OK so this person doesn't really like this type of pedagogy, or the Dean doesn't really approve of this." OK I know now what not to do. And how not to make waves.

Not making waves was a theme broadly shared in most of the interviews with adjunct faculty members. This behavior reflects the organizational socialization strategy of *monitoring* the environment and member behavior to understand where subtle boundaries may exist.

Another faculty member described her experience with monitoring and accepting department norms:

> I felt like some people thought of me as very naïve and a newbie and like, "You don't know anything," and maybe I didn't.… So, I was tiptoeing on a very controversial topic and asking questions. Once I got a feel, not to take it personally, but rather it's just the dynamics of just some people like it one way and some people like it the other way around, than I just took it for information.

Additionally, interviews revealed that newcomers had to figure out what kind of power they had to inform decisions in department meetings and on committees. For example, many adjunct

faculty members were unclear about which meetings they could participate in, or if they had a vote. Many of the faculty with whom I spoke explained that those situations were sometimes initially confusing or difficult to navigate, but became easier to traverse once they had a chance to observe various approaches to decision-making within the department or institution.

Summary of practices. The adjunct faculty members with whom I spoke were most successful at promoting a self-described sense of inclusion when they were able to establish a physical and instructional presence within their department. Being known by name and face and having established faculty members ask about them or their classes were key indicators that they were starting to find a place at the college. Adjunct faculty members described proactive behaviors such as attending department meetings, engaging in professional development activities, and connecting with various college personnel as beneficial in promoting their social inclusion as well as supporting confidence within their role as an adjunct. Department leaders also explained that more connected, included faculty members tend to adopt the practice of seeking information and support and "getting involved" with student-focused initiatives.

CHAPTER 5: DISCUSSION

Introduction

An analysis of practices at both OHCC and JGCC indicates that there is no one path to becoming an included faculty member; supporting individual and institutional practices can support greater inclusion for new adjunct faculty. As discussed in the individual cases and cross case analysis presented in Chapter 4, individual adjunct instructors sought a sense of inclusion by leveraging the processes and practices developed at the individual college and taking advantage of meetings, social events, and collaborative projects were cited as helping to promote a sense of inclusion. Maintaining open and direct communication with leadership and reaching out on a regular basis were encouraged, as was seeking mentorship and guidance where appropriate. Bringing a prosocial and proactive approach to embracing the instructional role at a given college is essential for deepening one's instructional practice and identity as a teacher.

Community colleges found greater success in orienting newcomers by adopting targeted strategies to include these new faculty members, paying particular attention to bringing adjuncts into the culture of the department and institution. Having a formal orientation session or process for transitioning newcomers from outsiders to insiders helped new adjunct faculty feel supported, as did recognizing the particular needs of a contingent population of instructions. As with individual practices, there is no one "right" way of socializing new faculty; however, certain practices like having clear expectations for teaching performance, timely teaching evaluations that include open dialogue, and universally-understood indicators of what membership looks like at a college can promote greater inclusion.

Beyond this, in assessing the strategies that each community college took to create greater inclusion, it was apparent that several best practices and lessons could be applied across

sites. Although OHCC has developed an inclusive "family-like" environment while maintaining

a high level of academic rigor, orientation processes might be more organized. Having a formal

pre-semester plenary session that takes into consideration the diverse needs of both returning and

new faculty would help to deepen newcomers' connections to the culture of the institution and

department. Educational leaders at OHCC may also benefit from reestablishing a site-wide

orientation, perhaps leveraging the current session run by the Human Resources department at

the college. JGCC may examine best practices established by OHCC in cultivating a more

inclusive culture around teaching and learning. Perhaps establishing more physical locations and

resources for adjunct faculty, as well as regularly expressing the value that adjunct faculty bring

to their institutions, would help promote an environment of greater collegiality and inclusion. At

both sites, there are many strengths upon which to build, as well as areas for growth and

opportunity.

In reviewing the data about each of these sites and drawing up the body of research about

organizational socialization, the necessity of attending to the *culture* of an institution and

department remains essential. Great teachers are intentional about creating a positive and

inclusive culture for *every* learner in their classrooms. A great teacher seeks to include the

excluded and engage the disengaged; however, in higher education, leaders are often unaware of

the full range of needs and anxieties of new faculty. It is more difficult to see when an adjunct

faculty member is disengaged or struggling because there is systemic invisibility for part-time

faculty teaching at community colleges. A strength of both OHCC and JGCC is that

administrators do their best to see the talents that adjunct faculty bring and regularly follow up

with their staff and faculty. Although there may be a dominant culture at the college or among

full-time faculty and department leaders, adjunct faculty may only experience a small piece of

159

the larger environment, as they occupy a liminal space on most campuses. Similar to creating a sense of inclusion for students, administrators and educational leaders must create a welcoming and safe environment, a sense of honor and investment in *all* faculty, and a shared sense of what "success" looks like among instructors.

Importance of the Study

As part-time faculty are becoming an increasingly common instructional force on many community college campuses, institutions rely on instructors to serve as a critical bridge among student services, outreach efforts, equity and inclusion efforts, and maintaining academic rigor and preparation for continuing academic goals. Although the adjuncts I spoke with for this study were, for the most part, shared some affiliation with their campuses and connected to their departments and students—there are many other adjuncts who experience isolation and disjointed relationships with their departments and peers. A lack of inclusion or community cited by some adjunct faculty could be traced to miscommunication, discourteous behavior on the part of an individual or individuals within a department, or the isolated nature of teaching at a place and time where networking with other faculty is impossible (such as late in the evening or on weekends). This disconnection endangers the link between students and the larger campus's efforts to support them. A tenuous culture of professionalism and precarious communities of practice are formed when instructors' ties to the institution and its values are weak. It may be more difficult to maintain a strong student-focused community of practice when instructors are less connected to one another or their institutions.

This study recognizes that culture and inclusion matters for part-time faculty members, and that while the larger environment of contingency in academic labor must be addressed, institutions and individuals can take immediate steps to create a more cohesive college culture. It

identified practices that have been successful at specific community colleges in Southern California: colleges that are finding success in serving historically underserved learner populations. The study also adds to a critical area for emerging research: how to create a more inclusive academic culture for adjunct instructors and those occupying a liminal space on our college campuses.

Limitations of the Study

Although care was taken to increase the comprehensiveness of the study, as well as applicability of the findings to practitioners working in community colleges throughout in the U.S., there are a number of limitations. First, adjunct faculty have incredibly demanding schedules and demands on their time and abilities. Communicating with adjunct faculty members—especially at certain times in the semester when the faculty member may be checking email infrequently—was a challenge. I had hoped to interview at least 20 faculty members but was only able to schedule and conduct nine interviews. Although these interviews were in-depth, I felt there could have been more consistent representation from each site and academic department.

Additionally, I designed this study to focus primarily on the practices enacted by individual adjunct instructors and educational leaders who represent their organizations (deans, department directors and chairs, etc.). In reality, full-time faculty members, administrative assistants, and staff in Human Resources are also integral to the hiring and orientation of new adjunct faculty. Further, interviewing adjunct faculty with more than five years of experience teaching at a site would have given the study a more robust and longitudinal understanding of how faculty become members of their intuitions. However, it is unknown whether employees with longer periods of employment would eventually "forget" their socialization or deepen bonds

with their peers and find a place within the organizational culture. Informal conversations that I had with administrative assistants during my visits to campus were extremely informative, and helped deepen my investigation or identify new participants for the study.

A full understanding of culture involves much more time and proximity than was feasible, given the parameters of this study and the support available. Although I visited each site three times, many of the interviews were conducted via Zoom web-conferencing software. There were benefits to this approach, as the anonymity of the participants was much more protected and individuals felt more comfortable discussing issues and experiences related to this study from the comfort and security of their homes (as opposed to rented office spaces or borrowed conference rooms on-site). However, this meant that a majority of the interviews occurred off-site, thereby limiting my ability to spend time with adjunct faculty at their job sites. Due to the timing of the study, I was not able to fully observe orientation sessions or other social activities, which also limited my ability to directly observe social practices and interactions. As such, I relied heavily on documentation and second-hand accounts of these activities—and the accounts of participants and organizers.

Recommendations for Practice

For administrators or new adjunct faculty, numerous recommendations can be gleaned from the findings of this study, depending on the desired result of orientation activities and the unique culture of the institution. However, the process of collecting information is one of the more important recommendations for the study; educational leaders can take defined steps to increase their understanding and design solutions specific to their college. The first step in determining need is to understand the culture of the institution/division/department and the needs of newcomers. An analysis of the orientation process should ideally include understanding how

newcomers experience each step in the hiring and orientation process. For some administrators, this may mean decentralizing one's experience or intentions and focusing on what is experienced or perceived by faculty. Incorporating the efforts of Human Resources, payroll, parking, and other auxiliary services is critical to getting a full sense of what newcomers encounter.

Then, regularly surveying or informally interviewing adjunct faculty can help to more precisely understand their needs and experiences. Adjunct faculty shared that they felt more supported when their educational leaders took the time to hear their thoughts and perspectives. Further, these faculty members are in the unique position to share best practices and protocols used at other colleges and universities where they may have taught. At JGCC, regularly surveying participants in orientation sessions was one way of leveraging formative assessment for program improvement.

Another important takeaway for practitioners is to find ways of bringing visibility and appreciation to the work that adjunct faculty conduct. Many of the adjunct faculty with whom I spoke were commuting great distances and dedicating a great deal of uncompensated time to improving their instruction. Where possible, it is important to honor these faculty members for their contributions to the field and find ways to compensate them for their efforts—through stipends, with additional work, or by clarifying the process for continued employment (e.g., when assignments are given, what the priorities are, etc.). Practitioners may also want to maintain an awareness of where else their faculty are teaching, and any professional learning in which they are engaged.

Another recommendation drawn from the study is that educational leaders may want to develop processes and templates to streamline the process of including and welcoming new faculty. Because educational leaders are limited in terms of their time and available effort, these

leaders may want to investigate the possibility of using simple electronic tools that assist with scheduling, email and communications management, and surveying/assessing staff experience and engagement. Several of the faculty leaders that I interviewed were using these tools and others to simply the management and distribution of information and open communication channels. Even conducting meetings via electronic web-conference may help reduce the long commute that some faculty have to make to campus. Reducing the barriers to open communication may require creative approaches to connecting.

Finally, attending to the culture of one's institution is critical. Almost every community college values inclusion and equity, but these values do not always extend to adjunct or part-time faculty. By maintaining an awareness of the current culture that a department or institution creates and who that culture serves (or does not serve), educational leaders might better envision and design environments that are more supportive of *all* instructors in service of promoting better student outcomes.

Suggestions for Future Research

In defining and discussing issues of adjunct faculty orientation practices, this research project highlights a need for future research in faculty inclusion and belonging. In reviewing the literature on adjunct faculty and student outcomes, more research is needed to connect student outcomes and experiences with levels of part-time faculty inclusion. Both qualitative and quantitative research are needed to understand the prevalence and types of orientation activities and how accessible they are to new adjunct faculty members; this research could be instructive in understanding local, regional, and national trends.

Another area that warrants additional research is examining the extent to which instructors leveraged their existing social networks. Although this was topic not a focus of the

research project, several adjunct instructors mentioned relying on preexisting networks to help them form instructional practices and understand the culture of their new institutions. These faculty members mentioned colleagues or classmates teaching at various institutions who were able to help them build social capital more quickly, or shortcut various processes like lesson planning or designing a reading list.

Finally, as noted, this research project helped me understand that full-time faculty, support staff, and other departments (such as Educational Technology or Human Resources) play an important role in orienting and including new adjunct faculty. Further studies on extended organizational socialization for new adjunct faculty would be helpful in clarifying and improving the process that newcomers face when seeking information and support. Educational leaders do rely on these important services to support faculty and staff, as well as to promote better hiring and inclusion practices; however, more could be understood about how these partners might work together to create a more inclusive and efficient campus environment.

Personal Reflection

Entering into this research project, I theorized that the process of organizational socialization would matter most when bringing new faculty into the culture and department of a given community college. Through this research project, I came to understand that the importance of the process was the intentionality and *establishment* of a process—and that the process is reviewed continually to ensure that it meets the need of the organization and the talent they wish to attract. Therefore, this research project is just a starting point for practitioners who wish to gain a greater understanding of the needs of adjunct faculty who are making the time and personal investment in teaching at their institution. For adjunct faculty, adopting the proactive behaviors described throughout Chapter 4 both has made a positive impression on educational

leaders at the colleges I visited, and can help create the social connections vital to promoting fuller inclusion. Finding social support can create not only more inclusion, but also emotional resilience in what can be a challenging work environment.

Finding success as an adjunct faculty member —whether that means promotion to a full-time position or deeper job satisfaction in a part-time role—requires an innate drive to serve students and uphold the standards of a given discipline. However, even the most dedicated, outgoing, and included part-time faculty members are not guaranteed certain rights, benefits, or job security. This is a challenge for educational leaders and one that must be addressed while maintaining collegiality, respect for the profession of teaching, and best intentions for serving an increasingly diverse body of college students. Looking to new models for faculty work, promoting professional learning and advocacy, and creating cultures of inclusivity will require more careful attention to the lives and work affected by organizational processes.

Throughout interviews and observations at OHCC and JGCC, what impressed me the most were how small interactions—either affirming or denying newcomers' instructional identity—could support their sense of inclusion and belonging. Persistent affirmations—following up and responding to questions in a timely manner, asking if someone needs help finding a classroom, remembering someone's name—were all cited as small moments that helped adjunct instructors feel less isolated as they navigated new roles on campus. Small acts of exclusion—even as small as a facial expression of dissatisfaction or a change in someone's tone toward adjunct faculty—also seemed to have a cumulative effect in making adjunct faculty feel excluded. As one faculty leader shared, starting with expressions of appreciation for the work that adjunct faculty perform is a goal of hers as a leader and former adjunct faculty member:

> It's these small things that make a big difference and it externalizes our commitment, our demonstration of value to [adjuncts] and so I think that's important. Even something

166

like—I could think of a million ideas of what we can do, but even little notes from the president like, "Thank you for teaching here." We'll put them in their boxes. It's so easy. And I know there's a lot them, but it really wouldn't take that much time and I know it would go a long way.

Although shifting the paradigm that exists for adjunct faculty will take time and coordinated effort from many stakeholders, educational leaders can start by recognizing adjuncts' talent, acknowledging their struggle, and expressing gratitude for the lives they impact and transform. This type of support for part-time faculty can start today, and will have an immediate and lasting impact on cultivating a culture of inclusion essential at the community colleges.

Appendix A: Screening Survey & Fact Sheet for Faculty/Adjunct Interviews

Hello! My name is Lindsay Armstrong Vance, and I am a doctoral candidate in the Educational Leadership Program (ELP) at the University of California, Los Angeles (UCLA) Graduate School of Education & Information Studies. I am conducting a study of adjunct faculty orientation processes at California Community Colleges.

Thank you for responding to this call for participants!

The following screening survey should take less than 5 minutes and will ask you for some background information to see if you fit the criteria for the study and will also ask for contact information. I will reach out within 24 hours to either schedule an interview or confirm that you didn't meet the criteria for this particular study.

Thanks so much!

Lindsay

Frequently Asked Questions

Why is the study being done?

This study is designed to understand the process that new adjunct instructors undergo when they join new community colleges--including the formal and informal activities that promote inclusion at a given college. The purpose of the study is to create and/or improve orientation activities aimed at including new adjunct faculty to their community colleges and/or academic departments.

What will happen if I am selected to take part in this research study?

If you volunteer to participate in the study:

- You will be contacted to schedule a 45-60 minute interview. Interview questions will ask about your experiences as a new adjunct instructor joining a new community college and your early experiences of becoming familiar with your college.

- The interview may be conducted via phone, via internet conferencing session, or in-person. The interviewer will ask if the session audio can be recorded for ease of data analysis.

- A follow-up interview may be scheduled if necessary and agreed upon.

Are there any potential benefits to participating in the study?

Yes! Beyond helping further scholarship in the area of supporting adjunct instructors, there is a possibility that your participation will help your institution/other institutions improve or develop instructional support programs and offerings--specifically in orientation activities.

There are no anticipated risks or discomforts.

What if I don't want to participate/change my mind about participation?

You may opt-out of the study or screening survey at any time, and for any reason. Personally-identifying information provided at any time during your engagement with this study and/or your participation/lack of participation will be kept confidential.

Will information about me and my participation be kept confidential?

Any information that is obtained in connection with this study and that can identify you will remain confidential. Confidentiality will be maintained by means of de-identifying and coding all data collected from individuals, removing identifying information from audio files, and securely storing any and all information collected about/from participants. At the end of the study (Summer 2018) all audio files and identity codes will be destroyed.

Who can I contact if I have questions about this study?

Lindsay Armstrong Vance

[contact email provided / contact phone provided]

Screening Survey

Please answer the following questions to determine your eligibility for this study:

1. What is your current faculty status? (select one)

    ○ Part-time adjunct

    ○ Full-time adjunct

    ○ Other (please describe): _____

2. Indicate the department/division that hired you to teach (select all that apply):

    ☐ English

    ☐ Mathematics

    ☐ Other (please specify): _____

3. When were you hired at your current community college?

     ○ 0-3 Months Ago

     ○ 4-6 Months Ago

     ○ 7-9 Months Ago

     ○ 10-12 Months Ago

     ○ 12-24 Months Ago

     ○ Other (please specify): _____

Thank you for taking the time to provide screening information. I will review the information

provided and will contact you to schedule an interview if you qualify. Providing your contact

information is optional and you may opt-out at this time if you wish not to provide either a phone

number or email address. *Any personally identifying information provided will be destroyed*

once study qualification is assessed and/or an interview has been conducted.

Please provide the following information:

     Name: _____

     College: _____

     Email Address: _____

     Phone Number: _____

Please indicate your contact preferences:

     ☐ Please contact me via phone

     ☐ Please contact me via email

     ☐ No preference

     ☐ Other (please specify): _____

Appendix B: Interview Protocol (Adjunct Instructors)

Section I - Introduction:

Thank you for volunteering to speak with me today about your experiences as a new adjunct instructor. I am a third-year doctoral candidate in the Educational Leadership Program at the University of California Los Angeles. Additionally, I am a full-time administrator in higher education and former adjunct instructor. My work focuses on understanding methods of improving instructor support and creating a more inclusive academic culture for adjunct instructors.

This research project focuses on the process and experience of joining a community college as a new adjunct faculty member. The results of this research project will inform my doctoral dissertation and findings may be shared with the greater educational research community to help promote best practices in instructor orientation and support. No identifying details about the participants or their institutions will be shared, and all identifying information will be anonymized to the extent possible.

The expected duration of the interview is 45-60 minutes. With your permission, the session will be recorded for ease of analysis. Your participation in the interview process is confidential and voluntary. You may elect to stop the interview at any time and for any reason.

If you have any questions regarding the study, or methods of data collection and analysis, please contact the principal researcher, Lindsay Armstrong Vance, via email at ▇▇▇▇▇▇▇▇▇▇▇ or via phone at ▇▇▇▇▇▇▇ .

Thank you again for your time!

Section II - Introductory Questions

1. Describe your background as an adjunct instructor at your community college. What was your path to the position?

2. How long have you been at your college?

3. Have you also served as an administrator? In what capacity/rank?

Section III - Questions about Orientation Activities

4. What role do adjuncts play in the success of the college?

5. Describe the process of that you took as a newcomer to your college/becoming a faculty member. Include key events, milestones, and other specific details.

   5.1. Probe: Did you participate in orientation activities in group events, individual events, or a mixture of both. To what degree did you find your own way at the college?

   5.2. Probe: To what extent did you interact with established faculty members during orientation?

   5.3. Probe: Is there a set order of activities that you followed in your orientation to the college? Is there a new adjunct faculty checklist that you followed in a particular order?

   5.4. Probe: How long does the orientation period last? Is there a fixed period that you would consider the orientation period?

   5.5. Probe: Do other faculty members help facilitate or guide your orientation process? Who helped you feel more welcome and included? What did they do?

   5.6. Probe: What aspects of your professional or personal life did you feel were welcome at the college? To what extent could you bring prior knowledge, skills, and unique perspectives to your role?

6. Is there a point where you would consider new adjunct faculty are "members" of the college? Have you reached a point where you felt like a member? What made you feel included or excluded?

Section IV - Questions about Adjunct Inclusion Strategies

7. What advice would you give new adjuncts to help them become more-included members of the faculty? Any pitfalls to avoid?

8. What can administrators do to help new adjunct instructors become more-included members of the faculty?

Section V - Closing

9. Is there anything else you'd like to share with me about the experience of new adjunct orientation?

Appendix C: Interview Protocol (Administrators/Staff)

Section I - Introduction

Thank you for volunteering to speak with me today about your experiences as an administrator working with new adjunct instructors. I am a third-year doctoral candidate in the Educational Leadership Program at the University of California Los Angeles. Additionally, I am a full-time administrator in higher education and former adjunct instructor. My work focuses on understanding methods of improving instructor support and creating a more inclusive academic culture for adjunct instructors.

This research project focuses on the process and experience of joining a community college as a new adjunct faculty member. The results of this research project will inform my doctoral dissertation and findings may be shared with the greater educational research community to help promote best practices in instructor orientation and support. No identifying details about the participants or their institutions will be shared, and all identifying information will be anonymized to the extent possible.

The expected duration of the interview is 45-60 minutes. With your permission, the session will be recorded for ease of analysis. Your participation in the interview process is confidential and voluntary. You may elect to stop the interview at any time and for any reason.

If you have any questions regarding the study, or methods of data collection and analysis, please contact the principal researcher, Lindsay Armstrong Vance, via email at ███████████████ or via phone at ██████████.

Thank you again for your time!

Section II - Introductory Questions

1. Describe your background as an administrator and your role in orienting new adjunct faculty to your college.

2. How long have you been at your college?

3. Have you also served as an instructor? In what capacity/rank?

Section III - Questions about Orientation Activities

4. What role do adjuncts play in the success of the college?

5. Describe the process of orienting new adjunct faculty to the institution and/or your department. Include key events, milestones, and other specific details.

    5.1. Probe: Do adjunct faculty participate in these activities in group events, individual events, or a mixture of both. To what degree do you expect new adjunct faculty to find their own path/way as newcomers?

    5.2. Probe: To what extent do new adjunct faculty interact with established faculty members during orientation?

    5.3. Probe: Is there a set order of activities that adjunct faculty follow in their orientation to the college? Is there a new adjunct faculty checklist that is followed in a particular order?

    5.4. Probe: How long does the orientation period last? Is there a fixed period that you would consider new adjunct faculty "newcomers"?

    5.5. Probe: Do other faculty members help facilitate or guide the orientation process? Who helps with this process? In what ways?

5.6. Probe: What aspects of their professional or personal life do new adjunct faculty bring to the college? To what degree do you expect new adjunct faculty to adopt the values and mission of the college?

6. How can you tell that a new adjunct instructor has become a "full" member of the college? How long does the process typically take?

Section IV - Questions about Adjunct Inclusion Strategies

7. What advice would you give new adjuncts to help them become more-included members of the faculty? Any pitfalls to avoid?

8. What can administrators do to help new adjunct instructors become more-included members of the faculty?

Section V - Closing

9. Is there anything else about the new adjunct orientation you'd like to share with me?

References

Allen, N. J., & Meyer, J. P. (1990). Organizational Socialization Tactics: A Longitudinal Analysis of Links to Newcomers' Commitment and Role Orientation. *The Academy of Management Journal*, *33*(4), 847–858. https://doi.org/10.2307/256294

American Association of University Professors (AAUP). (2016). *Higher Education at a Crossroads: The Annual Report on the Economic Status of the Profession, 2015-16* (Annual Report on the Economic Status of the Profession). Academe.

Ashforth, B. K., & Saks, A. M. (1996). Socialization Tactics: Longitudinal Effects on Newcomer Adjustment. *Academy of Management Journal*, *39*(1), 149–178. https://doi.org/10.2307/256634

Austin, A. E. (2002). Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career. *The Journal of Higher Education*, *73*(1), 94–122. https://doi.org/10.1353/jhe.2002.0001

Austin, A. E., & Trice, A. G. (2016). Core Principles for Faculty Models. In A. J. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: moving to a mission-oriented and learner-centered model*. New Brunswick, New Jersey: Rutgers University Press.

Baldwin, R. G., & Chronister, J. L. (2001). *Teaching without tenure: policies and practices for a new era*. Baltimore, Md: Johns Hopkins University Press.

Baldwin, R. G., & Wawrzynski, M. R. (2011). Contingent Faculty as Teachers What We Know; What We Need to Know. *American Behavioral Scientist*, *55*(11), 1485–1509. https://doi.org/10.1177/0002764211409194

Ballard, A., & Blessing, L. (2006). Organizational Socialization through Employee Orientations at North Carolina State University Libraries. *College & Research Libraries*, *67*(3), 240–248.

Baum, S. (2013). An Overview of American Higher Education. *Future of Children*, *23*(1), 17–39.

Beane-Katner, L. (2013). Developing the Next Generation of Faculty: Taking a Learning Community Approach. *Journal on Centers for Teaching & Learning*, *5*, 91–106.

Benjamin, E. (2003). Reappraisal and Implications for Policy and Research. *New Directions for Higher Education*, *2003*(123), 79.

Bettinger, E. P., & Long, B. T. (2010). Does cheaper mean better? The impact of using adjunct instructors on student outcomes. *The Review of Economics and Statistics*, *92*(3), 598–613.

Boice, R. (1991). New Faculty as Teachers. *The Journal of Higher Education*, *62*(2), 150–173. https://doi.org/10.2307/1982143

California Community Colleges Chancellor's Office - Data Mart. (n.d.). Retrieved June 6, 2017, from http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

Center for Community College Student Engagement. (2014). *Contingent commitments: Bringing part- time faculty into focus (A special report from the Center for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

Chambliss, D. F., & Takacs, C. G. (2014). *How college works*. Cambridge, Mass: Harvard University Press.

Chao, G. T. (2012). Organizational Socialization: Background, Basics, and a Blueprint for Adjustment at Work. Retrieved from

http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199928309.001.0001/oxf
ordhb-9780199928309-e-18

Cho, M.-H., & Rathbun, G. (2013). Implementing Teacher-Centred Online Teacher Professional
Development (oTPD) Programme in Higher Education: A Case Study. *Innovations in
Education and Teaching International*, *50*(2), 144–156.

Coalition on the Academic Workforce. (2012). *A Portrait of Part-Time Faculty Members*.
Coalition on the Academic Workforce. Retrieved from
http://www.academicworkforce.org/CAW_portrait_2012.pdf

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed). San Francisco:
Jossey-Bass.

Creswell, J. W. (2010). *Research design: qualitative, quantitative, and mixed methods
approaches* (3. ed., [Nachdr.]). Los Angeles: SAGE Publ.

Cross, J. G., & Goldenberg, E. N. (2009). *Off-track profs: Nontenured teachers in higher
education*. Cambridge, Mass: MIT Press.

Curtis, J. W., Mahabir, C., & Vitullo, M. W. (2016). Sociology Faculty Members Employed Part-
time in Community Colleges: Structural Disadvantage, Cultural Devaluation, and
Faculty-Student Relationships. *Teaching Sociology*, *44*(4), 270–286.
https://doi.org/10.1177/0092055X16654744

Daly, C. J. (2011). Faculty Learning Communities: Addressing the Professional Development
Needs of Faculty and the Learning Needs of Students. *Currents in Teaching & Learning*,
4(1), 3–16.

Deukmejian, G. Assembly Bill 1725, Pub. L. No. 1725 (1988). Retrieved from
https://edsource.org/wp-content/uploads/old/ab1725.PDF

Doyle, W. R. (2008). The Baby Boomers as Faculty: What Will They Leave Behind? *Change*, *40*(6), 56–59. https://doi.org/10.3200/CHNG.40.6.56-59

Eagan, K. (2007). The Current Landscape and Changing Perspective of Part-Time Faculty. *Special Issue*, (140), 5–88.

Eagan, K., Jaeger, A. J., & Grantham, A. (2015). Supporting the Academic Majority: Policies and Practices Related to Part-Time Faculty's Job Satisfaction. *Journal of Higher Education*, *86*(3), 448–483.

Eagan, K., Stolzenberg, E. B., Lozano, J. B., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). *Undergraduate Teaching Faculty: The 2013–2014 HERI Faculty Survey*. University of California, Los Angeles: Higher Education Research Institute. Retrieved from https://www.heri.ucla.edu/monographs/HERI-FAC2014-monograph-expanded.pdf

Eddy, P. L., & Hart, J. (2012). Faculty in the Hinterlands: Cultural Anticipation and Cultural Reality. *Higher Education*, *63*(6), 751–769.

Edwards, W., & Scott, S. (2012). Teaching students with disabilities: Addressing the needs of adjunct and temporary faculty. *NECTFL Review*, (70), 15–30.

Ehrenberg, R. G., & Zhang, L. (2005). Do Tenured and Tenure-Track Faculty Matter? *Journal of Human Resources*, *40*(3), 647–659.

Fleming, S. S., Goldman, A. W., Correll, S. J., & Taylor, C. J. (2016). Settling In: The Role of Individual and Departmental Tactics in the Development of New Faculty Networks. *Journal of Higher Education*, *87*(4), 544–572.

Foundation for California Community Colleges. (2017, July 17). Vision for Success: Strengthening the California Community Colleges to meet California's needs. Retrieved December 1, 2018, from https://vision.foundationccc.org/

Gappa, J. M., & Austin, A. E. (2010). Rethinking Academic Traditions for Twenty-First-Century Faculty. *AAUP Journal of Academic Freedom*, *1*, 1–20.

Gehrke, S. J., & Kezar, A. J. (2015a). Supporting Non-Tenure-Track Faculty at 4-Year Colleges and Universities A National Study of Deans' Values and Decisions. *Educational Policy*, *29*(6), 926–960. https://doi.org/10.1177/0895904814531651

Gehrke, S. J., & Kezar, A. J. (2015b). Unbundling the Faculty Role in Higher Education: Utilizing Historical, Theoretical, and Empirical Frameworks to Inform Future Research. In *Higher Education: Handbook of Theory and Research* (Vol. 30). Cham: Springer International Publishing. Retrieved from http://link.springer.com/10.1007/978-3-319-12835-1

Gibson-Harman, K., Rodriguez, S., & Grant Haworth, J. (2002). Community College Faculty and Professional Staff: The Human Resource Challenge. In T. H. Bers & H. D. Calhoun (Eds.), *Next Steps for the Community College. New Directions for Community Colleges. The Jossey-Bass Higher and Adult Education Series*. New Directions for Community Colleges.

Gross, B., & Goldhaber, D. (2009). *Community College Transfer and Articulation Policies: Looking Beneath the Surface. CRPE Working Paper 2009-1*. Center on Reinventing Public Education. Retrieved from http://eric.ed.gov/?id=ED504665

Harrington, C., & Schibik, T. (2001). Caveat Emptor: Is There a Relationship between Part-Time Faculty Utilization and Student Learning Outcomes and Retention? AIR 2001 Annual Forum Paper. Retrieved from http://eric.ed.gov/?id=ED456785

Harris, T. B., Li, N., Boswell, W., Zhang, X., & Xie, Z. (2014). Getting What's New from Newcomers: Empowering Leadership, Creativity, and Adjustment in the Socialization Context. *Personnel Psychology*, *67*(3), 567–604. https://doi.org/10.1111/peps.12053

Hart, Z. P. (2012). Message Content and Sources During Organizational Socialization. *Journal of Business Communication*, *49*(3), 191–209. https://doi.org/10.1177/0021943612446731

Hensel, N. H., Hunnicutt, L., & Salomon, D. A. (2015). *Redefining the paradigm: faculty models to support student learning*. Place of publication not identified: New American Colleges and Universities.

Hogg, M. A. (2016). Social Identity Theory. In S. McKeown, R. Haji, & N. Ferguson (Eds.), *Understanding Peace and Conflict Through Social Identity Theory* (pp. 3–17). Springer International Publishing. https://doi.org/10.1007/978-3-319-29869-6_1

Hurtado, S., & Sork, V. L. (2015). *Enhancing Student Success and Building Inclusive Classrooms at UCLA Report to the Executive Vice Chancellor and Provost December 2015* (p. 67). University of California, Los Angeles (UCLA). Retrieved from http://evc.ucla.edu/reports/Enhancing%20Student%20Success%20-%20Building%20Inclusive%20Classrooms%20at%20UCLA%20Report_December%202015%20-Hurdado%20-%20Sork-%20-%20Report.pdf

Jacobs, F. (1998). Using Part-Time Faculty More Effectively. *New Directions for Higher Education*, *1998*(104), 9–18. https://doi.org/10.1002/he.10401

Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *The Journal of Higher Education*, *77*(6), 1081–1103.

Jaeger, A. J. (2008). Contingent Faculty and Student Outcomes. *Academe*, *94*(6-), 42–43.

Jaeger, A. J., & Eagan, J., M. Kevin. (2009). Examining the Effect of Part-Time Faculty

      Members on Associate's Degree Completion. *Community College Review*, *36*(3), 167.

James, S., & Binder, D. (2011). The Care and Feeding of Part-Time Faculty: A Model to Retain

      Community College Adjuncts. *National Forum of Educational Administration &*

      Supervision Journal, *28*(3), 21–30.

Johnson, I. (2011). Contingent Instructors and Student Outcomes: An Artifact or a Fact?

      Research in Higher Education, *52*(8), 761–785. https://doi.org/10.1007/s11162-011-

      9219-2

Jones, A. (2008). Preparing new faculty members for their teaching role. *New Directions for*

      Higher Education, *2008*(143), 93–100.

Jones, G. R. (1986). Socialization Tactics, Self-Efficacy, and Newcomers' Adjustments to

      Organizations. *The Academy of Management Journal*, *29*(2), 262–279.

      https://doi.org/10.2307/256188

Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zang, J., … Dunlop Velez, E.

      (2015). *Postsecondary Education*. Washington, D.C.: U.S. Department of Education,

      National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch

Kezar, A. J., & Maxey, D. (2014). Troubling Ethical Lapses: The Treatment of Contingent

      Faculty. *Change*, *46*(4), 34–37. https://doi.org/10.1080/00091383.2014.925761

Kezar, A. J., & Maxey, D. (Eds.). (2016a). *Envisioning the faculty for the twenty-first century:*

      moving to a mission-oriented and learner-centered model. New Brunswick, New Jersey:

      Rutgers University Press.

Kezar, A. J., & Maxey, D. (Eds.). (2016b). Recognizing the need for a new faculty model. In *Envisioning the faculty for the twenty-first century: moving to a mission-oriented and learner-centered model*. New Brunswick, New Jersey: Rutgers University Press.

Kezar, A. J., Maxey, D., & Eaton, J. (2014). *An examination of the changing faculty: Ensuring institutional quality and achieving desired student learning outcomes* (CHEA Occasional Paper). Institute for Research and Study of Accreditation and Quality Assurance. Retrieved from http://www.uscrossier.org/pullias/wp-content/uploads/2014/01/CHEA_Examination_Changing_Faculty_2013.pdf

Kezar, A. J., & Sam, C. (2010). Understanding the New Majority. *ASHE Higher Education Report*, *36*(4), 1–18. https://doi.org/10.1002/aehe.3604

Kezar, A. J., & Sam, C. (2013). Institutionalizing Equitable Policies and Practices for Contingent Faculty. *Journal of Higher Education*, *84*(1), 56–87.

Kezar, A., & Maxey, D. (2016). Resonant Themes. In A. J. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: moving to a mission-oriented and learner-centered model*. New Brunswick, New Jersey: Rutgers University Press.

Landrum, R. E. (2009). Are There Instructional Differences between Full-Time and Part-Time Faculty? *College Teaching*, *57*(1), 23–26. https://doi.org/10.3200/CTCH.57.1.23-26

Lapointe, É., Vandenberghe, C., & Boudrias, J.-S. (2014). Organizational socialization tactics and newcomer adjustment: The mediating role of role clarity and affect-based trust relationships. *Journal of Occupational & Organizational Psychology*, *87*(3), 599–624. https://doi.org/10.1111/joop.12065

Law, A., Jackevicius, C., Murray, W. I., Hess, K., Pham, D. Q., Min, D. I., & Le, J. (2012). Impact of a Faculty Orientation and Development Committee. *American Journal of Pharmaceutical Education*, *76*(1), 1–7.

Levin, J. S., & Hernandez, V. M. (2014). Divided Identity: Part-Time Faculty in Public Colleges and Universities. *The Review of Higher Education*, *37*(4), 531–557. https://doi.org/10.1353/rhe.2014.0033

Linder, K. E. (2012). Creating Space for Adjunct Faculty: The Multiple Roles of Centers for Teaching and Learning. *Journal on Centers for Teaching & Learning*, *4*, 33–59.

Lindholm, J. A. (2003). Perceived Organizational Fit: Nurturing the Minds, Hearts, and Personal Ambitions of University Faculty. *The Review of Higher Education*, *27*(1), 125–149. https://doi.org/10.1353/rhe.2003.0040

Lyons, R. E. (Ed.). (2007). *Best practices for supporting adjunct faculty*. Bolton, Mass: Anker Pub.

Maxwell, J. A. (2013). *Qualitative research design: an interactive approach* (3rd ed). Thousand Oaks, Calif: SAGE Publications.

McGrew, H., & Untener, J. (2010). A Primer on Improving Contingent Faculty Conditions. *Academe*, *96*(4), 43–45.

Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of Part-Time Faculty for the Benefit of Faculty and Students. *College Teaching*, *58*(4), 141–147. https://doi.org/10.1080/87567555.2010.484032

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (Fourth edition). San Francisco, CA: Jossey-Bass.

Mitchell, J. (2014). Academics Learning a New Language: Developing Communities of Practice in Faculty Professional Development. *International Journal of Adult, Community & Professional Learning*, *21*(1), 1–13.

National Center for Education Statistics. (2015). *Digest of Eduation Statistics*. U.S. Department of Education, National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/current_tables.asp

NEA Higher Education Research Center. (2007, September). Part-Time Faculty: A Look at Data and Issues. *Update*, *11*(3).

Reevyi, G. M., & Deason, G. (2014). Predictors of depression, stress, and anxiety among non-tenure track faculty. *Frontiers in Psychology*, *5*, 1–32. https://doi.org/10.3389/fpsyg.2014.00701

Reichard, G. W. (2003). The Choices Before Us: An Administrator's Perspective on Faculty Staffing and Student Learning in General Education Courses. *New Directions for Higher Education*, (123), 61.

Rhoades, G., & Torres-Olave, B. M. (2015). Academic Capitalism and (Secondary) Academic Labor Markets: Negotiating a New Academy and Research Agenda. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (Vol. 30). Cham: Springer International Publishing. Retrieved from http://link.springer.com/10.1007/978-3-319-12835-1

Rosch, T. A., & Reich, J. N. (1996). The enculturation of new faculty in higher education: A comparative investigation of three academic departments. *Research in Higher Education*, *37*(1), 115–131. https://doi.org/10.1007/BF01680044

Roueche, J. E., Roueche, S. D., & Milliron, M. D. (1996). Identifying the strangers: Exploring part-time faculty integration in American community colleges. *Community College Review*, *23*(4), 33–48.

Savage, H. E., Karp, R. S., & Logue, R. (2004). Faculty Mentorship at Colleges and Universities. *College Teaching*, *52*(1), 21.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: John Wiley & Sons.

Schuetz, P. (2002). Instructional practices of part-time and full-time faculty: Instructional practices of part-time and full-time faculty. *New Directions for Community Colleges*, *2002*(118), 39–46. https://doi.org/10.1002/cc.62

Schuster, J. H., & Finkelstein, M. J. (2006). *The American Faculty*. The Johns Hopkins University Press. Retrieved from https://muse.jhu.edu/book/3484

Scott, S. S., & Edwards, W. (2012). Project LINC: Supporting Lecturers and Adjunct Instructors in Foreign Language Classrooms. *Journal of Postsecondary Education and Disability*, *25*(3), 253–258.

Seymour-Campbell Student Success Act of 2012, Pub. L. No. 705, § 78213, Chapter 745 Education (2017). Retrieved from https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

Sorcinelli, M. D. (1994). Effective approaches to new faculty development. *Journal of Counseling & Development*, *72*, 474–479.

Sorcinelli, M. D. (2002). New conceptions of scholarship for a new generation of faculty members. *New Directions for Teaching and Learning*, *2002*(90), 41–48. https://doi.org/10.1002/tl.54

Sorcinelli, M. D., & Yun, J. (2007). From Mentor to Mentoring Networks: Mentoring in the New Academy. *Change*, *39*(6), 58–61. https://doi.org/10.3200/CHNG.39.6.58-C4

Tajfel, H. (2010). *Social Identity and Intergroup Relations*. Cambridge University Press.

Twombly, S., & Townsend, B. K. (2008). Community College Faculty: What We Know and Need to Know. *Community College Review*, *36*(1), 5–24.

Umbach, P. D. (2007). How Effective Are They? Exploring the Impact of Contingent Faculty on Undergraduate Education. *The Review of Higher Education*, *30*(2), 91–123. https://doi.org/10.1353/rhe.2006.0080

Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, *46*(2), 153–184. https://doi.org/10.1007/s11162-004-1598-1

Van Maanen, J. (1978). People Processing: Strategies of Organizational Socialization. *Organizational Dynamics*, *7*(1), 18–36.

Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. In *Research in Organizational Behavior* (pp. 209–264). JAI Press.

Welch, G. F. (2002). A New Faculty Orientation Program: Building a Core of New Faculty to Shape the Future of the College. *New Directions for Community Colleges*, (120), 11–16. https://doi.org/10.1002/cc.84

Yin, R. K. (2014). *Case study research: design and methods* (Fifth edition). Los Angeles: SAGE.